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COUNSELING DOCTORAL PROGRAM  
Counseling and Psychological Services  
Georgia State University

The program is administratively housed in the Department of Counseling and Psychological Services (CPS) wherein are also located doctoral programs in counseling psychology and school psychology. The Counseling Doctoral Program is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). The Counseling Psychology Doctoral Program and the School Psychology Doctoral Program are both accredited by the American Psychological Association (APA). Georgia State University (GSU) is the Southeast's largest urban university and has the largest graduate division of any university in the Southeast. It is situated in the heart of Atlanta's business, government, and retail centers. The campus is compact, is designed to accommodate persons with disabilities, and is within walking distance of thousands of offices. It is only a few blocks from Interstate 75-85 and one block from a central MARTA rapid transit station from where one can travel out of the center of the city in every direction.

The following guidelines are intended to facilitate progress through the sequence of requirements in the counseling doctoral program. These guidelines supplement general requirements for the Ph.D. degree in the College of Education, Georgia State University. A doctoral student should consult the Georgia State University Graduate Catalog, and the College of Education Guide for Doctoral Students for the year in which he/she is admitted for college/university requirements. Requirements designated in the Graduate Catalog of any admission year apply throughout the maximum seven years allowed for program completion. If degree requirements are changed, announcement of such changes and the options available to the student will be made by the graduate faculty and conveyed to the student through his/her advisory committee.

The selection of a doctoral advisory committee as specified in the Georgia State University Graduate Catalog, is among the first tasks of an entering doctoral student. This doctoral committee serves an advisory function throughout the student's academic program. Credentials for committee members are specified in the bulletin.

Endorsement Policy: The Department of Counseling and Psychological Services requires that program faculty endorsement be given only for the program for which the graduate student has been prepared.

Mission Statement:

Based on our commitment to diversity, advocacy and the belief that changes are possible, the mission of the department is to prepare competent professionals in counseling and psychological services, to contribute to the body of knowledge that undergirds these professions, and to provide service to the profession and the community.
PROGRAM OVERVIEW

The doctoral program is a professional extension of a core curriculum which is highly specific at the master's and educational specialist degree levels. The master's and educational specialist degrees are essentially practitioner oriented and prepare students for the majority of problems which they may encounter in the field. The sub-doctoral practitioner is apt to be more a consumer, than a producer of research. Doctoral training extends beyond course content hours and field experiences. Doctoral students learn to examine critically the state of the art, to generate research inquiries, and to advance the profession of counseling through oral and written contributions. The doctoral level counselor represents a "scientist-practitioner" model and should be both consumer and producer of research.

Attainment of a Ph.D. degree in counseling ranks among the most respected accomplishments in the field of counseling. This reality imposes serious professional responsibilities upon the doctoral student in counseling. Such responsibilities demand that a student maximize rather than minimize program obligations. Respect for a doctoral student in counseling is generally proportionate to the student's willingness to expend efforts beyond minimal demands of program requirements. Such efforts may include, but are not limited to, active participation in professional organizations including seeking office or other administrative assignments, presentations and publications of scholarly works, research projects, teaching endeavors within the program, conducting workshops in the community, and interacting with other professionals in the mental health fields in scholarly and service activities.

Doctoral degree requirements in counseling are rigorous. The selection process for admission to the program considers this factor. Students admitted to the program have convinced the selection committee of potential for successful program completion. Consistent effort, professional commitment, and effective time management should assure attainment of the degree objective--a Ph.D. in counseling.

Program Objectives

To provide a theoretical and clinical base of course and internship experience to equip the student to:

- teach in university setting
- administer counseling consultation and clinical services to individuals, families, children, or groups within the context of mental, community, correctional, and school settings
- understand and become proficient in research related to the counseling profession
- become acquainted with the importance of viewing client populations within the context of ethnic, gender, and race, religion, sexual orientation and psychological/physical disabilities
- design and complete an individualized internship experience to compliment chosen career objectives
- become involved in seminars, professional organizations, and professional development experiences related to career focus
PROGRAM REQUIREMENTS

I. Selection of Doctoral Advisory Committee

Upon admission to the doctoral program a temporary adviser is assigned to each student. The permanent doctoral adviser and advisory committee should be established as soon as possible but no later than the completion of 27 semester hours of course work; or no later than one calendar year from the undertaking of course work (see the "Doctoral Advisory Committee" section of the current GSU Graduate Catalog for details on selection of advisory committee).

II. Program of Formal Coursework

The program of study includes a minimum of 97 graduate semester hours beyond the master's degree, including dissertation, and internship credits. This course work must be distributed as follows:

A. Core Area: The core represents a uniform requirement of the College of Education to provide a common body of training toward expertise in research design and methodology as well as awareness of social foundations and the psychology of learning. A minimum of 6 semester hours must be selected in the area of social foundations and psychology of learning with 3 semester hours in an appropriate elective. A minimum of 21 semester hours is selected in the research core, which includes course work in measurement, research design, statistics, and dissertation hours. A minimum of 6 semester hours of course work from one of the following research tracks: Quantitative, Qualitative, Single Case, Humanistic Studies or Measurement Theory.

<table>
<thead>
<tr>
<th>Social Foundations &amp; Psychology of Learning (6 semester hours)</th>
</tr>
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<tbody>
<tr>
<td>Social Foundations: select one</td>
</tr>
<tr>
<td>EPSF 8270 Philosophy of Education (3hrs)</td>
</tr>
<tr>
<td>EPSF 8280 Anthropology of Education (3hrs)</td>
</tr>
<tr>
<td>EPSF 8310 Sociology of Education (3hrs)</td>
</tr>
<tr>
<td>EPSF 8340 History of American Education (3hrs)</td>
</tr>
<tr>
<td>EPSF 9260 Epistemology and Learning (3hrs)</td>
</tr>
<tr>
<td>Psychology of Learning: select one</td>
</tr>
<tr>
<td>EPY 8030 Advanced Applied Behavior Analysis (3hrs)</td>
</tr>
<tr>
<td>EPY 8050 The Psychology of Instruction (3hrs)</td>
</tr>
<tr>
<td>EPY 8070 Understanding and Facilitating Adult Learning (3hrs)</td>
</tr>
<tr>
<td>EPY 8080 Learning and Cognition in Adult (3hrs)</td>
</tr>
<tr>
<td>EPY 8180 Development During School Age (5-18 yrs) (3hrs)</td>
</tr>
<tr>
<td>EPY/CPS 8200 Adv Developmental Psy 1: Cog &amp; Int (3hrs)</td>
</tr>
<tr>
<td>EPY/CPS 8220 Adv Developmental Psy II: Pers &amp; Soc (3hrs)</td>
</tr>
</tbody>
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Research Design & Statistics (21 semester hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EPRS 8530 Educational Statistics I</td>
<td>3hrs</td>
</tr>
<tr>
<td>EPRS 8540 Educational Statistics II</td>
<td>3hrs</td>
</tr>
<tr>
<td>CPS 9960 Prospectus Design</td>
<td>3hrs</td>
</tr>
<tr>
<td>CPS 9990 Dissertation</td>
<td>9hrs</td>
</tr>
<tr>
<td>EPS 9820 Methods of Inquiry and</td>
<td>3hrs</td>
</tr>
<tr>
<td>One course from the research track or</td>
<td>3hrs</td>
</tr>
<tr>
<td>Any two courses from a research track</td>
<td></td>
</tr>
</tbody>
</table>

DISSENIATION HOURS are to be taken every semester after the comprehensive examination until completion of the degree, unless registered for other course work, with a minimum total of 9 credits.

B. Major Area: The major area requirements complete the basic body of knowledge for applied professional practice as a counselor. A minimum of 49 credits, (9 of which are Doctoral Internship), must be earned in the doctoral major, and these must include the courses listed below:

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CPS 8450 Advanced Group Counseling</td>
<td>3hrs</td>
</tr>
<tr>
<td>CPS 8530 Professional Issues and Decisions</td>
<td>3hrs</td>
</tr>
<tr>
<td>CPS 8650 Advanced Counseling Theory</td>
<td>3hrs</td>
</tr>
<tr>
<td>CPS 8660 Applied Practice II</td>
<td>3hrs</td>
</tr>
<tr>
<td>CPS 9370 Advanced Career Counseling</td>
<td>3hrs</td>
</tr>
<tr>
<td>CPS 9480 Supervision of Counseling Services</td>
<td>3hrs</td>
</tr>
<tr>
<td>CPS 9660 Applied Practice III</td>
<td>3hrs</td>
</tr>
<tr>
<td>CPS 9660S Applied Practice III Sup.</td>
<td>(3hrs)</td>
</tr>
<tr>
<td>CPS 9963 Seminar: Counseling</td>
<td>(6hrs)</td>
</tr>
<tr>
<td>CPS 9920* Seminar: Doctoral Research for Publication</td>
<td>(4hrs)</td>
</tr>
<tr>
<td>CPS 9680 Doctoral Internship</td>
<td>(9hrs)</td>
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Electives: Select two for 6 semester hours

* Repeatable credit; required during first year (1 credit hour - F/W/SP)

C. Cognate Area: The cognate area, [minimum of 18 semester hours] provides opportunity for the doctoral student to develop an extended base of knowledge in a selected specialty area as an adjunct to the major field of study. Selected course work outside the major should lead to development of an understanding of the origin, history, ontology, philosophy, or special application of the major area. Part or all of this work may be taken outside the College of Education.

Examples of cognates include: Marriage and Family; Organizational Behavior; Health Psychology; Assessment; Research; etc.

Total: Minimum of 97 Semester Hours
III. Residency

A minimum of 18 semester hours over a period of two consecutive semesters; or a minimum of 27 hours over a period of any three consecutive semesters during which the student must restrict outside employment to twenty (20) hours per week or less. It is recommended that residency be completed within the first four semesters following admission into the doctoral program. During residency the student is expected to spend considerable time on campus beyond attendance in enrolled classes. Students should attend dissertation defenses scheduled within the department and should take advantage of colloquia or symposia offered on campus or in the metropolitan area. Students may collaborate on research projects with faculty members and/or assist with instructional programs for master's and specialist degree students in counseling.

IV. Departmental Comprehensive Examination

A. To fulfill the requirements for the theory and ethics section of the comprehensive exam, students will be required to either:
   - receive a passing grade on the National Counselor Certification Exam
   - attain licensure in professional counseling/marriage and family, etc.; or
   - attend and complete a certifiable program related to their area of professional concentration (must be approved by content chair of student’s committee).

B. Students must successfully complete a written exam related to counseling theory, ethics, multicultural issues, and other topics relevant to the program of study. This exam consists of one written question on information evolved from a list of topics submitted by the student and agreed upon by the student's doctoral committee. The administration of this portion of the exam consists of the student receiving the integrative question on a designated Thursday. The student would be expected to write his/her response to the question on the following Monday on campus (during a four-hour block of time). This portion of the comprehensive exam will be evaluated by the student's doctoral committee or a committee assigned by the student's chairperson. The student has one additional opportunity to retake the exam during the next designated comprehensive period if the committee decides the student did not adequately address the written portion of the exam.

C. To complete the requirement of research, the student is required to have accepted (in a nationally refereed journal) a qualitative or quantitative study related to their area of interest. The student would be required to be the first author with the option of including a faculty member of his/her choice. The student could include a third author if necessary. The required research must be completed prior to the student's prospectus defense. The research segment of the comprehensive exam is not designed to serve as a dissertation but as an opportunity for the student to refine their research and writing skills, and thereby enhance the quality of the dissertation. The research could serve as a pilot study or a variation on the eventual dissertation. It is encouraged not to be the same as the first year project that is required in one of the research courses unless approved by the advisor of the student's doctoral program committee. The candidate's doctoral chairperson is responsible for monitoring the degree of overlap between the research requirements and the dissertation. If the candidate cannot achieve the foregoing requirement related to a publication in a refereed journal, the candidate is required to defend their research via an oral comprehensive. The committee for this oral defense consists of two of the student's committee members, a research professor outside of the department and one additional member of the counseling
faculty. Two weeks prior to the oral defense the candidate is required to submit to the committee his/her research project along with correspondence related to prior submissions of the manuscript. This provides the committee with a work history related to the efforts of the student as well as some idea of the quality of the research efforts of the student as determined by an outside review process.

V. Internship

The internship is an integral component of the doctoral program in counseling. Students, with few exceptions, are encouraged to plan upon a one calendar year model for completing their chosen internship experience. The structure and nature of the internship experience usually includes a component of one of the following areas. To successfully complete the internship, the students must complete (a) with any combination of the other three options.

a. completing to the satisfaction of the candidate’s chairperson (or designated Counselor Education and Practice core faculty) a minimum of a one course mentoring experience that would entail the teaching of a minimum of forty percent of course content and participate in the creation of the course syllabi, grading and sequence of course content.

b. completing a teaching internship that would include being the instructor of record for a minimum of one course over two consecutive semesters of which one of the courses would not be practicum or internship in nature.

c. participating in a teacher mentoring activity with the chair of the student’s dissertation committee or an approved instructor within the counseling Ph.D. faculty. This activity would include the student participating in the planning and teaching of a minimum of one course with the selected instructional mentor and completing the instructional concentration internship requirement by teaching four courses over a two-semester period.

d. a combination of a. and b., with a minimum of teaching three (3) classes and no less than 600 hours of counseling clients or

e. a training and consultation internship concentration that would be equal to the teaching and mentoring instructional requirement and the 600 hour requirement by CACREP.

It is at the discretion of the counseling doctoral committee to approve any alternative to the foregoing options. However, if there is an alternative it must be reviewed by the full committee of no less than three (3) faculty members.

Regardless of the configuration of the internship experience, the doctoral planning committee of the student scrutinizes whether the 600 hour requirement, as described in the CACREP standards have been met. Steps to qualify and matriculate through the internship experience are as follows:

1. Complete residency, practicum requirements, and pass comprehensive exams.

2. Submit, for review, a written description of the proposed Internship experience to your committee and the department chair. The minimum requirement is two consecutive semesters with a minimum of 450 hours per semester.

3. Identify by name, the appropriate clinical or teaching supervisor. This person must have at least a Ph.D., appropriate licenses/certification, and two (2) years of pertinent professional experience.
4. Provide a copy of this handbook to the site supervisor.

5. Provide proof of appropriate Liability Insurance related to counseling activities.

6. At the conclusion of the Internship activity, the candidate will provide the following information to the chair of his/her program committee.
   a. a summary of residency activities
   b. a description of each of internship activity as it relates to site, clinical and instructional hours
   c. a list of supervisors and evaluations from each individual who was responsible for the students clinical or instructional supervision.

VI. Dissertation

The scope of the dissertation should be a broad, complex, and innovative undertaking. The doctoral dissertation committee members may or may not include all individuals who served on the student's doctoral advisory committee. Four person committees are customary; two members from within the CPS department, one member representing an academic department of GSU outside that of the major field of study, and one member from a discipline/academic area outside the candidate's department.

At least one member of the committee must have been a member of the student's doctoral advisory committee. This provision assures continuity in faculty monitoring of the doctoral student's progress throughout the program. The doctoral dissertation committee should include one member more than the student's doctoral advisory committee. (Copies of dissertations are available in the CPS Library Library, Room 930, COE).

Prospectus and Dissertation Timelines

Prospectus Timeline

1. The prospectus and the abstract must be submitted to the doctoral student’s Chair and committee members at least 2 weeks (not including semester breaks) prior to submission to the Office of Academic Assistance (OAA). Some dissertation chairs may request more than two weeks for review of the documents. It is the student’s responsibility to clarify this deadline with the dissertation chair and the individual committee members.

2. After receiving a student’s prospectus, if a faculty member does not respond to the student within two weeks (not including semester breaks), the student can assume that the faculty member is in agreement with the proposed defense date. This does not mean that the committee member will have no questions or edits for the student at the defense meeting.

3. The prospectus abstract must be submitted to the Department Chair at least 7 days before submission to OAA.
Dissertation Timeline

1. Students must submit their dissertations to their committee members at least 2 weeks (not including semester breaks) prior to their projected defense date. Some dissertation chairs may request more than two weeks for review of the dissertation. It is the student’s responsibility to clarify this deadline with the dissertation chair and the individual committee members.

2. After receiving a student’s dissertation, if a faculty member does not respond to the student within two weeks (not including semester breaks), the student can assume that the faculty member is in agreement with the proposed defense date. This does not mean that the committee member will not have questions or edits for the student at the defense meeting.

3. The Dissertation Defense Announcement Form must be submitted to the Chair of the student’s committee for approval. Then the student should submit it to the Department Chair at least 7 days prior to turning it in to OAA.

4. After successfully defending the dissertation, the student and the committee chair are responsible for completing edits required by the committee. The committee chair does not sign the dissertation until all edits are complete.

5. After all edits are completed, the student submits the dissertation to the department chair for review two weeks prior to submitting it to the Dean’s Office.

Professional Activities and Professional Involvement

During the doctoral program students will attend counseling/seminars during each year. These gatherings provide opportunities for collegiality and professional information exchange. In addition, students are expected to attend dissertation defenses within the department. Attendance at defenses enhances scholarly awareness and shows support for fellow students' efforts.

Students are expected to join a professional organization (as student members) that most closely fits with their intended chosen career goals. Possible organizations would be the American Counseling Association, (ACA) American Association for Marriage and Family Therapists (AAMFT), North American Society of Adlerian Psychology (NASAP) or the Association of Counselor Education and Supervision (ACES). Membership in other professional organizations is also encouraged. Students are encouraged to seek office in their affiliated organizations and to demonstrate involvement in the activities of their professional groups.

Students are encouraged to present papers at local, regional, and national meetings related to the profession. It is encouraged that students take advantage of extended learning experiences related to the
profession. Some examples would be week-long state sponsored guidance workshops, international summer schools such as International Conference for Adlerian Summer School Institute (ICASSI), Marriage and Family programs, leadership workshops, etc. Independent research projects are strongly encouraged throughout the student's matriculation in the doctoral program. Faculty members support student research and are willing to assist with development of project ideas and data analyses. Accessibility to computer resources on campus provides additional incentive for doctoral students' independent research endeavors. Doctoral students who are considering academic careers are advised that entry-level positions are highly competitive. It is important that the student participate in vitae building activities related to a university position.

**General Orientation**

Although master's level training and much of undergraduate training have relatively structured sequential course arrangements, the elective course work in the doctoral program beyond the above requirements should reflect content focus in a special interest area, research methodology, and professional issues geared toward preparing students for the departmental comprehensive examinations.

Although formal course work is an important element of training, it is probably the least important as the student advances in his/her doctoral program. Professional development is advanced by regular exposure to journal literature, attendance at workshops and professional meetings, active involvement in professional organizations, and the production of publications for the literature.

Doctoral students are expected to show maturity and initiative in program planning. Students (with the assistance of department advisor) plan and manage their own programs following admission, including asking faculty members to serve on the advisory committee. Faculty members will remain available for support and suggestions, as indicated. One of the best resources for program planning would include consultation with advanced students in the program. After formulation of his/her advisory committee, the student should present to committee members his/her tentative program of study with a projected timetable for meeting criteria. The completed program of study should be submitted to the committee no later than two semesters following admission to the doctoral program.

**Professional Perspective**

Although an urban-based university holds numerous advantages in terms of enriched life experiences, the setting and opportunities for part-time studies also may impede steady commitment to career objective. A doctoral student who cannot maintain reasonable progress toward the Ph.D. degree within the allotted time must elect "inactive" status in the program in order to allow space for admission of more productive peers. The student's committee may call attention to slow progress in the program and recommend this alternative, if indicated. Reasonable length of time for completion of the Ph.D. in Counseling for a student entering with a master's level degree in counseling is approximately four years. It's strongly encouraged that students adhere to this guideline. This period includes two years of academic course work (two consecutive semesters of residency), satisfactory completion of the doctoral comprehensive examination, and acceptance of doctoral dissertation prospectus. Internship experiences should represent the final year in the student's doctoral program.

If, at any point in the sequence, the student encounters difficulty with one of the required areas delineated above (course work, comprehensive, e.g.), completion of all other program requirements must be delayed
until the deficit is corrected. Consultation with committee will reveal whether designated checkpoints in
the student's planned program have been achieved.

CPS Faculty

Dr. JoAnna White, Department Chair                Dr. Roy M. Kern, Program Coordinator

Dr. Joseph Hill, Clinical Coordinator

Primary Counseling Faculty

Dr. Gary Arthur                              Dr. Catharina Chang
Dr. Kay Draper                                Dr. Brian Dew
Dr. Dana Edwards                              Dr. Frances Mullis
Dr. Karen Ripley                              Dr. Roger Weed

Other Counseling and Psychological Services Faculty

Dr. Julie Ancis                              Dr. Jeffrey Ashby                              Dr. Gregory Brack
Dr. Y. Barry Chung                           Dr. Catherine Cadenhead                        Dr. Robin Dock
Dr. Susan Katrin                             Dr. Kenneth Matheny                            Dr. Joel Meyers
Dr. Christine Siegel                         Dr. Stephen Sampson                            Dr. Kristen Varjas
Other Program Information

Petition and Appeals

There are petition and appeals procedures for students within the College of Education for the resolution of academic problems that are not governed by university policy. Students enrolled in other Georgia State University colleges would follow the same process when a request involves College of Education courses or program requirements.

Petition for Waiver or Variance: This petition allows for a request for an exception to established academic policies and procedures in College of Education programs. All proposed deviations from the program of study as contained in this bulletin must have prior approval of the advisor, the department chair and the dean. A standard petition form for each proposed program deviation must be completed by the student. A petition form can be obtained from the Office of Academic Assistance (300 College of Education Building). This petition form must be submitted by the end of the semester prior to the semester in which the exception is needed.

Petition for Resolution: This petition allows for a request to redress of academic treatment believed to be injurious, unjust, or wrong. A petition form can be obtained from the department which is the source of the complaint. This petition must be initiated by written request to the department for a conference with the professor and department chair before the end of the semester in which the academic problem occurred. The entire petition process must be completed within ten (10) working days following the request for the conference.

Appeal Procedure

Any student in the College of Education may appeal to the Student Affairs Committee for review of a petition decision thought by the student to be arbitrary, capricious, or discriminatory. This appeal must be initiated within thirty (30) working days following completion of the petition process. To initiate an appeal, the student must schedule an appointment to meet with Dr. Beth Farokhi, 300 College of Education Building, telephone (404) 651-1006.

Policy on Student Development and Retention

The Department of Counseling and Psychological Services is committed to the professional and personal development of students in all of its masters, Ed.S., and doctoral programs. Since completion of all of these programs leads directly to entry into the professions, the CPS faculty members place considerable emphasis on academic performance as well as on students’ suitability for responsible participation in their chosen field. To meet this obligation, CPS faculty members monitor both academic performance and non-academic behavior in order to identify, nurture, and support appropriate behaviors and respond and intervene when inappropriate behaviors are noted. We will implement the following procedures in each of the CPS programs when inappropriate behaviors have been identified. At any time, the seriousness of a given incident or set of behaviors may result in a decision by the program faculty, the program coordinator, and the department chair, in consultation with the university’s Office of Legal Affairs, to bypass intermediate steps and convene the department’s ad hoc retention committee to gather information and recommend departmental action in the matter.
1. At the beginning of each fall semester, program coordinators for each program will name a review committee of two faculty members who will have the responsibility of reviewing the non-academic reports for students in their respective program.

2. Once a student is accepted into a program, the review committee will create a file that contains faculty reports of academic and non-academic behaviors. The respective program coordinators will maintain the files.

3. Department faculty members are charged with the responsibility of continuous evaluation of all student behaviors throughout a student’s enrollment in his/her program. At any time, a faculty member may prepare a statement citing positive or negative behaviors of a student. The student must be informed of the statement and sign an attached statement showing their knowledge of the report and the fact that the report will become a part of a file to be kept in the department for review by the faculty. If the report is negative, the faculty member will write a statement of the incident(s), sign it, and obtain the student’s signature acknowledging the existence and intended use of the information. At this point, the faculty member and student may determine an appropriate remedy to the behavior. If they decide on such a remedy, they will write a brief statement (signed by both the student and the faculty member) indicating agreement and submit this statement to the program coordinator of the program for which the student is enrolled. If the student and the faculty member do not agree on a course of action, the student or the faculty member may take the issue to the department chair and request the formation of a retention committee to review the matter.

4. At the regularly scheduled semester review, the review committee for each program will examine the folders of non-academic behavior for all students in the program. They will review the files for indications of repeated incidents, both positive and negative. The committee will compose a statement citing positive behaviors in a letter format and will send it to every student who fits the criteria. Negative statements and accompanying information will be reviewed by the review committee for possible additional action by the program faculty.

5. Negative statements and accompanying information may form the basis for the following action by the review committee:

a. preparation of a written statement for the student showing the seriousness of the recorded negative behaviors and the expectation of receipt of satisfactory completion of a program to correct or stop the behaviors; or

b. review of the student’s suitability for the respective profession by the entire program faculty who may, in turn, recommend remedial work* for the student; or

c. referral of the matter to the department chair for the formation of a retention committee for a formal hearing.

6. The ad hoc retention committee is the last step in the review of a student’s academic and/or non-academic suitability for entering the profession if a problem has been identified. The procedure for the formation and conduct of the ad hoc retention committee is as follows:

* Remedial work is any program of activity agreed upon by both the faculty and the student designed to remove or correct negative behaviors within a specified time.

**Procedures for Retention Committee Hearing.** The procedures for the retention committee hearing are as follows:

1. The program coordinator of the program in which the student in question is enrolled will, after consultation with the program faculty, request from the department chair the appointment of an ad hoc retention committee to receive information as regards the suitability of the student for the program.
2. The department chair will then appoint three faculty members from the department faculty-at-large who have not had the student in question in any class, or supervised the student in any activity in the department or had any relationship with the student in any other activity. One of the three faculty members will also be appointed retention committee chair.

3. The department chair will brief the committee members on the purposes and procedures of the hearing process. Attorneys from the university’s Office of Legal Affairs may be included in these discussions.

4. The purposes of the retention hearing are to (a) gather information as regards the student’s behavior, (b) consider the information given in light of the concerns about the student’s suitability for the program and (c) prepare a recommendation for the faculty as regards the student’s future participation in the program.

5. The department chair will send a certified letter to the student notifying the student of the formation of the **ad hoc** retention committee to consider the student’s suitability (academic and/or non-academic) for the program. The letter will identify the retention committee members and chair and notify the student that additional information will be forthcoming from the retention committee chair.

6. The retention committee chair will develop a calendar of events for the preparation of the retention committee hearing, the date for the hearing, and notification of persons to appear for the hearing. The student will be given notice of the above date and information by certified letter postmarked at least seven days (7) in advance of the hearing.

7. The student will be informed of the information received and the persons who will appear to present information to the retention committee. At least seven days (7) prior to the date of the retention committee hearing, the student will be sent copies of all documents and the names of all who will appear. The student should provide to the retention committee chair a copy of all documents that he/she will submit to the committee at least 24 hours prior to the retention committee hearing. The student may choose to present information at the hearing or have persons present information relevant to any incidents described in the information received by the committee.

8. The retention committee chair will be responsible for securing appropriate space for the hearing, providing the necessary supplies and equipment for recording the hearing, and notifying persons who are to provide information about the date, time and location of the hearing.

9. The student is to be informed that the hearing will not allow for participation by an attorney or other representative. However, an attorney or representative may accompany and give advice to the student. The student is to notify the chair of the retention committee if an attorney or representative will be present. The retention committee chair will, in turn, notify the university’s Office of Legal Affairs of the expected presence of an attorney or representative and the person’s name.

10. The retention committee chair shall preside over the hearing and be responsible for recording the hearing. All oral presentations will be given under oath and recorded; written presentations must be signed by the preparer and have a statement swearing or affirming the truthfulness of the information included with the written material. The student has the right (at his/her expense) to receive a copy of tapes of the hearing and documents presented.

12. Members of the committee and the student may ask questions of persons providing information for the purpose of clarifying information; as this is not an adversarial proceeding, no questions can be asked except to clarify material presented to the committee.

13. At the conclusion of the presentation of the information, the student will be allowed an opportunity to present information to challenge the information presented as well as describe their own understanding of events.
14. After all information has been received, the retention committee will meet in closed session to discuss the information received and develop a recommendation to the CPS faculty. The committee has the following options for framing the recommendation: a) no additional action is necessary; b) the student may continue in the program with stipulations as to corrective measures to remove behavioral deficits; c) the student must leave the program for a prescribed period, take action to correct or remove behavioral deficits, then return to the retention committee to present information supporting their return to the program; or d) the student should be removed permanently from the program. The retention committee will prepare a written statement of its decision.

The retention committee will base its recommendations to the CPS faculty on professional behaviors expected of all counselors and counselors in training. These professional behaviors are directly related to the Professional Codes of Ethics of the American Counseling Association and the American Psychological Association, licensing laws of professional counselors and psychologists, and the accrediting bodies: American Psychological Association and Council for the Accreditation of Counseling and Related Educational Programs (CACREP). The following list provides examples of behaviors and attitudes expected of successful counseling students. This list is not exhaustive, but rather serves as a guide to the student and to the retention committee.

**Characteristics expected of a successful student:**

1. Integrity
2. Self-awareness
3. Ability to successfully complete the academic course work required in the program.
4. Sensitivity to individual differences and respect for diversity among fellow students, staff, faculty, and clients.
5. Respect for and adherence to the Code of Ethics of the American Counseling Association (for Professional Counseling students, School Counseling Students and Rehabilitation Counseling students) or the American Psychological Association (for Counseling Psychology students and School Psychology students).
6. The ability to accept and make use of feedback from faculty regarding one’s progress in the program as it relates to academics, interactions with fellow students and faculty, and clinical skills.
7. The commitment to upholding confidentiality with fellow students in interpersonal and supervisory experiences and also with clients in practicum and internship.
8. Awareness of how to maintain appropriate interpersonal boundaries with faculty, fellow students, and clients.

15. The retention committee chair will present its recommendation to the CPS faculty. The faculty will discuss the committee’s findings and approve, disapprove or modify the retention committee’s recommendation. A majority vote of the faculty will be necessary to carry the motion.

16. The retention committee chair will prepare a report of the faculty decision for the department chair and the student. The student will receive a copy of the faculty’s decision by certified mail.

17. The student may appeal the CPS faculty’s decision by following the printed appeals procedures described in the College of Education catalog.
APPENDIX A
**DOCTORAL PROGRAM FLOWCHART**

Name _____________________  SS# _____________  First Semester ________

This flow chart suggests a recommended time sequence for doctoral students. All requirements must be completed within (7) years from admission date. Once admitted to candidacy remaining requirements must be completed within (2) years. Forms are available from departments except as noted and should be submitted to the College of Education, Room 300 COE Building, unless indicated otherwise. Record date each form was submitted in blocks to the left of each requirement.

<table>
<thead>
<tr>
<th>DATE</th>
<th>REQUIREMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Select INITIAL ADVISORY COMMITTEE by end of first year or 27 semester hours.</td>
</tr>
<tr>
<td></td>
<td>Plan PROGRAM OF STUDY by end of first year or 27 semester hours.</td>
</tr>
<tr>
<td></td>
<td>Plan RESIDENCY semester before first semester of residency.</td>
</tr>
<tr>
<td></td>
<td>Submit Program of Study/Doctoral Committee forms by end of first year or 27 semester hours, whichever is first. Transcripts for work at other institutions should be attached.</td>
</tr>
<tr>
<td></td>
<td>Take doctoral COMPREHENSIVE EXAMS at or near completion of all course work.</td>
</tr>
<tr>
<td></td>
<td>Submit Report of Doctoral Comprehensive Examination Form.</td>
</tr>
<tr>
<td></td>
<td>Select DISSERTATION ADVISORY COMMITTEE (Initial Advisory Committee plus at least one additional member).</td>
</tr>
<tr>
<td></td>
<td>Submit Program of Study/Doctoral Committee forms (final). Changes in program of study or residency can be recorded here as well.</td>
</tr>
<tr>
<td></td>
<td>Obtain copy of the <em>Guide for Preparing Dissertations and Theses</em> from the GSU Book store.</td>
</tr>
<tr>
<td></td>
<td>Submit one copy of completed PROSPECTUS, original and thirty (30) copies of Announcement of Prospectus Presentation form after passing comprehensive exams and at least ten (10) working days prior to prospectus defense.</td>
</tr>
<tr>
<td></td>
<td>PROSPECTUS PRESENTATION.</td>
</tr>
<tr>
<td></td>
<td>Submit Approval of Prospectus form with copy of approved Application for Research Using Human Subjects form.</td>
</tr>
<tr>
<td></td>
<td>Committee recommends to DOCTORAL CANDIDACY after passing comprehensive exams and acceptance of prospectus.</td>
</tr>
<tr>
<td></td>
<td>Submit Recommendation to Doctoral Candidacy form.</td>
</tr>
<tr>
<td></td>
<td>Submit Application for Graduation and graduation fee to Student Accounts, Room 101 Sparks Hall two semesters before graduation. (Obtain form from department or Graduation Office.)</td>
</tr>
<tr>
<td></td>
<td>Prepare DISSERTATION after admission to doctoral candidacy.</td>
</tr>
<tr>
<td></td>
<td>Submit two (2) copies of complete DISSERTATION, original and thirty (30) copies of Announcement of Dissertation Defense form at least ten (10) working days prior to dissertation defense.</td>
</tr>
<tr>
<td></td>
<td>Submit Requests of Final Dissertation Defense form immediately following final dissertation defense.</td>
</tr>
<tr>
<td></td>
<td>Obtain signatures of Dissertation Advisory Committee on ACCEPTANCE PAGE of Dissertation.</td>
</tr>
<tr>
<td></td>
<td>Submit DISSERTATION original, first and second copies, Dissertation Submission Checklist, Survey of Earned Doctorates, Doctoral Dissertation Agreement Form, copy of title page, copy of abstract, self-addressed stamped postcard. Binding, microfilming and copyright (optional) fees are paid at this time.</td>
</tr>
</tbody>
</table>
DOCTORAL RESIDENCY

The purpose of the residency is a) to provide close and continuous involvement with faculty, professional colleagues, and other graduate students; b) to provide a supervised opportunity for development in the areas of scholarship, teaching, and service; c) to provide a period of time for concentrated study and course work, reading, reflecting, and research appropriate for the advanced degree. The objectives are met in two ways:

1. By completing three of the four nondissertation courses of the research core requirement within the first two calendar years following admission to the doctoral program. To complete this requirement, all grades of I (Incomplete) or IP (In Progress) earned during this period must be removed during this period.

2. By completing a Residency Program Plan developed by the student with the Doctoral Chair and approved by the committee. The program will include activities in the areas of scholarship, teaching, service/professional development, and collegiality.

After completion of the residency, a summary of residency activities and outcomes must be submitted to and approved by the Doctoral Advisory Committee. Completion of the approved Residency Program Report is a requirement for the advancement to candidacy.

Scholarship: participate in a faculty research project; write for presentation/publication; submit publication; collect data for research project; assist in proposal development; do research project (other than dissertation)

Teaching/Service/Professional Development:

Teaching: work with faculty to teach a course; supervise student field experience; conduct a workshop; develop a seminar

Service: assist in planning a conference/colloquia; assist in program development; proposal review; serve on department of COE committee

Professional Development: attend professional meetings; attend doctoral seminars; participate in doctoral fellows intern with an outside agency; participate in computer self development

Collegiality: attend department meetings; be present in department; participate in departmental and other college functions
# First Year Model Program Ph.D. Counseling

## Semester One (Fall)

<table>
<thead>
<tr>
<th>Concentration Area</th>
<th>Course Name</th>
<th>Course #</th>
<th>Hours</th>
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<tbody>
<tr>
<td><strong>Research</strong></td>
<td>Educational Statistics I (3)</td>
<td>EPRS 8530</td>
<td>3</td>
</tr>
<tr>
<td><strong>Major</strong></td>
<td>Applied Practice II</td>
<td>CPS 8660</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Advanced Counseling Theory</td>
<td>CPS 8650</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Counseling Seminar</td>
<td>CPS 9963</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Research &amp; Publication</td>
<td>CPS 9920</td>
<td>1</td>
</tr>
<tr>
<td><strong>Core</strong></td>
<td>Social Foundations Elective or <em>Advanced Group Counseling</em></td>
<td>EPSF / CPS 8450</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><em>Student may have to take Advanced Group duing spring semester due to course limits</em></td>
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<td>Total Credit Hours</td>
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## Semester Two (Spring)

<table>
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<th>Concentration Area</th>
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<tbody>
<tr>
<td><strong>Research</strong></td>
<td>Educational Statistics II (3)</td>
<td>EPRS 8540</td>
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<td><strong>Major</strong></td>
<td>Applied Practice III</td>
<td>CPS 9660</td>
<td>3</td>
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<td></td>
<td><em>Advanced Group Counseling or Social Foundations Elective</em></td>
<td>CPS 8450 / EPSF</td>
<td>3</td>
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<td></td>
<td>Counseling Seminar</td>
<td>CPS 9963</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Research &amp; Publication</td>
<td>CPS 9920</td>
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<tr>
<td><strong>Core</strong></td>
<td>Psychology of Learning Elective</td>
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## Semester Three (Summer)

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<th>Concentration Area</th>
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<th>Course #</th>
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<tbody>
<tr>
<td><strong>Major</strong></td>
<td>Professional Issues and Decisions</td>
<td>CPS 8530</td>
<td>3</td>
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<tr>
<td></td>
<td>Supervision of Counseling Services</td>
<td>CPS 9480</td>
<td>3</td>
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<td></td>
<td>Elective (May or Summer)</td>
<td>CPS</td>
<td>3</td>
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<tr>
<td></td>
<td>Research &amp; Publication</td>
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<td>Total Credit Hours</td>
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The above description of coursework for this program is intended as an aid in planning your schedule, however, the official listing of required courses and electives can be found in the College of Education Graduate Bulletin. AY 2001 - 2002
<table>
<thead>
<tr>
<th>Courses</th>
<th>Even Years</th>
<th>Odd Years</th>
<th>Program</th>
<th>Limit</th>
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<tbody>
<tr>
<td>Advanced Group Counseling</td>
<td>CPS 8450</td>
<td>Y</td>
<td>Y Y N</td>
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<tr>
<td>Stress Management</td>
<td>CPS 8500</td>
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<td>CPY</td>
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<tr>
<td>Professional Issues &amp; Decisions</td>
<td>CPS 8530</td>
<td>N Y Y Y Y</td>
<td>N Y Y Y</td>
<td>CPY</td>
</tr>
<tr>
<td>Advanced Counseling Theory</td>
<td>CPS 8650</td>
<td>Y N N N</td>
<td>Y N N N</td>
<td>CPY</td>
</tr>
<tr>
<td>Applied Practice II</td>
<td>CPS 8660</td>
<td>Y Y Y N</td>
<td>Y Y Y N</td>
<td>CPY</td>
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<tr>
<td>Internship in School Psychology</td>
<td>CPS 8680</td>
<td>Y Y N N</td>
<td>Y Y Y N</td>
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<tr>
<td>Biopsychology &amp; Medication</td>
<td>CPS 9350</td>
<td>N N N N</td>
<td>Y Y N N</td>
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<td>Advanced Career Counseling</td>
<td>CPS 9370</td>
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<td>N Y Y N</td>
<td>NR</td>
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<td>Supervision of Counseling Services</td>
<td>CPS 9480</td>
<td>N N Y N</td>
<td>N N Y Y</td>
<td>CPY</td>
</tr>
<tr>
<td>Advanced Issues in Consultation</td>
<td>CPS 9630</td>
<td>N N N Y</td>
<td>Y N N N</td>
<td>NR</td>
</tr>
<tr>
<td>Behavior Assessment &amp; Intervention</td>
<td>CPS 9640</td>
<td>N Y N N</td>
<td>N N Y N</td>
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<tr>
<td>Prevention &amp; Intervention for Child</td>
<td>CPS 9650</td>
<td>N Y N N</td>
<td>N N Y N</td>
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<td>Diversity &amp; Culture for School Psychology</td>
<td>CPS 9655</td>
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<td>Applied Practice III</td>
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<td>Y Y Y Y</td>
<td>Y Y Y Y</td>
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</tr>
<tr>
<td>Applied Practice Supervision</td>
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<td>Doctoral Internship</td>
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<td>Y Y Y Y</td>
<td>CPY</td>
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<tr>
<td>Research &amp; Publication</td>
<td>CPS 9920</td>
<td>Y Y Y Y</td>
<td>Y Y Y Y</td>
<td>CPY</td>
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<td>Prospectus Design</td>
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<td>N Y Y Y</td>
<td>CPY</td>
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<td>School Psychology Seminar</td>
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<tr>
<td>Counseling Psychology Seminar</td>
<td>CPS 9962</td>
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<td>Y Y Y N</td>
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<td>Counseling Seminar</td>
<td>CPS 9963</td>
<td>Y Y N Y</td>
<td>Y Y Y N</td>
<td>NR</td>
</tr>
<tr>
<td>Dissertation</td>
<td>CPS 9990</td>
<td>Y Y Y Y</td>
<td>Y Y Y Y</td>
<td>NR</td>
</tr>
</tbody>
</table>

NR = Not Required in Program of Study
Handbook for
Ph.D. Program in Counseling Psychology

COUNSELING & PSYCHOLOGICAL SERVICES
COLLEGE OF EDUCATION
GEORGIA STATE UNIVERSITY
UNIVERSITY PLAZA
ATLANTA, GEORGIA  30303
REVISED April 15, 2000
COUNSELING PSYCHOLOGY DOCTORAL PROGRAM
Counseling and Psychological Services
Georgia State University

This handbook has been constructed to represent the Counseling Psychology Doctoral Program to prospective students and to facilitate the smooth progress of students through the program. The content includes a discussion of program philosophy and requirements; a description of students, faculty, and facilities; and guidance for securing financial and personal support from the Department.

Department of Counseling and Psychological Services Mission Statement:

Based on our commitment to diversity, advocacy and the belief that changes are possible, the mission of the department is to prepare competent professionals in counseling and psychological services, to contribute to the body of knowledge that undergirds these professions, and to provide service to the profession and the community.

Program Description

The Counseling Psychology program at Georgia State University is fully accredited by the American Psychological Association and validation of this accreditation can be attested by contacting the Committee on Accreditation, 750 First Street, NE, Washington, DC 20002-4242. The program is designed to provide broadly based applied specialists within the science of psychology to work in academic, research, and applied settings. Pursuant to this objective the program subscribes to a scientist-practitioner model, a model designed to integrate science with practice. Students are prepared to generate and apply psychological knowledge to human problems based on scientific views of the world. Toward this end students are trained in critical thinking skills and are urged to develop an attitude of scholarly inquiry.

The services of counseling psychology are primarily directed to the problems of everyday living rather than to psychopathology. In this manner, counseling psychology differs from clinical psychology. While psychopathology is studied to allow for a more accurate reading of normal behavior, it is not the central focus of the program. It is rather, developmental difficulties and challenges, educational and occupational choice making and adjustment, marriage and family problems, high-risk behaviors, unhealthy lifestyles, and the like that receive primary attention.

In assisting normal persons to deal creatively with the normal problems of living and to fulfill their human potential, the counseling psychologist is expected to perform three complementary roles: a preventive role in helping persons anticipate, circumvent, and forestall future adjustment difficulties; a developmental role in helping persons make use of life experiences in the realization of their potentials; and a remedial role in helping persons overcome personal problems. Students are
trained to use individual and group counseling, psychoeducational techniques, and consultation skills to address the above mentioned problem areas.

The program emphasis is on counseling *psychology* and not psychological *counseling*. Therefore, students are expected to affiliate with psychology since it is the generic discipline from which the counseling psychology specialty arises. The program seeks to train psychologists who will prepare themselves for licensure, the Diplomate, and other sources of professional sanctioning.

The program is administratively housed in the Department of Counseling and Psychological Services wherein are also located doctoral programs in School Psychology and Counseling. The Counseling Psychology Doctoral Program and the School Psychology Doctoral Program are both accredited by the American Psychological Association (APA). The Counseling Doctoral Program and the Community Counseling Masters Program are accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). Georgia State University is the Southeast's largest urban university and has the largest graduate division of any university in the Southeast. It is situated in the heart of Atlanta's business, government, and retail centers. The campus is compact, is designed to accommodate the handicapped, and is within walking distance of thousands of offices. It is only 500 yards from Interstate 75-85 and one block from a central MARTA rapid transit station from where one can travel out of the center of the city in every direction.

*The Students*

Admission to the program is highly competitive. Typically five students are accepted yearly out of a pool of 50-100 applicants. The faculty is basically seeking applicants who a) have successfully completed a masters degree in counseling or a closely related field of psychology, b) aspire to be counseling psychologists, c) demonstrate high aptitude for graduate work, d) have excelled in an undergraduate major appropriate for doctoral work in counseling psychology, e) collectively represent a wide range of racial and ethnic groups, f) are willing to complete a rigorous course of study, g) demonstrate awareness of multicultural differences, h) provide evidence of writing competence, i) have a satisfactory work history in the helping professions, j) and have personal characteristics compatible with the role of the counseling psychologist. The mean Graduate Record Examination (GRE) score for accepted students over the past five years is approximately 1240; the mean undergraduate grade point average 3.42; the mean graduate grade point average 3.90. Of current enrollees, 40% are males, 60% are females, 74% are white, and 26% are ethnic minorities. All students are registered as full-time students, but most work part-time in positions complementary to their training. The mean age is approximately 28. The program actively recruits minority students and strongly encourages them to make application. Students come from many different backgrounds and represent varied geographic regions and cultures.

*The Faculty*
Major responsibility for staffing the program is shared by eleven counseling psychology faculty members in the Department of Counseling and Psychological Services. The Counseling Psychology Program also makes use of a Steering Committee to review program changes and to offer feedback regarding student performance. It consists of the full counseling psychology faculty plus eight members from the University Counseling Center (two of whom hold joint appointments in our department) and the Director of the Educational Research Bureau. Additional support for the program is provided by the thirteen remaining members of the CPS Department's faculty, seven adjunct faculty members, and by the research and statistics faculty in educational psychology. Moreover, the program receives strong support from the clinical faculty of the Psychology Department in the College of Arts and Sciences. Approximately one-third of the student's course work is taken in the Psychology Department. The clinical faculty offers consultative assistance in programmatic changes and serve on doctoral committees. The faculty holds impressive credentials and is deeply invested in maintaining the outstanding quality of the program.

Endorsement Policy: The Counseling and Psychological Services Department requires that program faculty endorsement be given only for the program for which the graduate student has been prepared.

**Student-Faculty Relationships**

Students receive guidance from the faculty in planning their programs and in writing their dissertations. They must select major advisors by the end of the first semester of their course work, and together with their advisors they select the remaining members of the program committee. The student's program committee consists of a major advisor from the counseling psychology program faculty, one or more additional members from the Department, a member from outside the College of Education, and other members deemed appropriate by the student and advisor. Students have the right to select a different committee for supervision of their dissertations.

To assist the student in completing the program in a timely manner and securing an appropriate internship, a progress report is maintained by each student. The progress report will entail a comprehensive record of all of the student's activities, including practicum hours, research and teaching experience, and goals and objectives. Students and faculty will meet periodically to discuss the progress report and provide the student with feedback regarding his/her progression through the program.

The ratio of faculty to students is exceptionally good and, as a consequence, faculty members demonstrate great concern for the professional and personal development of students. Students experiencing academic, financial, or personal problems are encouraged to seek the advice and counsel of the faculty. Students needing extended counseling are encouraged to seek assistance from the University Counseling Center. Students can look forward to experiencing the warm support of a faculty bent on extending generous respect to promising professionals. Partially as a result of such support, the completion rate of counseling psychology students since the inception of the program in 1978 has been over 95%.

Students are involved in the governance of the program. Two students elected by the Counseling Psychology Student Association serve on the Counseling Psychology Program Committee and the Counseling Psychology Steering Committee, an advisory committee to the
Counseling Psychology Program. Whereas the Counseling Psychology Steering Committee offers advice and guidance to the Counseling Psychology Program Committee, the Counseling Psychology Program Committee is responsible for the supervision of all matters pertaining to the program. Typically, five or more students participate in the interviewing of applicants to the program. Additionally, the Counseling Psychology Doctoral Student Association has a student representative present at all faculty meetings.

Program Requirements

Admission into the Ph.D. program comes after the student has obtained a master's degree. While students are selected from master's programs other than the Georgia State Program, all students are expected to have had course work in theories of helping, tests and measurements, group counseling, research, change strategies, systematic helping skills, and practicum. The formal requirements for the Ph.D. degree include extensive course work beyond the master's, a residency, successful completion of the comprehensive examinations, internship, and a dissertation. Much of the course work is tightly sequenced, and consequently, students are strongly urged to pursue the program full-time.

The required course work is more extensive than that required of many clinical Ph.D. programs because many of the "core" psychology courses required in the psychology master's program are not required in the counseling master's program. Consequently, many of our doctoral students must add these to their doctoral programs. Since the counseling master's degree is usually a terminal degree, students with master's degrees in counseling will typically have had extensive practicum experiences. We are generally pleased with this arrangement since one of the program goals is to integrate theory with practice early and continuously throughout the program. Students from clinical psychology master's programs are asked to add additional practice to their doctoral programs.

The curricular experiences comprising the doctoral program were constructed while keeping in mind accreditation requirements of the American Psychological Association, recommendations by the Council of Counseling Psychology Training Programs, state licensure requirements, American Board of Professional Psychology's requirements for the Diplomate, and our own model of a functioning counseling psychologist.

Petition and Appeals

There are petition and appeals procedures for students within the College of Education for the resolution of academic problems that are not governed by university policy. Students enrolled in other Georgia State University Colleges would follow the same process when a request involves College of Education courses or program requirements.

Petition for Waiver or Variance: This petition allows for a request for an exception to established academic policies and procedures in College of Education programs. All proposed deviations from the program of study as contained in this bulletin must have prior approval of the advisor, the department chair, and the dean. A standard petition form for each proposed program
deviation must be completed by the student. A petition form can be obtained from the Office of Academic Assistance (300 College of Education Building). This petition form must be submitted by the end of the semester prior to the semester in which the exception is needed.

**Petition for Resolution**: This petition allows for a request to redress academic treatment believed to be injurious, unjust, or wrong. A petition form can be obtained from the department that is the source of the complaint. This petition must be initiated by written request to the department for a conference with the professor and department chair before the end of the semester in which the academic problem occurred. The entire petition process must be completed within ten (10) working days following the request for the conference.

**Appeal Procedure**

Any student in the College of Education may appeal to the Student Affairs Committee for review of a petition decision thought by the student to be arbitrary, capricious, or discriminatory. This appeal must be initiated within thirty (30) working days following completion of the petition process. To initiate an appeal, the student must schedule an appointment to meet with Dr. Beth Farokhi, 300 College of Education Building, telephone 404/651-2843.

**Retention Policy**

According to the Retention Policy of the Department of Counseling and Psychological Services, an ad hoc faculty retention committee is to be convened by the chair if reports of inappropriate behavior on the part of a student during the period in which the student is in one of the graduate programs in the department is reported to the chair. The committee will be appointed by the chair and is limited to three full-time faculty who have had no prior contact with the student in any of their classes and who have not been involved in any of the incidents in question. If three current faculty members cannot be determined to be eligible for the committee, the chair, in consultation with the university attorney, will determine appropriate persons to form the committee. One member of the committee will be designated by the chair of the department to act as chair of the ad hoc committee. The purpose of the department’s retention committee is to recommend to the faculty any action that it deems necessary to appropriately address the behavior of the student in question. The committee shall conduct an information session at which time all relevant information concerning the behavior in question will be received. The student in question will be invited to attend the information session and may present any information for the record. The student may be accompanied by a representative who may give advice to the student, but who will not participate in the sessions. If the representative is an attorney, the university attorney must be provided the representing attorney’s name, address, and phone number at least 24 hours prior to the hearing. Information presented at the hearing may be oral or in writing and presented under oath. Oral information will be recorded and kept as part of the file for the session. At the conclusion of the information session, the ad hoc committee will convene to discuss the information and what, if any, recommendations will be forwarded to the department. No records will be kept of the committee’s discussions. The committee will prepare a written report of their decision and recommendations to the chair who will then submit the committee’s findings and recommendations to the faculty. The department will convene as a committee of the whole to
discuss, amend, and vote on the committee's report. The chair may elect, if time and schedules dictate, to call an emergency meeting of the faculty to consider the committee's report. The department will follow published procedures established by the university governing student notification of departmental action and information regarding appeals processes. In all matters involving student discipline, the Department seeks to assist the student to remedy deficiencies and, if warranted, allow the student to return to the program.

Course work

The doctoral program roughly consists of 109 semester hours of postmasters course work. The total number of credit hours will vary somewhat depending on the student's master degree course work. The faculty reserves the right to change course requirements as deemed necessary. The student should secure the latest issue of the Handbook for Ph.D. Program in Counseling Psychology for it will reflect current requirements for the program. Courses to be taken must be selected in consultation with the student's major advisor and program committee. The following is a listing of typical course work comprising the student's program.

A. Core Area (minimum of 30 semester hours is required)
   1. Research Core (21 semester hours required):
      EPRS 8530    Educational Statistics I 3
      EPRS 8540    Educational Statistics II 3
      CPS 9930     Prospectus Design 3
      CPS 9990     Dissertation 9
      Research Elective Choices (two 3 hour courses) 6
      a. The 6-hour requirement may be met in either of the two ways listed below:
         1) EPRS 9820 Methods of Educational Inquiry (3) and one 3-hour course from one of the research tracks outlined below:
         2) Two courses from any research track outlined in A,b below:
      b. Research Tracks. The student and doctoral advisory committee elect a research track based on the methodology to be used in the dissertation, and from this track they must select at least one course. In the event the student chooses the option allowed in A, 1,a, 2 above, the student and the doctoral advisory committee must select two courses from one of the tracks. The following are the research tracks:
         1) Quantitative Methodology
            EPRS 8550    Educational Statistics III 3
            EPRS 8620    Educational Evaluation 3
            EPRS 8830    Survey Research, Sampling Principles and Questionnaire Design 3
            EPRS 8840    Meta-Analysis 3
            EPRS 9550    Multivariate Analysis 3
            EPRS 9560    Structural Equation Models 3
            EPRS 9570    Hierarchical Linear Models 3
            EPRS 9990    Advanced Research 3
2. Social Foundations and Psychology of Learning Core (minimum 6 semester hours). The Ph.D. degree in the College of Education not only expects highly specialized research in specific areas, but it also requires a deep understanding of comprehensive, theoretical principles and broad ideological conceptualizations. The student must take one 3-hour course in Social Foundations and one in Psychology of Learning.

   a. The social foundations requirement is to be fulfilled by selecting one of the following 3-hour courses:
      EPSF 8270 Philosophy of Education 3
      EPSF 8280 Anthropology of Education 3
      EPSF 8310 Sociology of Education 3
      EPSF 8340 History of American Education 3
      EPSF 9260 Epistemology and Learning 3

   b. The Psychology of Learning requirement is to be fulfilled by selecting one of the following 3 hour courses:
      CPS 8200/ EPY 8200 Advanced Developmental Psychology I: Cognition and Intellect 3
      CPS 8220/ EPY 8200 Advanced Developmental
B. **Major Area** (minimum of 61 semester hours)

1. **General Courses** (A minimum of 52 semester hours is required)
   - CPS 8450 Advanced Group Counseling 3
   - CPS 8500 Stress Management 3
   - CPS 8530 Professional Issues and Decisions 3
   - CPS 8650 Advanced Counseling Theory 3
   - CPS 8660 Applied Practice II 3
   - CPS 9270 Advanced Career Counseling 3
   - CPS 9480 Supervision of Counseling Services 3
   - CPS 9660 Applied Practice III 3
   - CPS 9680 Doctoral Internship 9
   - CPS 9920 Research and Publication 4
   - CPS 9962 Counseling Psychology Seminar 6
   - PSYC 8500 History and Systems of Psychology 3
   - PSYC 8510 Advanced Social Psychology 3
   - *PSYC 8660 Personality Theories 3

   **OR**
   - *PSYC 8550 Advanced Child Psychology 3

   **NOTE.** The internship (CPS 9680) is an essential component of doctoral training programs in professional psychology. It provides trainees with the opportunity to take substantial responsibility for carrying out major professional functions in the context of appropriate supervisory support, professional role modeling, and awareness of administrative structures. The internship is distinguished from the applied practice experience by the increased responsibility and independence afforded the student and by the more intense nature of client contact. Internships in counseling psychology require a full-time experience either for one academic or calendar year or for two years of half-time experience (over a two-year period).

2. **Assessment.** (a minimum of 9 semester hours is required)
   - PSY 8020 Assessment I 3
   - PSY 8030 Assessment II 3
   - CPS 9660A Applied Practice IIIB Assessment 3

   **NOTE.** Students who have taken one or more of the above courses (or their equivalents) prior to doctoral admissions may petition their doctoral program advisory committee to have these courses waived. If approved, the petition will be submitted to the departmental chair for review. If approved by the chair, the petition for a waiver will be forwarded to the Director of Graduate Studies in the College of Education.

C. **Cognate Area** (a minimum of 18 semester hours is required)

The cognate area requirement provides students with an opportunity to enrich their preparation as counseling psychologists with further study in a related area of expertise.
Students must select one of the following cognate areas: Clinical Assessment; Psychotherapy; Child/Family; Health Psychology; Research Methodology; Multicultural; Organizational Development; Geriatric Psychology; Rehabilitation Psychology; and Human Sexuality.

1. Required Practice Courses Relating to All Cognates:
   CPS 9660  Applied Practice III  6

2. Electives in Cognate Area (a minimum of 12 semester hours is required). The following are examples of courses often taken for each of the cognates:

   **CLINICAL ASSESSMENT COGNATE:** Students taking this cognate must take the following courses:
   - PSYC 8610  Behavioral Neuroscience (3 hrs)
   - PSYC 8620  Introduction to Clinical Neuropsychology (3 hrs)
   - PSYC 8630  Developmental Neuropsychology (3 hrs)
   - PSYC 9140  Neuropsychological Assessment (3 hrs)
   - EPRS 9330  Advanced Measurement Theory (3 hrs)
   - PSYC 8230  Program Evaluation in Community Psychology (3 hrs)  OR
   - EPRS 8620  Educational Evaluation (3 hrs)  OR
   - PolS 8720  Program Plan. and Evaluation. (3 hrs)

   **PSYCHOTHERAPY COGNATE:** Students taking this cognate must take the following courses:
   - PSYC 8670  Introduction to the Dynamic Therapies (3 hrs)
   - PSYC 8680  Introduction to the Systemic Therapies (3 hrs)
   - PSYC 8690  Introduction to the Behavior Therapies (3 hrs)
   - PSYC 9930a  Clinical Psychology Lab (Dynamic Psychotherapy) (1-5 hrs)
   - PSYC 9930b  Clinical Psychology Lab (Systemic Psychotherapy) (1-5 hrs)
   - PSYC 9930c  Clinical Psychology Lab (Behavior and Cognitive-Behavior Psychotherapy) (1-5 hrs)
   - PSYC 9950  Clinical Psychology Practicum (3 hrs)
   - Optional: PSYC 9230  Seminars in Advanced Approaches to Therapy (3 hrs)

   Prerequisites for Psychotherapy Cognate:
   - CPS 8530  Professional Issues and Decisions (3 hrs)  OR
   - PSYC 8490  Scientific & Professional Ethics in Psychology (3 hrs)
   - PSYC 8020  Assessment I (3 hrs)
   - PSYC 8030  Assessment II (3 hrs)

   **CHILD/FAMILY COGNATE:** Students may wish to focus more strongly on either Clinical Child or Family in planning their program. Students taking this cognate should take the CPS assessment sequence (CPS 7490 and 7510) instead of the assessment sequence taught in the Psychology Department in the College of Arts and Sciences. Students must take the following courses:
   - CPS 8380  Family Systems and Interventions (3 hrs)
   - CPS 7300  Career Exploration and Development (3 hrs)
   - CPS 8540  Child/Adolescent Psychopathology (3 hrs)
   - CPS 8620  Adlerian Techniques with Families and Couples (3 hrs)
   - CPS 8630  Advanced Family Counseling (3 hrs)
   - CPS 7400  Counseling Through Play (3 hrs)
   - CPS 9420  Adult Personality Assessment (3 hrs)
   - CPS 9440  Advanced Projective Techniques (3 hrs)  OR
   - PSYC 8430  Psychological Research Statistics III (3 hrs)
Students also must take 6 hours from the following list of courses:

CPS 8200 Advanced Developmental Psychology: Cognition and Intellect (3 hrs)
CPS 8220 Advanced Developmental Psychology: Personality & Socialization (3 hrs)
PSYC 9950 Clinical Psychology Practicum (3 hrs)
PSYC 9900 Seminar in Psychology (Child/Family) (3 hrs)
PSYC 9950 Clinical Psychology Practicum (Family Therapy) (3 hrs)

HEALTH PSYCHOLOGY COGNATE: Students taking this cognate must take the following courses:

CPS 9350 Biopsychology and Medicine (3 hrs)
CPS 7410 Medical Aspects of Disability I (3 hrs)
CPS 7420 Medical Aspects of Disability II (3 hrs)
CPS 8500 Stress Management (3 hrs)
CPS 9820 Health Psychology (3 hrs)
CPS 9660 Practicum {In Health Care Setting (3 hrs)}

Students also must take 3 hours from the following list of courses:

KH 7500 Physiology of Exercise (3 hrs)
NTR 6102 Nutrition Intervention (3 hrs)
CPS 8460 Psychological Aspects of Substance Abuse (3 hrs)
CPS 8360 Psychological Change Strategies (3 hrs)

RESEARCH METHODOLOGY COGNATE: Students taking this cognate must take the following courses:

EPRS 9330 Advanced Measurement Theory (3 hrs)
EPS 9820 Methods of Inquiry (3 hrs) OR
EPRS 9900 Advanced Research (3 hrs) (Whichever is not selected in the assessment block in the specialty course work)
EPRS 8830 Survey Research, Sampling Principles, & Questionnaire Design (3 hrs)
EPRS 9550 Multivariate Analysis (3 hrs)
PSYC 8230 Methods of Program Evaluation (3 hrs) OR
EPRS 8620 Educational Evaluation (3 hrs) OR
POLS 8720 Program Plan and Evaluation (3 hrs)
EPRS 9670 Practicum in Educational and Psychological Research (3 hrs)
EPRS 8500 Ethnographic Approaches to Educational Research I (3 hrs)
EPRS 8840 Meta-analysis (3 hrs)

MULTICULTURAL COGNATE. A multidisciplinary approach to the study of polycultural and multicultural counseling issues is emphasized by these course offerings. To satisfy this cognate, along with the required core courses listed under section I. B. above, students would take a minimum of seven (7) courses from those listed below or other approved offerings. The three courses that are required for this cognate and marked with an asterisk (*). With approval, students may use either CPS 8810/Directed Readings, CPS 7970/Seminar (as an independent study), or CPS 9930/Prospectus Design to do specialized research, study or practice in this area. Students may augment these course offerings in polycultural/multicultural counseling by taking specialty courses at other institutions, e.g. University of Georgia, Georgia Tech, Emory University, Clark Atlanta University.

ANTH 6040 Gender, Race, and Class in Complex Societies (3 hrs)
ANTH 6070 Beliefs, Symbols, and Systems of Thought (3 hrs)
ANTH 6280 African American Anthropology (3 hrs)
ANTH 6410* Culture and Personality (3 hrs)
ANTH 6420 Women in Cross-Cultural Perspective (3 hrs)
ANTH 8230 Anthropology of Urban Development (3 hrs)

COMM 6470 Topics in Interpersonal Communication Theory and Research (3 hrs)
CPS 7340* Social / Cultural Issues in Counseling and Psychological Service (2 hrs)
CPS 8810* Directed Readings
CPS 9930* Prospectus Design
EPY 8250 Psychology of Inner-City Children (3 hrs)
EPSF 8340 History of American Education (3 hrs)
MGT 9400 Seminar in Organization Design and Implementation (3 hrs)

PHIL 6770 Philosophical Perspectives on Women (3 hrs)
PHIL 6370 Women and Religion (3 hrs)
PHIL 8500 Seminar in Feminist Philosophy (3 hrs)
PSYC 8050 Diversity Issues in Clinical Practice and Psychological Research Or
PSYC 8060 Issues of Human Diversity in Psychology
PSYC 9720 Consultation and Conflict Management (3 hrs)
SOCI 6312 African-American Women in the United States (3 hrs)
SOCI 8110 Social Psychology (3 hrs)
SOCI 8212 Race and Ethnic Relations (3 hrs)
SOCI 8216 Sociology of Gender (3 hrs)

ORGANIZATIONAL DEVELOPMENT COGNATE: Students taking this cognate must take the following courses and two electives related to organizational development.

PSYC 8250 Organizational Psychology (3 hrs) OR
MGT 8450 Organizational Dev. & Change (3 hrs)
PSYC 9720 Consultation & Conflict Management (3 hrs)
MGT 9400 Organizational Design (3 hrs)
PSYC 8230 Methods of Program Evaluation (3 hrs) OR
PolS 8720 Program Planning & Evaluation. (3 hrs)

GERIATRIC PSYCHOLOGY: Students taking this cognate must take the following courses and 2 electives related to geriatric Psychology (see course work in the Gerontological Program in Department of Sociology):

SOCI 7100 Aging Policy and Services (3 hrs)
SOCI 8116 Sociology of Aging (3 Hrs)
PSYC 7610 Psychology of Aging (3 hrs)
CPS 9660 Applied Practice III (Gerontology) (3 hrs)
HHS 7200 Health and the Older Adult (3 hrs) OR
HHS 7010 Health & Aging for Health Prof. (3 hrs)

REHABILITATION PSYCHOLOGY COGNATE: Students taking this cognate must take 18 semester hours designed in conjunction with Dr. Roger Weed, Cognate Coordinator.

HUMAN SEXUALITY COGNATE: Students taking this cognate must take the following courses:

Required Courses:

CPS 9390 Psychological Aspects of Human Sexuality (3 hrs) OR
CPS 8810 Directed Readings (Human Sexuality) (3 hrs)
CPS 8240 Advanced Developmental Psychology: Neurological Development (3 hrs)
CPS 8380 Family Systems and Interventions (3 hrs) OR
PSYC 8680 Introduction to the Systemic Psychotherapies (3 hrs)
CPS 8630 Advanced Family Counseling (3 hrs)
SOCI 8220 Deviance & Social Control (3 hrs) OR
SOCI 8150 Sexual and Intimate Violence (3 hrs)
SOCI 8216 Sociology of Gender (3 hrs)
PSYC 6620 Psychology of Women
CPS 7410 Medical and Psychological Aspects of Disability I (3 hrs)
CPS 7840 Medical and Psychological Aspects of Disability II (3 hrs)

Electives (6 semester credit hours):
CPS 9350 Biopsychology and Medication (3 hrs)
CPS 8620 Adlerian Counseling Techniques with Families & Couples (3 hrs)
BIOL 7240 Human Physiology (3 hrs)
BIOL 7250 Human Physiology Laboratory (1 hr)
PSYC 6630 Hormones & Behavior (3 hrs)
BIOL 6500 Human Genetics (3 hrs)
KH 7500 Physiology of Exercise (3 hrs)
SOCI 8152 Birth & Parenthood (3 hrs)
HHS 7200 Health & the Older Adult

Residency

The student is obliged to meet a residence requirement. The purpose of this requirement is to arrange a set of extending experiences beyond those offered by the formal course work. The objectives are met by a) completing three of the four non-dissertation courses of the research core requirement within the first two calendar years following admission to the doctoral program, during which time all grades of Incomplete ("I") or In Progress ("IP") must be removed and b) completing a residency program planned by the student with the doctoral advisory committee and approved by the committee and the director of graduate studies. The residency should include activities in the areas of scholarship, teaching/service/professional development and collegiality. See attachment at end of handbook and for further details consult the Graduate Bulletin.

Comprehensive Examinations (Prelims)

Purpose of the Exam. The purpose of the exam is to provide the student with the opportunity to demonstrate expertise in the integration of materials across the core counseling psychology content areas which include: research and statistics, counseling theory and practice, group counseling, career counseling, assessment, multicultural counseling and diversity in the 21st century, ethics, and professional issues. These content areas generally break down into three domain areas for which separate questions will be constructed. The three broad domains are:
Domain A. Counseling psychology as a theoretical science,
Domain B. Counseling psychology as a research science, and
Domain C. Counseling psychology as an applied science.

Nature of Exam Questions. Each question will require the integration of content within a content domain. For instance, a question examining Domain A would seek to assess the student's integrative knowledge of counseling theory, both past and present. Similarly, a question examining Domain B would assess the student's ability to apply the fundamental tenets of counseling research methodology to a present counseling psychology issue. Finally, a question assessing Domain C would test the student's ability to apply material from ethics and professional practice standards to present counseling psychology concerns. We acknowledge that questions may overlap content areas in order to require integration of material. However, primary emphasis of each question is domain specific.
Evaluation of the Student’s Responses. The counseling psychology faculty will appoint a three-person committee to evaluate each of the three domain questions. Thus, for every administration of the comprehensive examination there will be three committees, each committee scoring a different question. Each member of the committee will independently score the student’s response. Three scores are possible: A = complete pass; B = partial pass; and C = fail. After each committee member has independently scored the question, the committee will meet to achieve consensus on the final score for that question. Students with a final score of "complete pass" will have successfully completed the portion of the comprehensive exam testing that domain.

Students who receive a "fail" for the question will be asked to wait until the next administration of the comprehensive examination and take the question constructed for the failed domain. Students who receive a "partial pass" will be asked to meet with the committee and to explain their answer more fully. After the committee has met with the student originally getting a "partial pass", the committee may choose one of the following options in regard to the student's performance: 1) The committee may change the score from "partial pass" to "complete pass"; 2) the committee may require the student to rewrite the his or her response to the question; 3) the committee may require the student to take an additional course covering the content of the failed domain; or 4) the committee may require the student to submit to reexamination of the failed domain at the next administration of the comprehensive examination.

A student who fails one of the three domain questions twice must meet with the entire counseling psychology faculty to determine her or his future status in the program. Any student who fails two or more of the domain questions twice will be dismissed from the program.

Dates for the Administration of the Exam. The exam will be administered the first Friday in October and the first Friday after the spring break in March. The exams will be distributed to students on Friday morning at 10:00 a.m. Students must return the completed examinations 14 days later by 4:00 p.m. on Friday. Normally the exam will be scored and students will be given feedback three weeks later.

Format for the Exam. The format for the examination will be a "take home". The exam will consist of three questions which students will answer by writing succinct comprehensive responses. The response to a question may be no more than 12 pages and must use the APA style. The 12 pages are text only and do not include references. The student will supply a reference list with the response, also using APA style.

Restriction on Sources. Any reference source can and should be utilized as long as such sources do not involve actual live (or virtual INTERNET) conversations with other individuals. During the exam, students may not consult professors, peers, supervisors, national experts, etc. for guidance on answers. Of course, old notes, texts, articles, etc. are excellent sources of material.

When the Student May Take the Exam. Students cannot apply for internship until they have passed the comprehensive examination. They may take the exam at any time after they have completed the following requirements:
A. Minimum of two courses from the research core;
B. Completion of Advanced Counseling Theory, Advanced Group Counseling, Professional Issues, Advanced Career Counseling, Counseling Psychology Seminar, Assessment sequence; and
C. At least 9 hours of cognate course work.

Study Sources for Exam Preparation. The primary sources for exam preparation will be the texts used in the courses listed above. In addition, the faculty will identify study sources beyond the course texts that represent current issues within the discipline. These sources will be up-dated as appropriate. Currently the faculty is recommending the following references for each of the three major domains as additional sources to consult in preparing for the examination.

Additional References for Domain A:


Additional References for Domain B:


Additional References for Domain C:


Additionally, Students Should Familiar With Recent Issues of the Following Periodicals:
- *American Psychologist*
- *Journal of Counseling Psychology*
- *Journal of Counseling and Development*
- *Professional Psychology: Research and Practice*
- *APA Monitor*
- *Counseling Today*

**Internship**

The internship is an essential component of doctoral training programs in professional Psychology. It provides trainees with the opportunity to take substantial responsibility for carrying out major professional functions in the context of appropriate supervisory support, professional role modeling, and awareness of administrative structures. The internship is distinguished from the practicum experience by the increased independent responsibility afforded the intern and by the more intense nature of client contact. Internships in Counseling Psychology require a full-time experience for one calendar year—with 2,000 documented hours. The internship is taken after completion of course work and the Comprehensive Examination, but preceding the granting of the doctoral degree. The student is strongly encouraged to complete the dissertation prior to beginning the internship.

In 1987, The Association of Psychology Internship Centers (APIC) resolved that all internship applicants be required to complete 600 hours of supervised practice prior to beginning the internship, and recommended a total of 800 hours. Students should consult the course work listed earlier to identify the practica required by the program they plan to follow. Typically, students obtain 1,200 or so hours of supervised practice in their programs. Students are asked to document their earned hours of supervised practice in the manner indicated in the form labeled *Documentation of Supervised Practice* attached at the end of this handbook. Students are required to maintain a current accounting of their progress through the program and to
The Coordinator of Field Studies for the Department of Counseling and Psychological Services assists students in all of its doctoral programs in securing appropriate placements for the internship requirement. Through this office, materials, models, resources, and advice are provided to familiarize students with the internship requirements of pertinent accreditation, certification, and licensure bodies, as well as with sites that offer to provide the requisite experience. Counseling Psychology students are required to satisfy the internship requirement at an APA accredited site.

Although applications may be accepted by internship centers as late as February of the year in which the internship is to begin, students are urged to conform to the usual APIC deadline of the preceding November 30, or to any other deadline specified by the particular center selected. Typically, a student may apply to several sites, but individual circumstances and the concurrence of the student's Doctoral Advisory Committee may vary this number. Students are urged to maintain some flexibility of alternative choices, but also to exercise judicious discretion in carefully narrowing selection to only those sites properly suited to the student's needs, goals, and qualifications. Due to the rigor and completeness of the GSU Counseling Psychology program, most students in recent years have received acceptance from their first choices of internships. The Coordinator of Field Studies will be especially helpful in this phase.

The most comprehensive listing of internships is the APIC (Association of Psychology Internship Centers) Directory of Internship Programs in Professional Psychology. Over 400 internship programs are described. A copy of the APIC Directory, as well as individual announcements and brochures are on reserve in the CPS Library in the Counseling & Psychological Services Department (950 COE). A sample page from the APIC directory is reproduced on the following page. Many internship sites also maintain web pages on the internet, which provide useful information to applicants.
MICHIGAN

Institution: Michigan State University
Address: 207 Student Services
East Lansing, MI 48824-1113

Telephone Number: (317) 355-8270

Type of Agency: University Counseling Center

Chief Psychologist/Psychology Director: Lee N. June, Ph.D.

Director of Training: Gordon Williams, Ph.D.

# of Doctoral Psychologists:
  Full-time: 13  Part-time: 4

# of total intern slots expected '88-'89
  Funded: Full-time: 13  Half-time: 
  Unfunded: Full-time:  Half-time:

Stipend Amount: F/T 14,000  H/T 
Fringe Benefits: University Health Insurance & 22 vacation days.

Number of intern slots that are typically preallocated and thus are not open to competition:
  Funded: Full-time: 1  Half-time: 
  Unfunded: Full-time:  Half-time:

Number of completed intern applications for class 1987-1988: 52

Program Requirements/Restrictions:
  U.S. Citizenship: Yes  No  x
  Minimum # of practicum hrs: 400
  Minimum # of years of preinternship graduate training: 2
  Admission to doctoral candidacy: Yes  x  No
  Program participates in early admission: Yes  No  x

APA Accreditation Status
  X Full
  ___ Provisional
  ___ Probation
  ___ None

Starting Date: July 1
Application Deadline: 11/1

Supervised experiences available with the following populations (put M for major rotations and I for informal/minor external rotations):

Adults  M  Chemically Dependent  I
Adolescents  M  Neurol. Impaired
Children  ___  Rural
Families  ___  Minority  M
Geriatric  ___  Low Income
Inpatients  I  Students  M
Outpatients  M  Com.
Organizations
Med. Patient  ___  Forensic
Gays  ___
Other  I

Will consider applicants from (put O for only, P for preferred, and A for all other acceptable programs).

APA approved Clinical Psychology  O
Non-APA approved Clinical PSY
APA approved Counseling PSY  O
Non APA approved Counseling PSY
APA approved School Psychology
Non APA approved School PSY
Other: 
Defining the Internship

1. An organized training program, in contrast to supervised experience or on-the-job training, is designed to provide the intern with a planned, programmed sequence of training experiences. The primary purpose is assuring breadth and quality of training.

2. The internship agency has a clearly designated staff psychologist who is responsible for the integrity and quality of the training program and who is actively licensed/certified by the state board of examiners in psychology.

3. The internship agency has two or more psychologists on the staff as supervisors, at least one of whom is actively licensed as a psychologist by the state board of examiners in Psychology.

4. Internship supervision is provided by a staff member of the internship agency, or an affiliate of that agency, who carries clinical responsibility for the cases being supervised. At least half of the internship supervision is provided by one or more psychologists.

5. The internship provides training in a range of assessment and treatment activities conducted directly with patients seeking health services.

6. At least 25% of trainee's time is in direct patient contact (minimum 375 hours).

7. The internship includes a minimum of 2 days per week (regardless of whether the internship is completed in 1 year or 2 of regularly scheduled, formal, face-to-face individual supervision with the specific intent of dealing with health services rendered directly by the intern. There are also at least 2 additional days spent per week in learning activities such as case conferences involving a case in which the intern was actively involved; seminars dealing with clinical issues; co-therapy with a staff person including discussion; group supervision; additional individual supervision.

8. Training is to be at a post-clerkship, post-practicum, and post-externship level.

9. The internship agency has a minimum of two interns at the internship level of training during applicant's training period.

10. Trainee has title such as "intern," "resident," "fellow," or other designation of trainee status.

11. The internship agency has a written statement or brochure that describes the goals and content of the internship, states clear expectations for quantity and quality of trainee's work, and is made available to prospective interns.

12. The internship experience (minimum 2,000 hours) is to be completed within 12 months.

A sample of internship centers where CPS Counseling Psychology interns have recently completed training includes:

- University of Texas Counseling Center, Austin, Texas
- Cleveland V.A. Medical Center, Cleveland, Ohio
- Dwight David Eisenhower Army Medical Center, Ft. Gordon, Georgia
- Delvanay Mental Health Center, Portland, Oregon
- Georgia State University Counseling Center, Atlanta, Georgia
- Georgia Mental Health Institute, Atlanta, Georgia
- Michigan State University Counseling Center, East Lansing, Michigan
- Pine Rest Christian Hospital, Grand Rapids, Michigan
- University of Texas Health Sciences Center at San Antonio
- Ohio State University Counseling Center, Columbus, Ohio
- University of Georgia Counseling Center, Athens, Georgia
- Medical College of Georgia Counseling Center, Augusta, Georgia
- Bradley Hospital, Columbus, Georgia
- Crestwood Children's Center, Rochester, N. Y.

Students may obtain further information regarding the internship experience by consulting these references:


Close liaison between the Department and the internship agency will be maintained in order to evaluate the student's preparation for, and progress in, the internship program. The director of the pertinent doctoral program and the Coordinator of Field Studies participate in this liaison, but it is most directly maintained between the student's Doctoral Advisory Chair and the responsible direct supervisor at the internship site. Upon conclusion of the experience, the student is expected to evaluate the agency's adequacy and appropriateness as an internship site.

### Dissertation

The dissertation is the write-up of an extended, meaningful research effort under the supervision of the student's Dissertation Committee. While experimental research studies are preferred, descriptive, and historical investigations may be approved by the Dissertation Committee. Students must first present and defend before the Dissertation Committee a prospectus of their intended study. The prospectus must include the Introductory Chapter, the Review of the Literature, and the Methodology Chapter of the dissertation. This prospectus becomes a contract between the student and the Committee by which the final product is judged. The Dissertation is expected to demonstrate the choice of a relevant topic, excellent research skills, logic in interpreting results, and an excellent command of the written language in reporting the study.

The latest edition of the *Publication Manual of the American Psychological Association* must be used to govern style. The format requirements for the write-up are covered in the guide entitled *Instructions Related to the Preparation of Dissertations and Theses* in the College of Education, G.S.U., copies of which are available to students upon admission to the program. A Thesis and Dissertation Assist Unit, established by the Counseling Center, employs a writing specialist to help students overcome writing blocks, to develop fluency, to organize ideas, and to edit their theses and dissertations.

Students are strongly encouraged to complete their dissertations before beginning their internships. Problems associated with their new duties as interns, access to libraries, and access to their dissertation committees often create stressful situations for students who attempt to conduct their research and write their dissertations while on internship. Students must present the Announcement of Dissertation Defense one-month prior to the date of their defense for review of the document itself, review of statistical expertise and content expertise. Students must successfully defend their dissertations before the faculty and other interested parties. This oral defense usually takes two or more hours during which time students present the outcomes of their studies and defend the design, procedures, and interpretations.

### Prospectus and Dissertation Timelines

Prospectus Timeline
1. The prospectus and the abstract must be submitted to the doctoral student’s Chair and committee members at least 2 weeks (not including semester breaks) prior to submission to the Office of Academic Assistance (OAA). Some dissertation chairs may request more than two weeks for review of the documents. It is the student’s responsibility to clarify this deadline with the dissertation chair and the individual committee members.

2. After receiving a student’s prospectus, if a faculty member does not respond to the student within two weeks (not including semester breaks), the student can assume that the faculty member is in agreement with the proposed defense date. This does not mean that the committee member will have no questions or edits for the student at the defense meeting.

3. The prospectus abstract must be submitted to the Department Chair at least 7 days before submission to OAA.

Dissertation Timeline

1. Students must submit their dissertations to their committee members at least 2 weeks (not including semester breaks) prior to their projected defense date. Some dissertation chairs may request more than two weeks for review of the dissertation. It is the student’s responsibility to clarify this deadline with the dissertation chair and the individual committee members.

2. After receiving a student’s dissertation, if a faculty member does not respond to the student within two weeks (not including semester breaks), the student can assume that the faculty member is in agreement with the proposed defense date. This does not mean that the committee member will not have questions or edits for the student at the defense meeting.

3. The Dissertation Defense Announcement Form must be submitted to the Chair of the student’s committee for approval. Then the student should submit it to the Department Chair at least 7 days prior to turning it in to OAA.

4. After successfully defending the dissertation, the student and the committee chair are responsible for completing edits required by the committee. The committee chair does not sign the dissertation until all edits are complete.

5. After all edits are completed, the student submits the dissertation to the department chair for review two weeks prior to submitting it to the Dean’s Office.

Student Support

Most students are awarded one or more assistantships and/or scholarships through the department. Additional assistantships are often available through special projects and in other departments of the university. Assistantships are available also through the Division of Developmental Studies, the Department of Criminal Justice, the Department of Mental Health, the Department of Psychology in the College of Arts and Sciences, and the Department of Early Childhood Education. Tuition is waived for students holding assistantships. The amount and number of assistantships available varies with funding sources. Two half-time Instructor positions are funded for doctoral students in the Department. Many students supplement their incomes with part-time professional positions in metropolitan area mental health facilities. These positions most often complement their professional training in Counseling Psychology.
Facilities

The Counseling Psychology program is housed within the Department of Counseling and Psychological Services on the 9th floor of the College of Education building. Group rooms, observation areas, a play room, and special classrooms were designed specifically for the department. Included is a graduate student research area that houses word processors, eleven work stations that accommodate up to 22 students, with at least two computers connected to the university mainframe and

Conference rooms and counseling observation rooms are equipped with the most modern audiovisual equipment. In addition to the space available within the Department, the University Counseling Center, the Psychology Department's Psychotherapy and Behavior Therapy Clinic, and the Educational Research Bureau offers further space.

The CPS Library is also housed within the Counseling and Psychological Services Department and holds the assessment library of materials and equipment. The center also offers limited services in Psychoeducational assessment for school aged children.

Microcomputing and mainframe computing facilities are available to students and faculty. Remote computing access to the library and computer center is also available. The electronic capabilities of equipment within our offices will allow for access to (a) the University network, (b) bitnet internal, (c) ERIC/PSY CD-ROM, (d) enhanced graphics, and (e) to library resources. In addition to the GSU library facilities, faculty and students also have privileges at the Emory University and the Georgia Institute of Technology libraries. The College of Education has a well-developed Educational Research Bureau that offers extensive research design and consultation services to faculty and students. The director of the Counseling Psychology program's research methodology cognate, William Curlette, also is the Research Bureau's Director. Counseling Psychology students who choose the research methodology cognate must complete 5-8 research practica in the research center in which they are trained to serve as consultants to faculty and other students regarding statistics and research design. The students are paid by the Educational Research Bureau during their practica.

All facilities in the University offer access to handicap students. The University has publications instructing faculty members in working with students with disability and discussing their concerns.

Student Responsibilities For Meeting Program Requirements

While the faculty attempts to furnish ample guidance through announcements and consultation with students, the major responsibility for keeping abreast of scheduling changes is left to the student. Because Counseling Psychology students take extensive course work in the Psychology Department and because much of the course work is tightly sequenced and requires extensive prerequisites, students should routinely consult departmental bulletin boards and form informal student networks for this purpose.

The College of Education's Graduate Division requires various forms to be completed by the student to ensure compliance with College requirements for the doctoral degree. It is imperative that students thoroughly review the "General Academic Regulations Applying to Doctoral Applicants and Doctoral Students" section in the College of Education Graduate Bulletin.

Admissions requirements for the Counseling Psychology doctoral program are exceedingly stringent. The faculty sincerely believes, therefore, that every student admitted should successfully complete the program. Every effort will be made by the faculty to assist students through the maze of experiences comprising degree requirements. The faculty earnestly wishes to bridge the psychological distance that, unfortunately, often separates faculty and students. The ambience that the Department seeks to create is one wherein students and faculty view each other as fellow learners. The faculty is intent on profiting from the student's experience as well as offering the student the benefit of the faculty's experience.
Students select their major advisors during the second semester of their academic programs. Together, with their advisors, students select the remaining members of their Doctoral Program Committees. They are asked to delay forming their program committees until the second semester to allow them an opportunity to acquaint themselves properly with faculty members before selecting their major advisors. The program director advises all new students during their first semester. The student's Doctoral Program Committee consists of a major advisor selected from the Counseling Psychology core faculty, one or more additional members from the CPS Department, a member from a discipline other than Counseling Psychology, and other members as deemed appropriate. Students may select a different committee for the supervision of their dissertations. The Doctoral Program Committee is responsible for a) assisting students in drawing up their program plans, b) insuring that all university, college, department, and program requirements are met, c) and providing guidance for smooth movement through program requirements.

The Counseling Psychology Program Faculty monitors student progress on a continuous basis and takes appropriate action. It's action is not limited to offering its commendations, recommending psychotherapy, taking a leave of absence, taking additional course work, or leaving the program. Students receiving unfavorable review from the committee will have available to them all the steps of due process (consult the GSU catalog for details). To monitor the students' progress in the program they are required to complete the Student Progress Checklist during the spring and fall semesters and to submit them to the program director and to their doctoral program advisors. To assist in the monitoring students are required to maintain a current account of their progress in completing program requirements. This accounting is to be done on The Student's Progress Report's formally structured auditing report that reflects the constitution of the student's program and dissertation committees, courses completed, progress in completing the dissertation prospectus and the dissertation itself, comprehensive examinations passed, special skills learned, professional accomplishments such as articles written and papers presented to professional associations, and practicum hours completed. The report is to be up-dated on a yearly basis. The content of the report will be greatly helpful in completing APIC forms necessary for applying for the clinical internship. The entire Counseling Psychology faculty will interview the student based upon the Student's Progress Report at the end of the student's first and third years in the program. The interview will review the student's progress and recommend any changes necessary to assist in the smooth passage through the program.

The rich mix of students coming from differing backgrounds, regions, cultures, and races offers a wonderful opportunity for personal growth. The student is strongly encouraged to reach out to culturally different students and in the process to replace tolerance with appreciation. The psychologist in the role of human helper has often served in the vanguard for social reform. These years in training will present the student with many opportunities to develop increased sensitivity and appreciation for the biological and experiential differences among us. The faculty sincerely trusts that students will make use of these enriching opportunities.

The next few years will be exciting, stretching, and perhaps sometimes exhausting. While responsibilities will be heavy, the rewards will be great. The faculty deeply wishes that these years would be some of the student's best years and pledges to offer every reasonable assistance to insure this outcome.

**DOCTORAL PROGRAM FLOWCHART**

**Name**

**SS#**

**First Semester**

This flow chart suggests a recommended time sequence for doctoral students. All requirements must be completed within (7) years from admission date. Once admitted to candidacy remaining requirements must be completed within (2) years. Forms are available from departments except as noted and should be submitted to the College of Education, Room 300 COE Building, unless indicated otherwise. Record the date each form was submitted in blocks to the left of each requirement.

<table>
<thead>
<tr>
<th>DATE</th>
<th>REQUIREMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Select INITIAL ADVISORY COMMITTEE by end of first year or 27 semester hours.</td>
</tr>
<tr>
<td></td>
<td>Plan PROGRAM OF STUDY by end of first year or 27 semester hours.</td>
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</table>

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<table>
<thead>
<tr>
<th>Step</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plan RESIDENCY semester before first semester of residency.</td>
<td></td>
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<tr>
<td>Submit Program of Study/Residency/Doctoral Committee forms by end of first year or 27 semester hours, whichever is first. Transcripts for work at other institutions should be attached.</td>
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</tr>
<tr>
<td>Take doctoral COMPREHENSIVE EXAMS at or near completion of all course work.</td>
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<tr>
<td>Submit Report of Doctoral Comprehensive Examination Form.</td>
<td></td>
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<tr>
<td>Select DISSERTATION ADVISORY COMMITTEE (Initial Advisory Committee plus at least one additional member).</td>
<td></td>
</tr>
<tr>
<td>Submit Program of Study/Residency/Doctoral Committee forms (final). Changes in program of study or residency can be recorded here as well.</td>
<td></td>
</tr>
<tr>
<td>Obtain copy of the Guide for Preparing Dissertations and Theses from the GSU Book Store.</td>
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<tr>
<td>Submit one copy of completed PROSPECTUS, original and thirty (30) copies of Announcement of Prospectus Presentation form after passing comprehensive exams and at least ten (10) working days prior to prospectus defense.</td>
<td></td>
</tr>
<tr>
<td>PROSPECTUS PRESENTATION.</td>
<td></td>
</tr>
<tr>
<td>Submit Approval of Prospectus form with copy of approved Application for Research Using Human Subjects form.</td>
<td></td>
</tr>
<tr>
<td>Committee recommends to DOCTORAL CANDIDACY after passing comprehensive exams and acceptance of prospectus.</td>
<td></td>
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<tr>
<td>Submit Recommendation to Doctoral Candidacy form.</td>
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<tr>
<td>Submit Application for Graduation and graduation fee to Student Accounts, Room 101 Sparks Hall two semesters before graduation. (obtain form from department or Graduation Office.)</td>
<td></td>
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<tr>
<td>Prepare DISSERTATION after admission to doctoral candidacy.</td>
<td></td>
</tr>
<tr>
<td>Submit two (2) copies of complete DISSERTATION, original and thirty (30) copies of Announcement of Dissertation Defense form at least ten (10) working days prior to dissertation defense.</td>
<td></td>
</tr>
<tr>
<td>Submit Requests of Final Dissertation Defense form immediately following final dissertation defense.</td>
<td></td>
</tr>
<tr>
<td>Obtain signatures of Dissertation Advisory Committee on ACCEPTANCE PAGE of Dissertation.</td>
<td></td>
</tr>
<tr>
<td>Submit DISSERTATION original, first and second copies, Dissertation Submission Checklist, Survey of Earned Doctorates, Doctoral Dissertation Agreement Form, copy of title page, copy of abstract, self-addressed stamped postcard. Binding, microfilming and copyright (optional) fees are paid at this time.</td>
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GEORGIA STATE UNIVERSITY

Georgia State University has evolved from a small school of commerce in 1913 with forty-seven students to the second largest university in Georgia. Granted university status in 1969, it now has an enrollment of more than 25,000 students. It comprises six degree granting colleges: Arts and Sciences, Business Administration, Education, Health and Human Sciences, Law, and the School of Policy Studies. Georgia State University is in the heart of the business district of downtown Atlanta, with part of its campus built over city streets and over its own parking and service areas. A landscaped plaza connects many of the buildings, ten of which have been added to the campus in the past decade.

Georgia State University is a member of the American Association of State Colleges and Universities, the American Association of Urban Universities and the Southern Association of Colleges and Schools. The College of Education is accredited by the State of Georgia Board of Education for Teacher Certification and by the National Council for Accreditation of Teacher Education.

Georgia State University is predominantly a commuter school. There are, however, four dormitories available to students. There is bus service and the rapid rail system for most of Atlanta, as well as commercial student parking decks on campus. Graduate classes are offered both in the day and in the evening. Tuition rates vary for in-state and out-of-state students. Residency status is determined by the residence auditor of the university.

COUNSELING AND PSYCHOLOGICAL SERVICES

Mission Statement:

Based on our commitment to diversity, advocacy and the belief that change is possible, the mission of the Department of Counseling and Psychological Services is to prepare competent professionals in counseling and psychological services to contribute to the body of knowledge that undergirds these professions and to provide service to the profession and the community.

The Department:

The Department of Counseling and Psychological Services (CPS) is part of the College of Education. Specific master's programs are available in professional counseling, rehabilitation counseling, elementary/middle school counseling, secondary school counseling, and school psychology. Specialists in Education (Ed. S.) degrees can be obtained in school counseling and
professional counseling as well. The Doctor of Philosophy (Ph.D.) degrees can be obtained in counseling, counseling psychology, and school psychology.

A student's skills are developed not only from multi disciplinary course work in and out of the department but also from extensive supervised practica and internships throughout the metropolitan Atlanta area. Students are prepared to work in various settings such as mental health facilities, vocational and technical schools, governmental agencies, labor departments, correctional facilities, business and industries, rehabilitation agencies, and private practice upon licensure.

The educational facilities of the CPS department are located in the College of Education building. The most modern audiovisual equipment is available. Group rooms, observation areas, a playroom, and special classrooms were designed specifically for the department.

The CPS Library became an active component of the College of Education in 1979. The center is housed within the Department of Counseling and Psychological Services and holds the assessment library of materials and equipment for the school psychology training program.

There are a limited number of assistantships available in the university and in the department. Most students, however, have part-time or full-time jobs as they attend school.

FACULTY

Dr. JoAnna White, Department Chair
Dr. Gary Arthur, Clinical Coordinator and Program Coordinator

Primary Professional Counseling Faculty

Dr. Julie Ancis  Dr. Jeff Ashby  Dr. Greg Brack  Dr. Catharina Chang
Dr. Barry Chung  Dr. Brian Dew  Dr. Joseph Hill  Dr. Susan Katrin
Dr. Roy Kern  Dr. Kenneth Matheny  Dr. Karen Ripley  Dr. Steve Sampson
Dr. Roger Weed

Other Counseling and Psychological Services Faculty

Dr. Catherine Cadenhead  Dr. Scott Decker  Dr. Robin Dock  Dr. Dana Edwards
Dr. George McMahon  Dr. Joel Meyers  Dr. Fran Mullis  Dr. Christine Siegel
Dr. Kristen Varjas

STAFF

Katie Lowry, Business Manager  Patrice Hinton Oswalt, Academic Advisor
O’Neal Cook, Staff Assistant  Rosalind Gates, Administrative Coordinator
Annette Johnson, Administrative Coordinator  Phyllis Smiley, Administrative Assistant
PROGRAM INFORMATION

The Master of Science (M.S.) program in professional counseling is accredited by The Council for Accreditation of Counseling and Related Educational Programs (CACREP). Graduation from this program does not lead automatically to licensure as a Licensed Associate Professional Counselor (LAPC) or as a Licensed Professional Counselor (LPC). Students are, however, academically prepared to sit for the National Certified Counselor Credential (NCC) [formerly known as the National Counselor Examination] upon completion of the degree. Students should contact the Georgia Composite Board of Professional Counselors, Social Workers, and Marriage and Family Therapists for more information regarding licensure requirements for professional counselors---478-207-1670 or http://www.sos.state.ga.us/plb/counselors/.

The Department of Counseling and Psychological Services is not a licensure organization. Students are responsible and accountable for obtaining licensure information to be a Licensed Professional Counselor in the state of Georgia from the Georgia Composite Board of Professional Counselors, Social Workers, and Marriage and Family Therapists. If students are planning to practice in a state other than Georgia, it is their responsibility to know this information. The department does not speak for the licensing board.

Endorsement Policy: The Department of Counseling and Psychological Services requires that program faculty endorsement for graduation be given only for the program for which the graduate student has been prepared. Endorsement for licensure is at the discretion of the individual supervisor.

STUDENT ACTIVITIES

All graduate students in counseling and psychological services programs are strongly encouraged to join a professional organization (as student members) that most closely fits with their intended chosen career goals. Possible organizations include the American Counseling Association (ACA) and any divisions/branches of the ACA which are appropriate, the Licensed Professional Counselors’ Association of Georgia (LPCA of GA), the Georgia Association for Play Therapy (GAPT), the Association for Play Therapy (APT), the American Association for Marriage and Family Therapist (AAMFT), the Georgia Career Development Association (GCDA) and any other appropriate professional organizations. Students are also encouraged to demonstrate involvement in their affiliated organizations and to present papers at local, regional, and national meetings of professional organizations.

PROGRAM OBJECTIVES

The counselor is prepared to:

- Work individually with clients on educational, vocational, social, emotional, or personal
problems.

- Consult with other professionals and administrators concerning the client’s developmental needs.
- Participate in psychological assessment programs, including the interpretation of test results.
- Provide information and understanding to clients in the areas of educational, social, or vocational planning.
- Conduct and facilitate local research efforts.
- Practice according to the code of ethics and standards of practice of the American Counseling Association.
- Counsel individually and with groups of clients on educational, vocational, social, emotional, psychological, or personal problems. This will entail seeing clients throughout a process of counseling (several sessions per client).
- Demonstrate appropriate measurement and evaluation skills in educational, psychological, sociological, and career assessment of individuals and programs to include the interpretation of test results.
- Provide guidance in the form of information and counsel for understanding to clients in the areas of educational, social, psychological, and career planning.
- Conduct and facilitate evaluation studies through research designs for individual and program effectiveness.
- Utilize appropriate technology to assist in the prevention, interventions, and remediation with clients in educational, psychological, sociological, and career planning.
- Create and promote identity as a professional counselor through advocacy and promotion of the profession.
- Counsel and consult in ethical and professional services to a diverse and multicultural heterogeneous society.
- Develop a professional practice of professional counseling by establishing a firm, theoretical and clinical base upon which to build and practice and;
- Prevent and redress the psychosocial vectors of discrimination, sexism, homophobia, abuse, and inequality across the political and economic spectrum.

All professional counseling students in order to accomplish these goals are charged with acquiring information, skills and/or techniques and in reviewing his or her attitudes relevant to the above content of training

**STUDENTS' RESPONSIBILITIES**

Graduate students must assume full responsibility for knowledge of the policies, rules, and regulations of the College of Education and the university as well as the departmental requirements concerning their individual programs.

It is the responsibility of the student to become knowledgeable of and to observe all regulations and procedures required by the program being pursued. In no case will a regulation be waived or an exception granted because a student pleads ignorance of the regulation or asserts that the individual was not informed of a specific requirement by an adviser or other university authority. Each student should become especially familiar with the chapters of the graduate

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catalog that present the academic requirements for the degree being sought, the offerings and requirements of the student’s major department, and any changes published in the Schedule of Classes each academic term. Students are to attend to and be familiar with the material presented at the program orientation and in the program handbook.

While the provisions set forth in this catalog will ordinarily be applied as stated, Georgia State University and the College of Education have the right to change any provision, including but not limited to academic requirements for graduation, without actual notice to individual students. Every effort will be made to keep students advised of any such changes. Information on changes will be available in the Office of the Registrar for changes made by the university and in the Office of the Dean and Office of Academic Assistance and Graduate Admissions when changes are made by the College of Education. It is especially important that each student note that it is the individual student’s responsibility to keep apprised of current graduation requirements for his or her particular degree program.

You can buy a graduate catalog at the GSU bookstore or view the GSU Graduate Catalog at http://www.gsu.edu/gsuhome-v1/students/catalogs.html

CHANGING MAJOR OR DEGREE STATUS

A Georgia State University graduate student who wishes to change to a different graduate major must complete an application form and supply all required admission materials for the new major. In the College of Education, course work completed in the previous program may be counted toward the requirements for the new major if the courses match those described in the new major’s program description and the credits meet all other College of Education guidelines for degree completion and if the student’s new program adviser approves the application of previously earned credits toward the new program. If the new major is offered by another college, the student should contact the appropriate graduate office in that college for information about applying to its graduate program.

A graduate student admitted in nondegree status who wishes to become admitted in a degree-seeking status must complete an application form and supply all required admission materials for the new degree program. He or she does not have to pay the application fee an additional time. No more than nine semester hours of course work taken while the student is admitted as a nondegree student may be applied to a master’s or doctoral program in the College of Education.

ACADEMIC DISCIPLINE POLICY

Scholastic Warning

A graduate student whose cumulative grade point average (GPA) falls below a 3.00 at the end of a term or who fails to maintain the level of academic performance required by the department of his or her major will be placed on scholastic warning. GPA will be calculated based on all attempts at courses numbered 6000 or higher and will include any such courses whether or not they are required in the student’s program of study. The original grade in a course that has been repeated is not dropped from the cumulative GPA for purposes of determining academic standing. Upon completion of the subsequent term of required course work, if the cumulative GPA is at least 3.00, then the student will return to good standing.
A student who wishes to take a course or courses for personal enrichment or for other purposes not related to pursuit of a degree or certification program may audit those courses unless he or she wishes to have grades from that course or courses included in the cumulative grade point average for academic standing purposes.

A graduate student on scholastic warning whose GPA is not at least 3.00 upon completion of the subsequent term of required course work but whose latest term’s grade point average is at least 3.00 will remain on scholastic warning until the cumulative grade point average of 3.00 is achieved. At that time, the student will return to good standing. A student may not graduate while on scholastic warning.

**Scholastic Suspension**

A graduate student on scholastic warning whose grade point average is not at least 3.00 and whose latest term’s GPA is not at least 3.00 will be suspended from the university for one academic term. During the term of suspension, the student may petition for readmission by completing a *Petition for Readmission After Scholastic Suspension* form and a reentry form and submitting them to the Office of Academic Assistance and Graduate Admissions (300 College of Education Bldg) by the following deadlines:

- To reenter Fall Term: June 15
- To reenter Spring Term: October 15
- To reenter Summer Term: March 1

**Scholastic Probation**

A student who is reinstated after scholastic suspension will be on scholastic probation. If the student’s graduate grade point average for any term following reinstatement falls below 3.00, the student will be scholastically excluded from the College of Education. If the student’s cumulative GPA is less than 3.00, he or she will be given 12 semester hours in which to raise the cumulative grade point average to at least 3.00.

**Scholastic Exclusion**

A student may be scholastically excluded from the College of Education for one or more of the following three reasons:

1. The student completed an academic term in which he or she did not earn a term GPA of at least 3.00 while he or she was on academic probation.
2. The student did not achieve or maintain a cumulative graduate GPA of at least 3.00 by the end of the first 12 semester hours completed following reinstatement.
3. The student failed to maintain the level of academic performance required by the department of his or her major.

A student scholastically excluded from the College of Education will not be admitted to any College of Education program and may never enroll in any College of Education course offerings.

**PETITION AND APPEALS**

There are petitions and appeals procedures for students within the College of Education for the resolution of academic problems that are not governed by university policy. Students
enrolled in other Georgia State University colleges would follow the same process when a request involves College of Education courses or program requirements.

**Petition for Waiver or Variance:** This petition allows for a request for an exception to established academic policies and procedures in College of Education programs. All proposed deviations from the program of study as contained in this bulletin must have prior approval of the advisor, the department chair and the dean. A standard petition form for each proposed program deviation must be completed by the student. A petition form can be obtained from the Office of Academic Assistance (300 College of Education Building). This petition form must be submitted by the end of the semester prior to the semester in which the exception is needed.

**Petition for Resolution:** This petition allows for a request to redress an academic treatment believed to be injurious, unjust, or wrong. A petition form can be obtained from the department which is the source of the complaint. This petition must be initiated by a written request to the department for a conference with the professor and department chair before the end of the semester in which the academic problem occurred. The entire petition process must be completed within ten (10) working days following the request for the conference.

**APPEAL PROCEDURE**

Any student in the College of Education may appeal to the Student Affairs Committee for review of a petition decision thought by the student to be arbitrary, capricious, or discriminatory. This appeal must be initiated within thirty (30) working days following completion of the petition process. To initiate an appeal, the student must schedule an appointment to meet with Dr. Beth Farokhi, 1023 College of Education building, telephone 404/651-1006.

**POLICY ON STUDENT DEVELOPMENT AND RETENTION**

The Department of Counseling and Psychological Services (CPS) is committed to the professional and personal development of students in all of its masters, Ed.S., and doctoral programs. Since completion of all of these programs leads directly to entry into the professions, the CPS faculty members place considerable emphasis on academic performance as well as on students’ suitability for responsible participation in their chosen field. To meet this obligation, CPS faculty members monitor both academic performance and non-academic behavior in order to identify, nurture, and support appropriate behaviors and respond and intervene when inappropriate behaviors are noted. We will implement the following procedures in each of the CPS training programs (masters, Ed.S., and doctoral) when inappropriate behaviors have been identified. At any time, the seriousness of a given incident or set of behaviors may result in a decision by the Program Faculty, the Program Coordinator, and the Department Chair, in consultation with the university’s Office of Legal Affairs, to bypass intermediate steps and convene the Department’s ad hoc Retention Committee to gather information and recommend departmental action in the matter.

1. At the beginning of each Fall Semester, Program Coordinators for each program will...
name a Review Committee of two faculty members who will have the responsibility of reviewing the non-academic reports for Master’s, Ed.S. and Ph.D. students in their respective program.

2. Once a student is accepted into a program, the Program Coordinator for each program will create a file for a student when faculty reports of academic and non-academic, behavioral concerns are reported in writing. The respective Program Coordinators will maintain the files. These files may also contain letters or reports of commendation for students.

3. Department faculty members are charged with the responsibility of continuous evaluation of all student behaviors throughout a student’s enrollment in his/her program. At any time, a faculty member may prepare a statement citing positive or negative behaviors of a student. The student must be informed of the statement and sign the statement showing their knowledge of the report and the fact that the report will become a part of a file to be kept in the Department for review by the faculty. If the report is negative, the faculty member will write a statement of the incident(s), sign it, and obtain the student’s signature acknowledging the existence and intended use of the information. If the student refuses to sign the statement, the faculty member will note that on the statement and give this to the Program Coordinator. At this point, the faculty member and student may determine an appropriate remedy to the behavior. If they decide on such a remedy, they will write a brief statement (signed by both the student and the faculty member) indicating agreement and submit this statement to the Program Coordinator of the program for which the student is enrolled. If the student and the faculty member do not agree on a course of action, the student or the faculty member may take the issue to the Program Coordinator. The Program Coordinator will refer the concern, including documentation, to the two-member faculty review committee of the respective program. That review committee will then recommend a course of action to the Program Coordinator. This may result in a recommendation that requests the formation of a Faculty Retention Committee to review the matter.

4. Each semester the Program Coordinators for each training program will review student folders containing letters of academic and non-academic concerns for all students in the program. The Program Coordinators will review the folders for indications of repeated incidents, both positive and negative. The Program Coordinators will compose a statement citing positive behaviors in a letter format and will send it to every student who fits the criteria. At the direction of the Program Coordinator, negative statements and accompanying information will be reviewed by the Review Committee for possible additional action by the Program Faculty.

5. Negative statements and accompanying information may form the basis for the following action by the Review Committee:
   a. preparation of a written statement for the student showing the seriousness of the recorded negative behaviors and the expectation of receipt of satisfactory
completion of a program to correct or stop the behaviors; or

b. review of the student’s suitability for the respective profession by the entire Program Faculty who may, in turn, recommend remedial work* for the student; or

c. referral of the matter to the Department Chair for the formation of a Retention Committee for a formal hearing.

6. The ad hoc retention committee is the last step in the review of a student’s academic and/or non-academic suitability for entering the profession or continuation in the program of study if a problem has been identified. The procedure for the formation and conduct of the ad hoc Retention Committee is as follows:

* Remedial work is any program of activity agreed upon by both the faculty and the student designed to remove or correct negative behaviors within a specified time.

PROCEDURES FOR RETENTION COMMITTEE HEARING

The procedures for the Retention Committee hearing are as follows:

1. The Program Coordinator of the program in which the student in question is enrolled will, after consultation with the Program Faculty and Review Committee of two, request from the Department Chair the appointment of an ad hoc Retention Committee to receive information as regards the suitability of the student for the program.

2. The Department Chair will then appoint three faculty members from the department faculty-at-large who have not had the student in question in any class, or supervised the student in any activity in the department or had any relationship with the student in any other activity. One of the three faculty members will also be appointed Retention Committee Chair.

3. The Department Chair will brief the committee members on the purposes and procedures of the hearing process. Attorneys from the University’s Office of Legal Affairs may be included in these discussions.

4. The purposes of the Retention Hearing are to (a) gather information as regards the student’s behavior, (b) consider the information given in light of the concerns about the student’s suitability for the program and (c) prepare a recommendation for the faculty as regards the student’s future participation in the program.

5. The Department Chair will send a certified letter to the student notifying the student of the formation of the ad hoc Retention Committee to consider the student’s suitability (academic and/or non-academic) for the program. The letter will identify the Retention Committee members and Chair and notify the student that additional information will be forthcoming from
the Retention Committee Chair.

6. The Retention Committee Chair will develop a calendar of events for the preparation of the Retention Committee Hearing, the date for the Hearing, and notification of persons to appear for the Hearing. The student will be given notice of the above date and information by certified letter postmarked at least seven days (7) in advance of the hearing.

7. The student will be informed of the information received and the persons who will appear to present information to the Retention Committee. At least seven days (7) prior to the date of the Retention Committee Hearing, the student will be sent copies of all documents and the names of all who will appear. The student should provide to the Retention Committee Chair a copy of all documents that he/she will submit to the Committee at least 24 hours prior to the Retention Committee Hearing. The student may choose to present information at the Hearing or have persons present information relevant to any incidents described in the information received by the Committee.

8. The Retention Committee Chair will be responsible for securing appropriate space for the Hearing, providing the necessary supplies and equipment for recording the Hearing, and notifying persons who are to provide information about the date, time and location of the hearing.

9. The student is to be informed that the Hearing will not allow for participation by an attorney or other representative. However, an attorney or representative may accompany and give advice to the student. The student is to notify the Chair of the Retention Committee if an attorney or representative will be present. The Retention Committee Chair will, in turn, notify the University’s Office of Legal Affairs of the expected presence of an attorney or representative and the person’s name.

10. The Retention Committee Chair shall preside over the Hearing and be responsible for recording the Hearing.

11. All oral presentations will be given under oath and recorded; written presentations must be signed by the preparer and have a statement swearing or affirming the truthfulness of the information included with the written material. The student has the right (at his/her expense) to receive a copy of tapes of the Hearing and documents presented.

12. Members of the Committee and the student may ask questions of persons providing information for the purpose of clarifying information; as this is not an adversarial proceeding, no questions can be asked except to clarify material presented to the Committee.

13. At the conclusion of the presentation of the information, the student will be allowed an opportunity to present information to challenge the information presented as well as describe their own understanding of events.
14. After all information has been received, the Retention Committee will meet in closed session to discuss the information received and develop a recommendation to the CPS Faculty. The committee has the following options for framing the recommendation: a) no additional action is necessary; b) the student may continue in the program with stipulations as to corrective measures to remove behavioral deficits; c) the student must leave the program for a prescribed period, take action to correct or remove behavioral deficits, then return to the Retention Committee to present information supporting their return to the program; or d) the student should be removed permanently from the program. The Retention Committee will prepare a written statement of its decision.

The Retention Committee will base its recommendations to the CPS Faculty on professional behaviors expected of all counselors and counselors in training. These professional behaviors are directly related to the Professional Codes of Ethics of the American Counseling Association and the American Psychological Association, licensing laws of Professional Counselors and Psychologists, and the accrediting bodies: American Psychological Association and Council for the Accreditation of Counseling and Related Educational Programs (CACREP). The following list provides examples of behaviors and attitudes expected of successful counseling students. This list is not exhaustive, but rather serves as a guide to the student and to the Retention Committee.

**Characteristics expected of a successful student:**

a) Integrity  
b) Self-Awareness  
c) Ability to successfully complete the academic course work required in the program.  
d) Sensitivity to individual differences and respect for diversity among fellow students, staff, faculty, and clients.  
e) Respect for and adherence to the Code of Ethics of the American Counseling Association (for Professional Counseling students, School Counseling Students and Rehabilitation Counseling students) or the American Psychological Association (for Counseling Psychology students and School Psychology students).  
f) The ability to accept and make use of feedback from faculty regarding one’s progress in the program as it relates to academics, interactions with fellow students and faculty, and clinical skills.  
g) The commitment to upholding confidentiality with fellow students in interpersonal and supervisory experiences and also with clients in practicum and internship.  
h) Awareness of how to maintain appropriate interpersonal boundaries with faculty, fellow students, and clients.  
i) Maintain an acceptable presentation that meets university, department, and affiliate sites expectations and standards to include dress, interpersonal skills, and respect of institutional procedures.

15. The Retention Committee Chair will present its recommendation to the CPS Faculty. The faculty will discuss the Committee’s findings and approve, disapprove or modify the Retention Committee’s recommendation. A majority vote of the faculty will be necessary to carry the
16. The Retention Committee Chair will prepare a report of the faculty decision for the Department Chair and the student. The student will receive a copy of the faculty’s decision by certified mail.

17. The student may appeal the CPS faculty’s decision by following the printed appeals procedures described in the College of Education catalog.
(Revised March 2002)
Master of Science Degree in Professional Counseling

The professional counseling program is a 48-semester hour master’s degree through which the student acquires knowledge in the areas required by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). These common core areas are professional identity, social and cultural foundations, human growth and development, helping relationships, group work, appraisal, and research and program evaluation. In addition, students are exposed to a wide range of therapeutic models and counseling styles and engage in extensive supervised practica at sites located throughout the Atlanta area. See the College of Education graduate catalog for additional information.

PROGRAM OF STUDY
(48 REQUIRED SEMESTER HOURS)

I. Professional Studies (11 semester hours)
   CPS 7340 Social/Cultural Issues in CPS (2)
   CPS 7500 Individual and Family Over the Lifespan (3)
   EPRS 7900 Methods of Research in Education (3)
   Elective Choose one (3 semester hours) of the following courses:
   CPS 7970 Seminar (3)
   CPS 8360 Psychological Change Strategies (3)
   CPS 8400 Introduction to Play Therapy (3)
   CPS 8430 Interpersonal Skills II (3)
   CPS 8500 Stress Management (3)
   CPS 8620 Adlerian Techniques with Families and Couples (3)

II. Major (29 semester hours)
   CPS 6010 Professional Identity and Ethics in Professional Counseling (3)
   CPS 6410 Interpersonal Skills I (3)
   CPS 6450 Group Counseling Systems (3) (CPS 6410 is a required prerequisite)
   CPS 7260 Counseling Systems and Interventions (3)
   CPS 7300 Career Theory, Assessment, and Intervention (3)
   CPS 7450 Educational and Psychological Appraisal (3)
   CPS 7540 Consultation in Professional Counseling (3)
   CPS 8100 Psychobehavioral Diagnosis (2) (only taught in summer semester)
   CPS 8380 Family Systems and Interventions (3)
   CPS 8460 Biopsychosocial Aspects of Addiction (3)

III. Applied Practice (8 semester hours)
   CPS 7660 Applied Practice I (2) (fall mini-mester 1)
   CPS 7680 Internship (3) (fall mini-mester 2)
   CPS 7680 Internship (3) (spring)
Notes about the program of study:

- Students are required to take CPS 6010 during their first semester. Students must pass CPS 6010 with a grade of B or higher in order to continue taking additional program coursework. When repetition of CPS 6010 is necessary, NO OTHER CPS COURSE MAY BE TAKEN.
- All students are required to take a comprehensive exam to graduate from the master’s program. The comprehensive exam is offered once a semester, and students should plan to take the exam upon the completion of the following required courses: CPS 6010, 6410, 6450, 7260, 7300, 7340, 7450, 7500, 7540, 8100, 8380, 8460 and EPRS 7900. Exam dates and application materials are located in the department at the practicum desk.
- The following classes are to be successfully completed prior to beginning the practicum/internship sequence: CPS 6010, 6410, 6450, 7260, 7340, 7450, 7500, 8100, and CPS 8460. **Students must maintain a 3.00 cumulative GPA to participate in the practicum/internship sequence.**
- All students must attend a practicum workshop in the spring semester prior to beginning the practicum/internship sequence. Students may only begin practicum in the fall term followed by internship in the following spring term. If you are unable to attend a workshop, you will not be allowed to start your practicum/internship until the following year. You will still be required to attend a workshop the following year. All students must complete the appropriate paperwork by a specific deadline (given at the practicum/internship workshop). Students who do not complete their forms by the deadline will not be allowed to participate in the practicum/internship program that year.
- CPS 6450 Group Counseling Systems offers students a growth group experience. All students registered for this class must commit to regular attendance for each weekly growth group meeting. CPS 6450 should be scheduled when a student's schedule will not include business trips, vacations, and the like. CPS 6410 is a prerequisite for CPS 6450.
- Students are recommended to sit for the National Certified Counselor Credential (NCC) [formerly known as the National Counselor Examination] in their last semester of internship. The exam date is the third Saturday in April. Information will be provided to students before registering for the NCC.
- Students must apply for graduation two full terms prior to the expected graduation date. Students should contact Georgia State University's graduation office for application deadlines, http://www.gsu.edu/%7Ewwwreg/graduation.htm
- All students will be given a GSU e-mail address where you will receive e-mails from the department and university. Students will need to check their GSU e-mail regularly for any information sent concerning your courses and program. The GSU e-mail can be forwarded to any other e-mail account through the WebAccess software. For questions about setting this up, please see a computer technician at any of the GSU computer labs or go to http://www.student.gsu.edu/.
- Students should keep a copy of each syllabus from each class they take while in their program at GSU. This information may be needed for licensure in Georgia or other states.
Master of Science Degree in Professional Counseling Model Program

Fall Entry
Fall 2005 (1st Session) total hours = 11
CPS 6010 Professional Identity and Ethics in Professional Counseling (3)
CPS 6410 Interpersonal Skills (3)
CPS 7260 Counseling Systems and Interventions (3)
CPS 7340 Social and Culture Issues in Counseling and Psychological Services (2)

Spring 2006 (2nd Session) total hours = 12
CPS 6450 Group Counseling Systems (3) (CPS 6410 is a required prerequisite)
CPS 7450 Educational and Psychological Appraisal (3)
CPS 7500 Individual and Family Over the Lifespan (3)
CPS 8460 Biopsychosocial Aspects of Addiction (3)

Summer 2006 (3rd Session) total hours = 8
CPS 7300 Career Theory, Assessment, and Intervention (3)
CPS 8100 Psychobehavioral Diagnosis (2)
EPRS 7900 Methods of Research in Education (3)

Fall 2006 (4th Session) total hours = 8
CPS 7540 Consultation in Professional Counseling (3)
CPS 7660 Applied Practice I (2) Mini-semester 1
CPS 7680 Internship (3) Mini-semester 2

Spring 2007 (5th Session) total hours = 9
CPS 7680 Internship (3)
CPS 8380 Family Systems and Interventions (3)
M.S. Elective (3)

Students are not required to follow the model program. However, the CPS department cannot guarantee that every course will be offered during each semester. If the course is listed in a specific semester on the model program, it will be taught during that time. The times of day that each course is offered will vary from semester to semester. Courses not placed together on the model program may be offered during the same semester but they may be at conflicting times. The model program is intended as an aid in planning your schedule. The official listing of required courses and requirements can be found in the Georgia State University Graduate Catalog 2003-2004.

Course offerings are contingent upon registration and the department may cancel courses with low enrollment.

Semester Course Offerings
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Offered</th>
</tr>
</thead>
<tbody>
<tr>
<td>CPS 6010</td>
<td>Professional Identity and Ethics in Professional Counseling</td>
<td>Summer &amp; Fall</td>
</tr>
<tr>
<td>CPS 6410</td>
<td>Interpersonal Skills I</td>
<td>Fall, Spring, &amp; Summer</td>
</tr>
<tr>
<td>CPS 6450</td>
<td>Group Counseling Systems</td>
<td>Fall, Spring, &amp; Summer</td>
</tr>
<tr>
<td>CPS 7260</td>
<td>Counseling Systems and Interventions</td>
<td>Fall, Spring, &amp; Summer</td>
</tr>
<tr>
<td>CPS 7300</td>
<td>Career Theory, Assessment, and Intervention</td>
<td>Fall, Spring, &amp; Summer</td>
</tr>
<tr>
<td>CPS 7340</td>
<td>Social/Cultural Issues in CPS</td>
<td>Fall, Spring, &amp; Summer</td>
</tr>
<tr>
<td>CPS 7450</td>
<td>Educational and Psychological Appraisal</td>
<td>Fall, Spring, &amp; Summer</td>
</tr>
<tr>
<td>CPS 7500</td>
<td>Individual and Family Over the Lifespan</td>
<td>Spring &amp; Summer</td>
</tr>
<tr>
<td>CPS 7540</td>
<td>Consultation in Professional Counseling</td>
<td>Fall only</td>
</tr>
<tr>
<td>CPS 7660</td>
<td>Applied Practice I</td>
<td>Fall only</td>
</tr>
<tr>
<td>CPS 7680</td>
<td>Internship</td>
<td>Fall only</td>
</tr>
<tr>
<td>CPS 7970</td>
<td>Seminar</td>
<td>Fall, Spring, &amp; Summer</td>
</tr>
<tr>
<td>CPS 8360</td>
<td>Psychological Change Strategies</td>
<td>Spring only</td>
</tr>
<tr>
<td>CPS 8400</td>
<td>Introduction to Play Therapy</td>
<td>Fall &amp; Spring</td>
</tr>
<tr>
<td>CPS 8430</td>
<td>Interpersonal Skills II</td>
<td>Spring only</td>
</tr>
<tr>
<td>CPS 8500</td>
<td>Stress Management</td>
<td>Fall only</td>
</tr>
</tbody>
</table>

**M.S. Elective Options**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Offered</th>
</tr>
</thead>
<tbody>
<tr>
<td>CPS 8460</td>
<td>Biopsychosocial Aspects of Addiction</td>
<td>Fall, Spring, &amp; Summer</td>
</tr>
<tr>
<td>CPS 8100</td>
<td>Psychobehavioral Diagnosis</td>
<td>Summer Only</td>
</tr>
<tr>
<td>CPS 8380</td>
<td>Family Systems and Interventions</td>
<td>Fall, Spring, &amp; Summer</td>
</tr>
<tr>
<td>CPS 8430</td>
<td>Interpersonal Skills II</td>
<td>Spring Only</td>
</tr>
<tr>
<td>CPS 8500</td>
<td>Stress Management</td>
<td>Fall only</td>
</tr>
<tr>
<td>CPS 8620</td>
<td>Adlerian Techniques with Families &amp; Couples</td>
<td>Summer Only</td>
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</tbody>
</table>

The Department of Educational Policy Studies schedules **EPRS 7900 Methods of Research in Education**. Students can contact this department at 404-651-2582 for the time and days the course will be offered. This course will not be listed on the CPS schedule. EPRS 7900 will be listed on the GoSolar Class Schedule.
Specialist in Education Degree in Professional Counseling

The specialist degree for the major in professional counseling prepares counselors to function at higher levels of competence in their work settings. A minimum of 30 graduate semester hours beyond the master's degree must be completed with a cumulative grade-point average of at least 3.00.

Evaluation of a student's performance is continuous and involves consideration of the student's academic performance as well as the student's performance in laboratory, practicum, and internship classes. A student may be withdrawn from a course and/or the program if the welfare of the student's clientele or prospective clientele or the functioning of a school or agency is, in the judgment of the Department of Counseling and Psychological Services faculty, in jeopardy as a result of the student's behavior.

Program of Study (30 semester hours)

A. Professional Studies (3 semester hours)
   Required:
   EPRS 8530 Statistics I (3) (prerequisite: EPRS 7900)

B. Teaching Field/Major (15 semester hours)
   Required:
   CPS 8450 Advanced Group Counseling (3) (prerequisite: master's degree)
   CPS 8470 Crisis Intervention (3)
   CPS 8530 Professional Issues and Decisions (3) (prerequisite: CPS 6010)
   CPS 8650 Advanced Counseling Theory (3) (prerequisite: CPS 7260)
   CPS 8660 Applied Practice II: Professional Counseling (3) (prerequisite: CPS 7680)

C. Electives (12 semester hours)
   For elective options, the Department of Counseling and Psychological Services has developed tracks or areas of specialization. Students select from the following: assessment, research, child/adolescent, family, consultation, traumatology, career, gerontology, skills application, Adlerian family, health psychology, and mental health. Students can also develop their own areas of specialization. The tracks or areas of specialization are only an option for students. Students can find a list of the tracks and electives in the bookcase in room 950 (CPS main office).

NOTES

- If students score 900 or above on the GRE, they are accepted into both the Master of Science and Specialist in Education programs in Professional Counseling. If students score below 900 on the GRE, they are accepted into the Master of Science program only. These students can only take the Master of Science courses.
- Courses completed at the master’s level cannot be used as duplicate credit for the Ed.S. degree.
- Students can also choose electives that are 7000 level and above in programs from the College of Education or the Sociology, Psychology, or Anthropology Department in College of Arts and Science.
- Students must complete a residency requirement to graduate from the Ed.S. program. Forms for the residency requirement can be found in the bookcase in room 950 (CPS main office).
- Courses taken before admittance into the Ed.S. program will not count toward the degree.

Semester Course Offerings

*CPS 8450 Advanced Group Counseling Offered Fall & Spring
*CPS 8470 Crisis Intervention Offered Fall Only
CPS 8530 Professional Issues and Decisions Offered Fall, Spring, & Summer
CPS 8650 Advanced Counseling Theory Offered Fall Only
CPS 8660 Applied Practice II Offered Fall Only
EPRS 8530 Statistics I Contact Educational Policy Studies 404-651-2582
Quick Contact Reference

✓ Problems with Go Solar Contact Registrars Office 404-651-2383

✓ Any questions relating to graduate admissions, including:
  • Admissions policies for College of Education and GSU
  • Graduation audits
  • Graduate Catalog regulations
  • Changing programs
  • Readmission to programs
Contact the Office of Academic Assistance and Graduate Admissions 404-651-2539

✓ Questions related to the CPS programs, including program course requirements, course content, career plans, and expectations for your field of preparation and interest, licensure, or certification contact
Patrice Hinton Oswalt, Academic Advisor for CPS phintonoswalt1@gsu.edu

✓ Course Authorizations Pick up form at Front Desk of CPS Department

✓ Course overrides, comprehensive exam, practicum/internship process questions contact Annette Johnson ajohnson@gsu.edu

✓ Parking and Transportation http://www.gsu.edu/~wwwaux/parking/index.htm

✓ Setting up your GSU Student Email Account https://www.student.gsu.edu/

✓ Getting your GSU Student ID http://www.gsu.edu/~wwwaux/panthercard/panthercard.htm

✓ Resume development, interview skills, job search skills contact University Career Services, 2nd Floor, University Center 404-651-2223
Professional Counseling Course Descriptions

CPS 6010  Professional Identity and Ethics in Professional Counseling
This course provides an overview of the unique issues of the specialty of professional counseling, including history and ethical/legal concerns. Students will become familiar with multicultural diversity, research, and professional organizations as they apply to the professional counselor.

CPS 6410  Interpersonal Skills I
Corequisite: CPS 6010
This course is an introduction to the basis for all interpersonal interactions, whether in one-to-one or group counseling, teaching, consulting, supervising, or any other form of communication.

CPS 6450  Group Counseling Systems
Prerequisite: CPS 6410.
This course provides the opportunity to learn and apply various systems for group counseling, skills related to group leadership, member participation, goals of selected group systems, multicultural diversity issues affecting group systems, research relevant to group leadership and group systems, and ethical and legal issues related to group counseling.

CPS 7260  Counseling Systems and Interventions
Corequisite: CPS 6010
This course addresses current theories and emerging positions in counseling and psychotherapy with special emphasis on psychological change strategies and the techniques commonly used in implementing those strategies.

CPS 7300  Career Theory, Assessment, and Intervention
Corequisite: CPS 6010
This course is a survey of career development theories and counseling with an emphasis on multicultural diversity affecting career counseling, research relevant to career counseling and ethical and legal issues.

CPS 7340  Social/Cultural Issues in Counseling and Psychological Services
Corequisite: CPS 6010
This course will enhance and advance the knowledge of, skill towards, and sensitivity to diverse populations in the counseling process. The student will learn the effects of culture, ethnicity, race, and gender on the development and functioning of the client as well as the attitude of the therapist.

CPS 7450  Educational and Psychological Appraisal
Corequisite: CPS 6010
This course covers the history, ethical/legal and professional organizational issues related to appraisal for counseling professionals who are practitioners or consumers of appraisal techniques and resources. Students are provided with direct laboratory experience in the professional use and interpretation of appraisal tools.

CPS 7500  Individual and Family over the Lifespan
Corequisite: CPS 6010
The purpose of this course is for students to explore actively the theoretical and research literature regarding human growth and development across the life span. Theoretical understanding of human
development from birth to older adulthood including issues of family, culture, race, gender, and their roles in children’s, adolescents’, and adults’ lives are considered. The goal of this course is to encourage independent thinking and clear communication regarding research in the field of human growth and development and ethical considerations related to these topics and to apply the information learned to the student’s program of study.

CPS 7540 Consultation in Professional Counseling
Prerequisite: CPS 6010
This course covers the history, ethical/legal and professional/organizational issues related to consultation as a form of professional practice.

CPS 7660 Applied Practice I
Prerequisites: CPS 6010, 6410, 6450, 7260, 7340, 7450, 7500, 8100, 8460
The purpose of the counseling practica is to introduce counseling master’s students to the practice of professional or rehabilitation counseling with actual clients at a site commensurate with the student’s professional interests.

CPS 7680 Internship
Prerequisite/corequisite: CPS 7660
This internship is designed to enable students to practice their professional or rehabilitation counseling skills by assuming the role of a counselor-in-training at their internship sites. Students carry out all of the activities and functions that employed counselors on site.

CPS 8100 Psychobehavioral Diagnosis
Prerequisite: CPS 6010
This course is designed to assist students in the recognition and categorization of psychological and behavioral patterns (syndromes) which are considered dysfunctional, according to the classification system utilized by the American Psychiatric Association in their Diagnosis and Statistical Manual Disorders IV-TR (2000). Axis I and Axis II (Personality) Disorders are focused on through a series of lectures, student papers and presentations of selected disorders, and case studies (written/video).

CPS 8380 Family Systems and Interventions
Prerequisite: CPS 7260
This course provides an overview of the historical roots of the family movement, the major theory base of systemic, psychodynamic, and communications orientations, and a brief overview of the role of research and ethics regarding the development of the family movement.

CPS 8460 Biopsychosocial Aspects of Addiction
Prerequisite: CPS 6010
Dynamics of addictive behaviors are explored including abuse of substances and process addictions. Special attention is given to physiological factors, personal traits, family dynamics, diversity, treatment methods, and implications for schools, communities, and businesses.

EPRS 7900 Methods of Research in Education
Students study research methods, procedures and designs, preparation of research abstracts in education and related fields.
PROCEDURES AND GUIDELINES

Practicum & Internship

PREREQUISITES and DEPARTMENTAL APPLICATION

1. Plan to begin your practicum work after completing the prerequisites: CPS 6010, CPS 6410, CPS 6450, CPS 7260, CPS 7340, CPS 7450, CPS 7500, CPS 8100, and CPS 8460. You will begin CPS 7660 and CPS 7680 in fall 2005: CPS 7660 in the first half of fall semester (mini-mester 1), CPS 7680 in the second half of fall semester (mini-mester 2), and CPS 7680 continuing in the following spring semester. Students must maintain a 3.00 cumulative GPA to participate in the practicum/internship sequence. While you are completing prerequisite course work, explore your professional goals and consider appropriate types of field experiences to facilitate these goals.

2. Students are required to attend a practicum/internship workshop in Spring semester 2004 before they start their practicum/internship experience. If you follow the model program, you should attend the workshop in January 2005 or February 2005. The department will conduct a number of workshops on different days and different times so all students will be able to attend. If you do not attend, you will not be able to participate in the practicum/internship placement that year. Workshops are normally held in January and February. Please check the bulletin boards and web site for workshop announcements.

3. You must submit the Application for Professional and Rehabilitation Practicum CPS 7660 and Internship CPS 7680 by March 4, 2005 to enter the practicum/internship sequence Fall 2005 and Spring 2006. Applications are made using the CPS Webpage access link: https://ssl.education.gsu.edu/cps/practicum-internship/main.asp. Application deadlines are subject to revision so the student should monitor application deadline dates as they proceed in course work. Deadlines are listed on the application and are posted on the practicum information bulletin board located in room 950 of CPS main office. No late applications will be accepted. Late applications will be discarded and the student will need to reapply for their practicum/internship the following year.

   You do not need to submit another application for the second semester in the practicum/internship sequence. Enrollment in CPS 7660 ensures the student the ability to enroll in CPS 7680.

4. You will be notified by e-mail as to whether your practicum application has been accepted. If you chose an approved site (as listed on the site listing), your next step is to submit the Practicum/Internship Site Information form via https://ssl.education.gsu.edu/cps/practicum-internship/main.asp. If your site is not listed
on the site listing, you will need to complete the Agency Approval Application before completing the Site Information Form.

5. You are expected to register for both CPS 7660 and CPS 7680 during fall registration and CPS 7680 during spring registration. Registration will be conducted in the same manner as for other courses in the department and will be on a first-come, first-serve basis.

6. *Special note:* If you have applied or registered for CPS 7660, but later decide not to enter the course for that particular semester, it is important that you fill out the Practicum Postponement at [https://ssl.education.gsu.edu/cps/practicum-internship/main.asp](https://ssl.education.gsu.edu/cps/practicum-internship/main.asp).

**SITE INFORMATION**

1. The deadline to submit your Application for Professional and Rehabilitation Practicum CPS 7660 and Internship CPS 7680 is March 4, 2005. You are urged to secure a practicum site as soon as possible in the spring semester before you begin practicum work. It is not required to have a practicum site secured in order to submit an application, however, a site must be secured by May 6, 2005. Be sure to submit your application before the deadline date whether or not you have a site firmly secured. Site information is available at the CPS practicum desk.

2. Consult the Practicum Site Listing and/or the CPS Webpage site link ([https://ssl.education.gsu.edu/cps/practicum-internship/main.asp](https://ssl.education.gsu.edu/cps/practicum-internship/main.asp)) for those sites that offer the experiences of interest to you. The United Way Help Book is available through the practicum coordinator for students’ to review the help book. You can also access the United Way Handbook at [http://www.unitedwayatlanta.org/default.asp](http://www.unitedwayatlanta.org/default.asp). The help book gives specific information on potential sites throughout the Metropolitan Area. A method for exploring appropriate sites may be to:
   a) research the United Way Help Book for specific information on sites; and finally
   b) review postings of new practicum sites and practicum opportunities at the practicum desk.
   c) be careful in your site selection because NOT all sites accommodate individual and group work. You may need to secure a second site if you desire your first choice.

3. **Approval for a site not listed on the site listing:** If a site does not appear in the site listing, an application for site approval needs to be originated by you and the site. You need to complete the Agency Approval Form at [https://ssl.education.gsu.edu/cps/practicum-internship/main.asp](https://ssl.education.gsu.edu/cps/practicum-internship/main.asp). The completed web form will be submitted to the professional counseling practicum coordinator for the Department.
of Counseling and Psychological Services (CPS). The coordinator will call the identified contact person and request an official visit to discuss the university and departmental requirements to become a placement site. Once this official visit has been conducted and confirmation has been given, you will receive an e-mail or letter from the coordinator stating that you can make contact with the agency as the approval has been confirmed.

4. **Approval for a current place of employment:** Prior approval must be secured if you desire to conduct your practicum/internship in an agency in which you are employed. The department does not grant approval for work you are presently doing at the agency. As a training program, it is our objective to teach new skills and to enhance those skills you presently possess. The procedure is to fill out an agency approval form and then discuss your intent with your employer to determine if the site will cooperate. Cooperation indicates that the agency will allow you to engage in duties that are different than your present job duties. You are to submit the following to the CPS professional counseling program coordinator:

1. the application for the practicum/internship sequence form via the web site
2. the agency approval application via the web site
3. the job title and present job description on letterhead signed by the appropriate administrative person, a description of the duties the site will allow you to perform, and a schedule of hours for CPS 7660 and 7680.

This information will be reviewed by the program coordinator and two professors in professional counseling. The program coordinator will conduct a site visit. Once the visit has taken place, the same procedure for site approval will be processed. There may be times when a student will receive a job offer from the same site at which they are conducting their internship. In order for the resulting work to be credited toward your internship, approval is to be sought from your university supervisor.

**SELECTING A SITE AND CONTACTING PREVIOUS SITE STUDENTS**

1. You are responsible for finding a field placement. Some of the sites you choose may not have an opening for the semester you plan for practicum. You may want to compare site possibilities to find one that best suits your needs. Allow an adequate amount of time to obtain a placement. You may find it helpful to begin looking two semesters in advance. When seeking a placement, choose several alternative sites. Legally, the department cannot provide the names of GSU interns presently at the site of your inquiry but do make every effort to secure first hand information to your question. The department can inform you if interns are presently at the site. Then, if interested, make an appointment to talk with someone in the agency and inquire about any additional application procedures specific to that site. You may want to either mail in advance or take with you to the interview a one-page resume along with any additional site required materials. You will want to gather as much information as you can about the site including, but not limited to, the following:
   a) type of work you may be involved in;
   b) type of client population you will be working with;
c) convenience of transportation to the site;
d) what and how many hours you will be working;
e) who would be supervising you and how much supervision you would be receiving. All sites approved in the last five (5) years have agreed to at least one hour of supervision per week. Confirm with your site that they can meet this requirement.
f) additional activities the agency may require of students and possible in-service training opportunities;
g) ability to tape your counseling sessions for purposes of supervision;
h) whether you will be able to lead/co-lead a group;
i) how many semesters you are expected to be involved with the agency (some agencies leave this up to the student, but most require at least two semesters and some require a one year commitment); and
j) if insurance coverage is required.
k) If you will be able to meet some clients for extended periods of time, you can experience the process of counseling.

2. Be sure to see if taping is permissible. There are some sites on the approved list which do not allow taping. These sites are acceptable but may not meet all of the requirements for the department.

SITE APPROVAL APPLICATION PROCESS

1. All agencies listed where students have been placed in previous semesters are approved practicum sites unless otherwise noted on the list at the practicum desk or Internet link. Do make every effort to commit to only one site. Dividing your time and efforts does take away from both sites. Never the less at times this is necessary. Even if sites are approved this does not mean the sites can meet all of your requirements. If you accept such a site you may need a second site. If the agency you are interested in is not approved, final approval must be granted by the department's practicum coordinator.

2. Applications for practicum / internship site approval are to be made using the CPS webpage link (https://ssl.education.gsu.edu/cps/practicum-internship/main.asp). Applications must be filled out completely through the CPS web site by May 6, 2005. When considering a site for approval, consult the course syllabus and talk with the site regarding its ability to fulfill your training requirements, such as:
a) On-site counseling responsibilities encompassing 12-15 hours per week during practicum and 25-30 hours per week during the internship;
b) On-site supervisor with a minimum of a master's degree in counseling or closely related field and appropriate certification and/or licensure, a minimum of two (2) years’ pertinent professional experience, and a commitment to meet with the student for at least one (1) hour per week for individual supervision;
c) The ability to audiotape at least three (3) individual counseling sessions weekly for supervision and be able to counsel clients over an extended period of time (the counseling process); and

d) The ability to lead/co-lead a group which meets at least once a week for sixteen weeks.

CPS 7660 APPLIED PRACTICE I

1. You must submit the completed Practicum Site Information Form by the required deadline--May 6, 2005, or you will be dropped from your practicum class on the last day of phase II registration. Also required is proof of student liability insurance, which can be obtained through the American Counseling Association (ACA). Forms are available room 950 (CPS main office) or http://www.counseling.org. The deadline to provide proof of insurance is July 1, 2005.

2. The program requires students to complete a supervised practicum experience that totals a minimum of 100 clinical clock hours (see definition list for clinical and direct service hours). The practicum provides for the development of individual counseling and group work skills under supervision. The practicum includes the following:
   a) A minimum of 100 clinical hours in which 40 hours are to be direct service with clients, so that experience can be gained in individual and group interactions. Students should complete a minimum of 30 hours with individual clients and 10 hours in group therapy. The remaining 60 hours can be composed of either individual or group work, or any combination thereof;
   b) Students will be required to submit audio and/or videotapes of the student's interactions with clients for use in supervision; the number and length of tapes will depend on the student’s supervisor.
   c) A minimum of one (1) hour per week of individual supervision on site;
   d) A minimum of one (1) hour per week of individual supervision with the GSU supervisor (CPS 7660);
   e) A one (1) hour forty minutes weekly supervision group with other students in practica; and
   f) An evaluation of the student's performance throughout the practicum including a formal evaluation at the completion of the practicum.
   g) During practicum, no hours accumulated beyond the required 100 hours can be counted toward the internship. Practicum hours are closed to that experience. It is fine to have more than 100 hours.

CPS 7680 INTERNSHIP
1. Internship will be in two registration periods. You will begin CPS 7680 in mini-mester 2 of the fall semester and complete CPS 7680 in the spring semester.

2. The program requires students to complete a supervised internship of 600 clock hours (150 hours for CPS 7680-fall and 450 hours for CPS 7680-spring) that is begun after successful completion of the student's practicum hours (CPS 7660). The student's internship includes the following:
   a) a minimum of 240 direct service hours (65 hours for CPS 7680-fall and 175 for CPS 7680-spring) of direct service with clients appropriate to the program of study;
   b) a minimum of one (1) hour per week of individual supervision throughout the internship, performed by the on-site supervisor;
   c) a minimum of one (1) hour per week of individual supervision (optional, but available) throughout the internship, usually performed by the GSU supervisor (CPS 7680);
   d) a one (1) hour forty minutes weekly supervision group with other students in internship; and
   d) students will be required to submit audio and/or videotapes of the student's counseling interactions with clients for use in supervision. Taping is to continue throughout the practicum and internship (CPS 7660 and CPS 7680). Taping may continue for some into the final semester, based upon the discretion of the GSU and site supervisors.
   e) a formal evaluation of the student's performance during the internship.
   f) site visits will be conducted by your GSU supervisor at least twice during the nine month experience.

3. The internship is to be completed in 1.5 semesters. However, in special cases approved by a faculty member, a student may extend his or her internship for a few weeks beyond the semester (but not the fall semester) in order to complete required hours. Written agreement from the site and from the faculty member supervising the student must be filed with the faculty member. In the event a change of a site is requested a Change of Site Form is to be completed and processed by the supervisor and program coordinator. A second site should not be started until this form is completed, signed by all parties, and on file in the department.

The practicum (CPS 7660) begins in fall semester and runs for seven and one-half (7.5) weeks. The first internship begins at the termination of the practicum and completes at the conclusion of fall semester (remaining seven and one-half weeks). No hours from the internship can be counted for the practicum. The final internship is for the entire duration of spring semester (15-16 weeks).

4. If a student should leave a site, the student is to first process this departure with his or her GSU supervisor. This should be followed by an interview with his or her site
supervisor, along with the completion of Form 1002 Change of Site Placement (https://ssl.education.gsu.edu/cps/practicum-internship/main.asp). This form is to be submitted to the coordinator of the practicum/internship program and on file before starting a second site. You will receive a copy of this form in your practicum/internship handbook. You will receive the handbook at the workshop in the spring.

**LICENSURE**
Licensed Associate Professional Counselor (LAPC)
Licensed Professional Counselor (LPC)

For those planning to pursue professional licensure as an Associate Professional Counselor followed by licensure as a Professional Counselor, familiarization with the requirements can be acquired by contacting the Georgia Composite Board of Professional Counselors, Social Workers, and Marriage and Family Therapists at (478) 207-1670 or www.sos.state.ga.us/plb/counselors. Documentation for the practicum/internship experience verification can be submitted to the department at the time of application for licensure.

The Department of Counseling and Psychological Services is not a licensure organization. Students are responsible and accountable for obtaining licensure information to be a Licensed Professional Counselor in the state of Georgia from the Georgia Composite Board of Professional Counselors, Social Workers, and Marriage and Family Therapists. If students are planning to practice in a state other than Georgia, it is their responsibility to know this information. The department does not speak for the licensing board.

*Note: It is in your best interest to keep your graduate bulletin and all syllabi.*

**STUDENT RESPONSIBILITIES**

**PROGRAM REQUIREMENTS**
1. All students are expected to purchase student liability insurance before beginning the practicum/internship sequence. Liability insurance is available from the American Counseling Association (ACA). ACA applications are available in the Counseling and Psychological Services Department (COE-950) or by calling ACA at (800) 347-6647 or www.counseling.org. A copy of your insurance policy along with this handbook should be given to your site supervisor on your first day at the site. A copy of your insurance policy should also be submitted to Annette Johnson, COE-CPS-950 for CPS 7660. The deadline to provide proof of insurance is July 1, 2005.

2. The primary requirements for the practicum/internship experiences are listed in the sample syllabi. However, you will need to check with specific instructors as each may have slightly different requirements.

3. You are strongly urged to purchase the recommended texts for CPS 7660, "A Guide for Beginning Psychotherapists" and "Practicum and Internship Textbook for Counseling and Psychotherapy."

AGENCY AWARENESS

1. Even though you are offering counseling assistance to an agency, you are a guest of the agency having been invited to learn about the practical aspect of counseling. All interns are to be appropriately attired and to respect the procedures of the site. This is also a time to become familiar with your role as a professional.

2. The site organization may require more of you than the practicum/internship requires. You should be clear on organizational expectations. Any problem with these expectations should be discussed with your site supervisor and your Georgia State University supervisor.

3. In addition to training requirements, you will want to become familiar with the general policies and procedures of your agency. Such information may include but is not limited to:

   a) general operational procedures, required paperwork, dress code;
   b) procedures for handling emergency situations with clients (suicide risk, psychotic episode, etc.);
   c) the availability of on-call consultation/back-up;
   d) procedures for referrals outside your agency and those resources typically used;
   e) opportunities available for use of assessment instruments, computers, professional literature, and research;
   f) whether or not you are expected to travel to off-site locations.
   g) safety procedures utilized at the agency (client who may be assaultive and environmental safety—parking, etc).
4. When in doubt - ask. Remember, you are a student and new to the organization and are not expected to know everything. Utilize on-site conflicts and problems as learning experiences, keeping in mind that you are there with the permission of the organization.

5. If for some reason a student-intern is to leave a site during a semester or at the conclusion of a semester, a site exit form is to be signed by all principal parties. (See Form 1002.)

TIPS FOR THE NEW PROFESSIONAL COUNSELOR

The transition to your role as a professional counselor can be both exciting and anxiety provoking. Your practicum experience offers you the opportunity to begin applying the knowledge gained through readings and course work. It is natural for beginning counselors to experience insecurities related to their skill level and potential clients. Remember the intent of your role and make use of the suggestions and guidance that your supervisor can provide. In addition, the suggested text for CPS 7660 - "A Guide for Beginning Psychotherapists" - is an excellent resource for the initial experiences and questions you may have.

ETHICAL AND LEGAL GUIDELINES

1. Ethical standards and the Standard of Care for the American Counseling Association (ACA) are available from your practicum/internship instructor or by request from the ACA.

2. For information regarding confidentiality, privileged communication, client rights, and informed consent refer to "Practicum and Internship Textbook for Counseling and Psychotherapy.”

SUPERVISION

PURPOSE

1. The practicum/internship experience, the actual application and development of clinical skills, is central to the education of professional counselors. The supervision process is an integral part of this experience as it provides the opportunity to develop and hone
skills, explore new possibilities, receive feedback, and build one's repertoire and confidence as a professional counselor.

2. Each student should be prepared to effectively use supervision time, both on-site and at the university. Georgia State University supervisors will expect a typed agenda for supervision.

3. Each counseling session and tape should be thoroughly previewed by the student with appropriate notes reflecting important content and identified segments of the tape for presentation during supervision. Tapes are to be handed directly to the GSU supervisor and not through others or left in a GSU supervisor’s mailbox.

4. The practicum supervisor has the authority and responsibility to withdraw a student from a practicum experience if the student's performance constitutes a detriment to the clients at the practicum site. Should deficits surface during the practicum or internship, the GSU supervisor and the site supervisor may write a contract for change. This contract will be shared with the coordinator for practicum/internship and monitored for successful completion. If such a removal is necessary, the student will be given a U for the semester.

5. Attendance is required for supervision. Absences are permitted only at the discretion of your GSU supervisor.

6. For those seeking state licensure you need to inform the GSU supervisor during the fall semester. Successful completion of the practicum/internship does not guarantee a supervisor signature for licensure. The department is a training program granting a M.S. degree and recognizes there are job positions in which licensure is not necessary. It is possible to receive a satisfactory grade for CPS 7660 and CPS 7680 but not have process counseling experience. Expectations should be discussed with the GSU supervisor or the site supervisor as to requirements to secure their signatures.

**PROCESS**

1. Individual supervision is a one-to-one relationship between the practicum student and his or her supervisor. The typical format is regular, weekly meetings for a minimum of one hour.

2. Group supervision, an additional component to individual supervision at some sites, typically involves case presentation and discussion of relevant professional issues under the direction of one or two professional supervisor(s). Group supervision at the university is part of the requirements for practicum and internship but may be optional on a site. Attendance is mandatory and absenteeism may result in repeating the entire practicum or internship.
3. Information about the supervisor-supervisee relationship and various approaches in supervision can be found in the recommended text, "Practicum and Internship Textbook for Counseling and Psychotherapy."

**Taping**

1. The use of audiotaping (as well as videotaping and live supervision when available) provides a rich source of feedback and opportunity to reflect on issues and dynamics arising during a counseling interview.

2. Audiotape recordings of counseling sessions are *required* for supervision in practicum and may be required in internship depending on individual instructor requirements.

In order to maximize the quality of supervision, clear and audible tapes are essential. There are several ways to help ensure quality sound:

a) Do not use the self-contained condenser microphone on your recorder (they tend to pick up too much machine noise);

b) An inexpensive recorder can be used if the microphone is of high quality. The new multidirectional microphones are generally excellent and can be purchased from audio shops for about $20;

c) The recorder itself should be placed near the counselor at a reasonable height to record. It should not be placed on metal, on an uncarpeted floor, or on any object that may cause vibration to be picked up in the recording. A book under the recorder can be used to absorb vibration; and

d) The counselor should try out the tape recorder in the office prior to the session to find the best positioning of the recorder and microphone to avoid mechanical errors during interviews.

**Confidentiality**

1. One of the most important aspects of counseling is ethical confidentiality. It is also essential in building trust with your clients. There are several aspects of confidentiality of which you need to be especially aware:

a) You should know your agency's regulations regarding confidentiality of case notes, files, and taping;

b) Since taping is an important aspect of your supervision, it is your responsibility to secure the permission from your site and your clients to record on the tape being used (first time only and then save the tape) or in writing. You must also explain the limits of confidentiality to clients if this is not provided in writing by the agency. You should let clients know who else will be hearing the tape (i.e., supervisor/class) and for what purpose;

c) As a professional, any information shared in class is to be kept confidential by all class members;
d) The client's full name need not be used on tape. The tape can be identified for your use by labeling it with the client's initials;
e) When tapes are turned in for supervision review they should be handed to your supervisor by you and not delivered by another student or counselor nor should they be left unattended. You should receive them in the same manner.
f) Procedures should be established by you, the site supervisor, and the client as to the final purging of tape contents.

2. *The importance of confidentiality cannot be stressed enough.* You should be extremely careful with your tapes and safeguard against loss. Tapes should be handed to your practicum/internship supervisor and not delivered by any other person. At no time should tapes be left unattended.

**THE EVALUATION PROCESS**
Guidelines for self-assessment aimed at setting goals for supervision sessions and forms that can be used for the formal assessment can be found in, "Practicum and Internship Textbook for Counseling and Psychotherapy."

**SELECTED CLINICAL RESOURCES**
**CLIENT RECORDS:** Guidelines and sample formats for various client records (intake, session notes, termination outline) can be found in "Practicum and Internship Textbook for Counseling and Psychotherapy"; however, your site may have its own formats that they will want you to follow.

**CRITICAL CLINICAL ISSUES:** Critical clinical issues listed below can be found in "Practicum and Internship Textbook for Counseling and Psychotherapy":

a) suicide information, risk assessment, and suicide contracting;
b) information regarding threat of harm to others, including Tarasoff decision and guidelines for handling such clients; and
c) child abuse and neglect information - definition, recognition, and reporting.

**TERMINATION ISSUES:** Information regarding termination of the counseling relationship is discussed in "A Guide for Beginning Psychotherapists."

*Special note:* Many more issues relevant to clinical practice and to professional development as a counselor are included in the recommended texts. We have highlighted only a few areas about which you may have questions. These texts can be valuable resources. Again, you are strongly urged to purchase your own copies.

**CLINICAL SUPERVISION AND INSTRUCTION**
Clinical instruction includes supervised practica and internships completed within a student’s program of study. Practicum and internship requirements are considered to be the most critical experience elements in the program. All faculty, including clinical instruction faculty and
supervisors, are clearly committed to the preparation of professional counselors and promote development of the student’s professional counselor identity.

A. Each regular, adjunct, and affiliate program faculty member who provides individual and/or group practicum and/or internship supervision has the following:

1. a doctoral degree or equivalent and/or appropriate clinical preparation from a program in counselor education or a related profession or is receiving supervision from such a person;

2. relevant professional experience and demonstrated competence in counseling and/or human development at levels appropriate for the students supervised; and

3. relevant training and supervision experience.

4. developed a supervisor-supervisee contract with you.

5. GSU faculty, adjunct faculty, and doctoral students are under the supervision of the GSU clinical coordinator. These supervisors during duration may, at times, share pertinent information with the clinical coordinator in which each desires consultation.

B. Doctoral students serving as individual and/or group practicum supervisors:

1. have completed counseling practicum and internship experiences equivalent to those within the entry-level program;

2. have completed or are receiving training in counseling supervision; and

3. are themselves supervised by program faculty with a faculty/student ratio of 1:5.

C. A site supervisor should meet the following criteria:

1. a minimum of a master’s degree in counseling or a related profession with equivalent qualification including appropriate certifications and/or licenses;

2. a minimum of two (2) years of pertinent professional experience in the area in which the student is completing clinical instruction; and

3. knowledge of the program’s expectations, requirements, and evaluation procedures for students.
D. A counseling practicum learning environment, on or off-campus, is conducive to modeling and demonstrations and where training is available and used for clinical instruction. Program administrative control of, and/or relationship with, the learning environment ensures adequate and appropriate access by the faculty and students. The practicum learning environment includes, but is not limited to, the following:

1. settings for individual counseling, with assured privacy and sufficient space for appropriate equipment (e.g., TV monitoring and taping);

2. settings for small group work, with assured privacy and sufficient space for appropriate equipment.

E. The program requires students to complete supervised practicum experiences that total a minimum of 100 clinical clock hours. The practicum provides for the development of counseling practice skills under supervision. The student’s practicum includes the following:

1. a minimum of 40 hours of direct service with clients, so that experience can be gained in individual and group interactions. The desired direct service hours are 30 individual hours and 10 group hours.

2. Students are not to begin practicum until the first day of class. A site may require you to go before this date for special preparation (orientation, shifts, etc.). In such cases, if you want this site you will need to make a personal decision. You can begin counting hours once classes begin, not before.

F. The program requires students to complete a supervised internship of 600 clock hours that is begun after successful completion of the student’s practicum. Internships offer opportunities to engage in both individual counseling and group work.

For the professional counseling program, the 600 clock hour (150 hours for CPS 7680--fall and 450 hours for CPS 7680--spring) internship (Standard III.G, H) occurs in a community setting under the clinical supervision of a qualified community counselor. The requirement of 240 clock hours (65 hours for CPS 7680--fall and 175 for CPS 7680--spring) of direct service hours to clients includes, but is not limited to, using preventive, developmental, and remedial interventions with appropriate clients and community structures, elements, and organizations consistent with community counseling. During the course of the internship, students must demonstrate the ability to apply the knowledge and skills for the practice of community counseling as referenced in the foundations, contextual dimensions, and knowledge and skills of community counseling. Students are to have a sufficient number of clients who meet a number of sessions. In these sessions,
the intern is able to experience process change variables, apply appropriate intervention skills, monitor a client’s progress, termination, and appropriate referrals. In addition interns are to examine their attitudes relative to good client care.

1. a minimum of 240 hours of direct service with clients appropriate to the program of study;

2. a minimum of one (1) hour per week of individual supervision throughout the internship, usually performed by the on-site supervisor;

3. a minimum of one (1) hour per week of individual supervision throughout the internship, usually performed by the GSU supervisor (CPS 7680);

4. a minimum of one (1) hour forty minutes weekly group supervision class throughout the internship, usually performed by a program faculty member supervisor;

5. the opportunity for the student to become familiar with a variety of professional activities other than direct service (e.g., record keeping, supervision, information and referral, in service and staff meetings, etc.);

6. the opportunity for the student to develop audio and/or videotapes of the student’s interactions with clients appropriate to the specialization for use during supervision;

7. the opportunity for the student to gain supervised experience in the use of a variety of professional resources such as assessment instruments, technologies, print and non print media, professional literature, and research; and

8. the appropriate counseling process occurs when students have the opportunity to counsel clients for several sessions.

9. a formal evaluation of the student’s performance during the internship by a program faculty supervisor in consultation with the site supervisor.

G. The practicum and internship experiences are tutorial forms of instruction; therefore, when the individual supervision is provided by program faculty, the ratio of five students to one faculty member is considered equivalent to the teaching of one (1) three-credit semester course. Such a ratio is considered maximum.

1. When suggestions for client management are offered by the GSU supervisor or peers, you should not act on that information with a client until you share that suggestion with your site supervisor.

H. Group supervision seminars for practicum and internship should not exceed 5 students.
I. Clinical experiences (practicum and internship) provide opportunities for students to counsel clients representing the ethnicities, lifestyles and demographic diversity of their community.

J. Students formally evaluate their supervisors and learning experience at the conclusion of their practicum and internship experiences.

K. Programs require students to be covered by professional liability insurance while enrolled or participating in practicum or internship and field experience.
GLOSSARY

Clinical Instruction: all supervised course work within which the student has the opportunity to engage in a broad range of clinical activities similar to those performed by a professional counselor. This includes all practica and internships completed with a student’s program.

Direct Service: “face-to-face” interaction with clients, which includes the application of counseling, consultation, or human development skills. This does not include telephone interaction or brief encounters with a client. In general, the term is used in these standards to refer to time spent by practicum or internship students in working with clients.

Group Supervision: a tutorial relationship between a senior member of the counseling profession and two or more student trainees. In addition to accomplishing the ends of individual supervision, group supervision offers trainees an opportunity for vicarious learning as well as group process advantages.

Individual Supervision: tutorial relationship between a member of the counseling profession and a student trainee. The supervisor monitors the clinical work of the trainee in order to evaluate this work, monitors the quality of services being offered to clients, and enhances the professional growth of the trainee.

Internship: a distinctly defined, post-practicum, supervised clinical experience intended to enable the student to refine and enhance basic counseling or student development skills, and integrate professional knowledge and skills appropriate to the student’s specialization and initial post graduation professional placement.

The 600 clock-hour requirements for internships in entry-level (master’s) programs may be met through a variety of approaches. Such approaches may include, but are not limited to, the following structure:
21-22 hours/week in a setting for 7 weeks = 150
30 hours/week in a setting for 15 weeks = 450

Since the reasoning behind the internship requirement is to provide students with “work experience” in the setting, the above approach is considered preferable. However, the board will allow for additional creative structures if the program can document continued advancement of knowledge and skills over the longer length of time.

Practicum: a distinctly defined, supervised clinical experience intended to enable the student to develop basic counseling skills and integrate professional knowledge. Practicum is offered prior to internship.

Supervision: a tutorial form of instruction wherein a supervisor assigned to the student’s program monitors the student’s activities in practicum or internship and facilitates the student’s practicum or internship learning and skill development experiences.
FREQUENTLY ASKED QUESTIONS ABOUT INTERNSHIP/CPS 7680

What is the purpose of the internship, CPS 7680? The counseling internship is designed to be the “capstone” experience of the master’s program in counseling. It meets the CACREP requirement of a 600 clock hour block of time to be spent performing the day-to-day tasks of the counselor, of which 240 hours are in direct service or “face-to-face” interaction with clients. The department requires a total in the amount of 600 clock hours (150 hours over 7 weeks for CPS 7680--fall and 450 hours over 15 weeks for CPS 7680--spring) of internship, of which at least 240 hours (65 for CPS 7680--fall and 175 for CPS 7680--spring) are to be direct service.

What tasks do I actually perform? This may vary widely depending upon the site but your experience should include all the duties that a regularly employed staff member would be expected to perform. This may include such activities as professional self-improvement, consultation experiences, outreach and psycho educational programming, and continued supervised counseling.

Do I have to stay at my practicum site for internship? This will depend upon your initial agreement with your site. You are, of course, obligated to maintain your contract with the site. Some sites are flexible. It can be difficult to find a site that will accept only a one-semester commitment because most sites feel that the return on their training investment begins after one semester.

Do I need to continue taping at my internship site? Again, this may depend upon your particular site requirements. Your university instructor may require that you tape. If you continue counseling with clients, taping may be the only way to assure adequate supervision.

How many hours do I need to spend at my site? Student interns are required to complete 700 clock hours (100 practicum/600 internship) during the practicum/internship sequence. Clinical hours are to total 280 direct service hours. There is flexibility in scheduling this amount of time. Your schedule ideally will reflect your learning objectives, the site requirements, and your CPS supervisor’s suggestions. You have a 9-month commitment to a site, so the hours and time cannot be condensed.

What is the contract I need to complete for CPS 7680? Since the CPS 7680 experience is largely an individually planned program, you will be able to develop your plans for the semester. When you register for 7680, you will receive an internship contract. On this form you need to specify your goals for the internship experience, provide a time management plan, and describe methods to evaluate your performance. Your CPS supervisor will review your plan with you at the beginning of the semester. There is a sample of the contract posted on the bulletin board outside of Room 950 at the College of Education.

Do I need to attend CPS 7680 classes at GSU? You will have a weekly mandatory group supervision meeting with your CPS supervisor. Additional meetings may be arranged individually. Also, supervision is usually conducted on-site with one or two site visits by your CPS supervisor during the semester.
Site Requirements:

- willing to conduct a pre-site interview with a potential intern to determine a match
- to be a site enter into a formal three-year contract with the Department of Counseling and Psychological Services, Georgia State University, and the Board of Regents. Contracts are standardized but can be altered to accommodate specific needs of the site or special services offered by the site. The contract states that it can be broken at any time with a 90 day notice by either party.
- when becoming a site for the first time that the administrator or clinical director will invite the Georgia State departmental representative for a site visit to talk about administrative and clinical needs for both sites.
- assign a clinical supervisor to the intern who will meet weekly with the intern to welcome them and instruct them to the workings of the site as well as provide learning with clients.
- keep CPS-GSU department aware of any changes at the site which would be important in new interns making contact (address, telephone, contact person, client population, etc.)
- allow for sample work behaviors (taping) to be shared with the Georgia State University supervisor in order to become aware of the professional growth of the intern. Later, the GSU supervisor will be in a better to attest the intern’s clinical application for licensure.

Site Supervisor Qualification and Requirements:

- Qualifications: Master’s degree or higher in helping field (mental health, psychology, social work, counseling). Preferably an LPC or related discipline licensed professional. The supervisor has supervised clinical therapists at this agency or another agency.
- a minimum of two (2) years of pertinent professional experience in the program area in which the student is completing clinical instruction; and
- knowledge of the program’s expectations, requirements, and evaluation procedures for students. These procedures are to made available to the site supervisor upon meeting with the intern’s GSU supervisor after the first week.
- commits to and performs a minimum of one (1) hour of on-site individual supervision per week during the entire practicum/internship experience (2-full semesters). If group supervision is provided by the agency the Intern will be able to participate but is not to replace the individual supervision.
- be responsible for seeing that the intern has an opportunity to see individual clients, co-lead or shadow in group therapy, attend staffing and training offered by the agency, provide feedback to the intern on a regular basis (strengths as well as improvement areas), and provide overall support for the experience while at the agency.
• assist in seeing that the intern will be able to counsel a number of clients though out a process of counseling. This suggests seeing a client for a number of sessions. This is difficult in some settings therefore interns may need to be involved in two agencies or even do outpatient work at that agency (assuming exists).
• be responsible for informing the intern of the necessary caution and in reinforcing the safety of all client-counselor interactions that may be taped for samples of behavior to the GSU intern. The GSU supervisor and intern ensure the same safety in return.
• be receptive for at least two (2) site visits per year by the Georgia State University supervisor for purposes of intern support, feedback, and evaluation.
• will call the GSU supervisor in cases of need. Need is to suggest that corrective action need be taken by both agencies to ensure the intern is prepared, following procedures, working in the best interests of the clients, and is adjusting to the training and site.
• must be available on-site while the intern is counseling clients. In situations where the agency supervisor is to be away from the site an established procedure is in place to identify to whom the intern will respond. The designated person is to be identified by the agency although this person is to have the same (or more) qualifications as the supervisor. AT no time should the intern be left at an agency to conduct counseling without a supervisor in the agency.
• call attention to ethical and legal mandates of the agency as well as the profession. (self and other harm, etc.). Inform the intern of agency safety procedures to ensure the safety of staff, therapists, and clients. (e.g., code names, buzzer systems, restraints which are specific to the clients and agency, and to and from the agency (parking lots, lighting, etc.)
• site supervisor will conduct semester feedback using the GSU forms or ones established for the agency. If the on-site supervisor elects to write a letter—that is fine. This evaluation is shared between the on-site supervisor and the Intern.
• receive a GSU supervisor visitation to establish contact, feedback for the intern, and work out any specifics needing attention.

Site Hours:
• must be able to provide intern with 15-20 hours a week for Practicum (CPS 7660) for duration of 7.5 weeks usually starting in late August. The intern must accumulate 100 clock hours (clinical hours-CH) during this time. During the practicum experience of the 100 CH at least 40 hours of the 100 CH must be in Direct Service (face-to-face-DS): 30 hours with individual clients and 10 hours in group interactions. At times this break down of hours (30-10) is not feasible for some sites because of how they integrate the intern into the professional services. The GSU supervisor will understand but will expect that the intern will be able to secure this breakdown by the end of December. Hopefully, the site supervisor can assist in this procedure.
• must be able provide the Intern with 30 hours a week for the Internship (600 hours) which continues from the middle of October until May of the following year. The Internship is broken into two semesters: a mini-semester (fall—October –December) and a full semester (spring--January-May). The student must complete 600 clinical hours by May. During the fall mini-mester (October-December), the student must complete 150
clinical hours (65 hours must be in direct service). During the spring semester (January-May), the student must complete 450 clinical hours (175 hours must in direct service).

- the intern is to keep a daily and weekly set of logs which the GSU supervisor would like for the site supervisor to sign off. We value accurate record keeping.
- Once the 40 (30 individual hours /10 group hours) hours are met for the practicum the CPS department does not have a required set of hours for individual and group. This determination may best be decided by the site supervisor, GSU supervisor, and the types of therapy offered by that site.

**Practicum:**
- 100 clinical clock hours (on-site hours doing what it takes to understand the offerings and workings of the site), which amounts to approximately 7.5 weeks.
- 40 Direct Service Hours (face-to-face)
  - 30 individual hours (explained above)
  - 10 group hours (explained above)
- 60 remaining hours of 100 hours can be a combination of hours at the site, individual hours, group hours, charting, psycho-educational experiences, staffing, shadowing a therapist, and/or learning the center.
- approximately 18 taped samples over the August-December period of time. This amounts to one-three per week and hopefully will be composed of different session work with clients working through the process. Taping by GSU-CPS drops off at the end of December as a requirement unless the intern has had insufficient numbers, not had a variety of session work, or just not turning them in to the GSU supervisor.
- 1 hour of individual supervision by the on-site supervisor and one hour of supervision by the GSU supervisor. If group supervision is a part of the agency hopefully the Intern will be able to participate in that supervision as well.

**Internship:**
- Students must complete two internship registrations (October-December and January-May). A total of 600 clinical hours (240 hours must be in direct service).
- Breakdown for 2 Internships:
  1. CPS 7680 Internship-October-December: 150 clinical hours
     - 65 hours must be in direct service
     - the intern works approximately 22.5 hour per week on-site
  2. CPS 7680 Internship-January-May: 450 clinical hours
     - 175 hours must be in direct service
     - the intern works approximately 30 hours per week on-site
  3. 1 hour of on-site supervision each week through out the duration of the Internship or full 9 months.
  4. Usually taping drops off for interns unless required by the site supervisor or the GSU supervisor because of insufficient experiences or lacking in skilled and quality interaction

**Syllabus**
Purpose Statement:
The purpose of the counseling practicum is to introduce counseling master's student to the practice of counseling with actual clients at a site commensurate with the student's professional interests. This semester is the first part of a three semester practicum/internship sequence and is the prerequisite for the following two semesters of internship. Students will be expected to meet specified hourly requirements of time spent on site as well as numbers of clients seen individually and in groups. University based supervisory meetings will instruct students in the practice of counseling as well as provide a forum for the student both individually with the supervisor as well as in weekly supervisory meetings with other practicum students to receive feedback and evaluation of their performance as a counselor-in-training.

COE Unit Theme: Creating Effective Contexts for Learning

Departmental Theme: Developing Professional Skills to Maximize Students Potential for Learning

Departmental Policy on Cultural and Ethnic Diversity: The Department of Counseling and Psychological Services values diversity and is committed to fostering and maintaining an educational environment which appreciates individual differences in all areas of departmental operation including selection and admissions, hiring, classroom instruction, texts, and materials,
clinical practice and supervision, research, departmental administration, and policy formation.

To this end, CPS will not tolerate or condone any, actions, practices, or processes by any CPS faculty member, staff person, or student which discriminates against or is prejudicial toward any person or group based on race, sex, age, religion, ethnicity, nationality, disability, sexual orientation, or socioeconomic status.

**Policy on Academic Honesty:** Students are expected to recognize and uphold the highest standards of intellectual and academic integrity. For explicit coverage of this policy students are advised to read pages 53-54 in the 2001-2002 General Catalog for the University. This policy discusses plagiarism, cheating on examinations, unauthorized collaboration, falsification, and multiple submissions of material for credit without permission.

**Attendance Policy:**
See policy as printed in 2003-2004 general catalog.

**Objectives:**
Students will be expected to develop, practice and advance their understanding of and ability to perform the following counselor functions under supervision:

1. develop and implement individual and group counseling skills with clients. The student is to begin formulating a counseling identity as a competent counselor;

2. learn the specifics of assessing for an accurate diagnose include symptom frequency, intensity, and duration. The student is to learn how to formulate and implement treatment plans;

3. learn how to select and utilize appropriate assessment instruments and deliver proper interpretations;

4. acquire the skills to present a case, manage a supervisory session, staff a case, and conduct in-service training (psycho education content).

5. skills to interface with other health care/mental health care professionals and agencies.

6. engage in an individualized reading and research program for client care and counselor effectiveness.

7. acquire the skills to process ethical and socio-cultural/diversity issues.

8. skills to effectively record session content for client notes Interns will familiarize themselves with specific mental health forms generic to clinical sites. Examples are client release, client rights, 1013’s, intake forms and charting procedures. Students will learn the appropriate technology for the communication of client care: records, release
forms, transferal of records, instrumentation, notes, etc.

9. learn how to process client-counselor feedback with the on-site and GSU supervisory process.

10. learn the client intake process and relationship development from the initial interview through problem assessment, treatment planning and change strategies.

11. acquire the skills to lead or co-lead group therapy experiences. Learn the strategies for debriefing;

12. learn the skills and procedures to close a case, discharge (referral) and termination.

13. become knowledgeable regarding legal and ethical issues related to counseling with minors.

14. learn the specific aspects of a case formulation and conduct case formulations during internship I.

15. learn appropriate research methodology to assess therapy effectiveness. Read appropriate journals for the type of clients agency site

16. aware of what constitutes impairment for a counselor in practice

KNOWLEDGE:
Students will gain knowledge in:

a. forming a counseling identity as a competent counselor.

b. specific methodologies to interview and assess clients designed to problem solve. This acquisition of knowledge is designed to target the frequency, intensity, and duration of symptoms.

c. how to selectively implement and interpret assessment strategies (to include minors).

d. at least four case conceptualization strategies for case presentations and treatment planning.

e. procedures to manage a case and individual sessions.

f. matching client needs to effective treatment approaches.

g. the importance of researching the literature to remain current in the changing conditions of client care.

h. how to process through individual and group supervision ethical and social-cultural/diversity situations and to establish a problem solving strategy.

i. how to engage in the process of feedback to enhance his/her skills and to integrate recommendations into a treatment program.

j. how to construct a treatment plan from one of the four developing case conceptualizations.
k. how to open and close a session and to keep the focus of communication on the client issue(s).
l. formulating a counseling theory for effective change. This information will focus on different types of interviewing such as structured and unstructured probes.
m. how to record in charts one of the five or six records keeping methods.
n. prioritize client safety (suicide/homicide).
o. client rights through informed consent, confidentiality, relationship alliance, and safety.

**SKILL or TECHNIQUES:**
Students will develop skills in:

a. developing a client-counselor relationship.
b. assessing and interviewing a client for problem identification
c. case conceptualization, case presentation, staffing, and collaborating in self improvement (feedback).
d. designing a treatment program.
e. utilizing one of the five or six records keeping systems.
f. interviewing for suicide ideation and/or homicidal thoughts
g. interviewing with the mental status examination
h. co-leading group therapy experiences.
i. recognizing burn-out and what constitutes counselor impairment

**ATTITUDE:**
Students will be encouraged to examine:

a. his/her attitudes toward counseling clients with diverse backgrounds. This is to include experiences which may be foreign or inexperienced by the student (divorce, abuse, etc.).
b. his/her attitude regarding receiving feedback and being supervised.
c. his/her attitude toward peer supervision.
d. his/her attitude when working with paraprofessionals and professionals at the practicum site.
e. his/her attitude when working with environmental circumstances that involve the recovery of client problems.

**INTERVENTION:**
Students are expected to practice during practicum and into the internship specific interventions such as:

a. mental status examination
b. tentative diagnoses
c. record keeping note taking
d. problem identification
e. goal formation
f. informed consent procedures
g. case conceptualization

**Course Requirements:**
16. The practicum experience requires 100 hours of clinical experiences during the first seven and half weeks of the semester. Direct client contact is to be a minimum of 30 hours of individual counseling and 10 hours of group work. No hours for the practicum can be carried into the internship experience (CPS 7680A). It is recommended that each intern secure 30 counseling hours of individual interviewing and therapy for the semester. The strategy is to begin with a few assigned cases (clients) and add clients as your on-site supervisor advises evolving into several clients per week. Interviews are to be video or audio taped, and processed by the intern. The tape is to be reviewed before turning in to the GSU supervisor (with appropriate review form and questions) for feedback. Be mindful of the code of ethics and standard of practice/care, signed releases, confidentiality, and client rights. Tapes are not to be given to anyone other than your supervisor and received in like manner.

17. On-site weekly supervision with your site supervisor (the time may vary but preferably from 40-60 minutes. **These sessions are mandatory.** A log of these sessions as well as your client hours and site contacts is to be retained and turned in to your GSU supervisor. A signatures are to be secured from the site supervisor, GSU supervisor, and yourself. See form 1006, 1007, 1008, and 1009.

18. Participation in approximately 12-15 hours per week of on-site clinical hours at the site. In the booklet of forms or located on the Website a cumulative log is included as an example. This log is to be turned in at the end of the semester and is to list the number of clients, sessions, clinical hours, etc. (see Form 1006-1009 of the Student Handbook). This form is to be signed by the site supervisor and the intern.

19. Attendance at a weekly one hour and forty minute group supervision session for review and discussion of client issues, counselor dynamics, and teaching of the counseling process is required. During this time exposure to intake interviews, mental status examination, assessment techniques, legal practices, treatment plan development, client reviews, developmental history taking, case notes, records, discharge planning (after care), managed care issues, ethics, suicidal prevention strategies, community resources and referrals, and client issues will be discussed, demonstrated, and taught. Interns will be required to write an intake interview, treatment plan, developmental, and discharge plan. **Absenteeism is not a part of this experience.** Group supervision will be conducted by Gary L Arthur. Confidentiality is expected and is to be maintained by all members of the peer supervision group. **Strict ATTENDANCE.**

20. Time permitting at least one (1) clinical case presentation is to be conducted during the practicum. A presentation guideline will be distributed in class. The intern is to be mindful of the amount of time allotted to this sharing and what questions is to be posed.

21. As soon as possible but by the third week of the term you should turn in at least one (1) tape of your client-counselor interaction. Each intern is to listen to the tape **PRIOR** to
turning into your supervisor. With each tape is to be case notes, short assessment of your positive interaction, direction of the case and the areas where you have improved. These comments may reflect your progress with the process of the counseling as well as the case itself. A space on the form is left for you to write process notes for that session. Your supervisor will listen to the tape, review your notes and sign off. After the fourth week the number of tapes should increase where you turn in for review up to two (2) per week so that by the time we begin the first Internship you regularly have three tapes.

22. Weekly supervision is to be scheduled with your practicum GSU supervisor. You should learn how to make efficient use of supervision for the allotted time. Protect your supervision time. This is a time to request supervision feedback and training regarding your client, specific counselor improvement, and skill development. Supervision will vary from 40-60 minutes and the amount of time is to be dictated by the student and supervisor. For each supervision session the intern is to develop an agenda and give it to the supervisor at the beginning of the session.

23. Several articles will be brought to class and will be required reading. Examples:


24. Your GSU supervisor will make at least one to two site visits per semester. During this visitation he/she will meet with you and your on-site supervisor. This time will be utilized for whatever the three parties determine to be the most effective use of time.
25. A paper will be assigned during the first seven weeks and will be due the early part of the
Spring Semester. The focus of this paper is regarding a client you have counseled for a
number of sessions and who has or is experiencing a specific dysfunction. The paper is
to emphasize your developing theory of counseling and include specific theory constructs
and communication with this client (transcripts), case conceptualization, interventions,
client compliances, medication, monitoring techniques, homework, treatment plan, and
techniques. A paper outlining the specifics will be provided.

26. The GSU supervisor will not cross supervise the site supervisor even though in group and
individual supervision you are discussing agency clients any suggestion made by a GSU
supervisor is to be cleared with the site supervisor before implementing.

**Group Supervision:** A schedule for the entire semester is included in order that you might have
direction for this combined experience of 7.5 week practicum and 7.5 week of internship. Since
we will be together for the duration of the nine months I want you to see the direction of the
experience. The group time is for the members to process his/her work and these experiences
will take priority to the content scheduled for each week with the exception of emergency
training (abuse, suicide training, etc.).

**Week 1:**
Introduction to the syllabus and CPS 7660. Site and intern introductions. How to
begin and what to expect. Respecting our role as visiting interns. Introduction to
the code of ethics and standard of practice. Overview to the practicum/internship
process. Ethics for training such as disclosure of training status and client rights,
consent, emergency reporting, and procedures of sites.

**Week 2:**
Client records, charting (process notes), taping releases, code of ethics
(confidentiality, right to treatment, informed consent, suicide, etc.).
Mandated quality reviews. Proper documentation with billing numbers
Relationship development with a client. Strategies to employ with the suicidal
ideation clients (interviews-developing contracts and discussing 1013’s).
Be prepared to discuss Section: Relationships in the ACA Code of Ethics.

**Week 3:**
Beginning interviews and the therapeutic alliance. Client intake and mental status
examination. Structured and unstructured interview for assessment. Interviewing
an angry and hostile client. Review of the DSM-IV for dysfunction in
occupational, educational, social, and interpersonal functioning. Learning how to
prioritize important questions for correct assessments. Learn strategies for the
selection of cognitive, behavioral, and continuous performance instrumentation
and interviews.

Substance dependency and assessment. Using instruments such as the SASSI-3,
LC-90 or Hudson.
Week 4: How to write from symptoms and diagnosis to a treatment plan and how to write an effective intervention. Selecting the appropriate treatment (agency supervision and literature findings.) Begin the process of learning to present a case conference, presenting necessary information, asking the correct questions, and summarizing.

Week 5: Learn to write a developmental. If working with minors observe what is written at the site and learn the purpose of such inquiries. Legal response to minors and developmental writing. How is a developmental utilized in therapy? In what way are other agencies and community resources involved in the treatment of minors.

Week 6: Pharmacotherapy (medications most commonly prescribed by a psychiatrist for the most common disorders) as an adjunct to talk therapy. Contraindications and effects commonly expressed by clients. How to monitor therapy progress with and without medication.

Week 7: Issues with client-counselor interactions: values, socio-cultural diversity, homework, dependency, not taking medication, missing sessions, and client feedback. (resistance) Developing strategies for giving clients feedback.

CPS 7660 Ending
CPS 7680 Start

Week 8: Safety issues: Physical and Psychological for the counselor. How to recognize signs of a dangerous client. How to debrief a therapist or another when an assault has occurred.

Week 9: Referral agencies and community resources to work with discharged clients or closed cases. Learning the specifics of hospitalization, collecting fees, private practice as an institution.

Week 10: Present a case for peer feedback. Share the contents of one article relevant to the case being presented. A paper written on soft signs in reference to psychiatrist comments in the permanent record and your observations in session with the client.

Week 11: Recognizing boundaries and processing in supervision. Making mistakes and learning what competence is in the professional setting.

Week 12: Agency network (structure): learning how agencies compete for resources, clients, and public recognition. Recognizing different philosophies of treatment and conceptualizing client problems
Week 13: Holiday

Week 14: Feedback sessions for each intern student by peers. Paperwork is due and a short oral presentation on skill development. Counselor effectiveness and plans for the internship (goal formation)

At the conclusion of the three sequence field experience each intern will have been exposed and practiced each of the below topics:

8. Intake Interview  2. case conceptualization  
9. Mental Status Examination  4. Triage  
10. Medication and diagnosis  6. Developmental histories  
11. Progress notes (charts)  8. Release of Information  
9. Hospitalization (1013, 1023)  10. Six month review-goal  
12. Discharge-referral process  12. Dual diagnosis  
14. Quality Review  16. Managed Care  
17. Role differentiation  18. Interventions  
19. Professional Identity development

ASSESSMENT AND GRADING: Successful completion of CPS 7660 requires each intern to have received a satisfactory rating from the on-site and GSU supervisor, have met the syllabus course requirements and clinical and direct service hours. Supervisory evaluation forms are provided in the Professional Counseling Student Handbook. An evaluation form is to be presented by you to your on-site supervisor for completion and to be processed with you. The evaluation form when signed is to be given to your GSU supervisor. Tape evaluations will be conducted throughout the semester. Progress notes will be taken and feedback, at the time, will be given to each intern. Satisfactory progress is to be accomplished for a satisfactory grade in the course. If, at any time, your GSU supervisor in consultation with your on-site supervisor assesses your progress to not meet the goals and level of therapy skills appropriate for the program and process of the practicum/internship the instructor reserves the right to terminate the experience. It is possible that some form of intern impairment (deficit) may surface during the full practicum-internship experience. Should impairment as an issue be brought to the attention of the GSU supervisor by the on-site supervisor or by the GSU supervisor the intern will be informed of this concern and a plan for remediation will be put into effect. A definition of impairment is:

Overholser and Fine indicate that Impairment is evaluated in five areas: A serious deficit in any of the following:

1. factual knowledge
2. generic clinical skills
3. orientation-specific technical skills,
4. clinical judgment
5. interpersonal attributes

An operational definition of impairment for interpersonal attributes is offered by Frame and Steven-Smith:

1. being open, flexible, positive, and cooperative
2. willing to accept and use feedback
3. aware of impact on others
4. ability to deal with conflict, accept personal responsibility and
5. express feelings effectively and appropriate

The GSU supervisor will ask that you read, request clarification to any item on the list of impairments, and to sign a form that you have been informed of the procedures have been followed regarding impairment.

At the conclusion of CPS 7660, 7680 and spring CPS 7680 the Supervisee Evaluation form is to be filled out by the site supervisor and GSU supervisor. The overall evaluation for satisfactory completion for this form for the knowledge base, clinical reasoning, relationship skills, assessment skills, intervention skills, written communication, oral communication, professional and ethical issues, sensitivity to diversity, and attitude toward supervision is to be a 3.5 or higher. Specific areas falling below this number will be designated improvement areas for the following semester goals. Any area falling below 3.5 at the conclusion of the 9 months may be a sufficient reason for retention.

The satisfaction grade will also be assessed upon successful completion of clinical and direct-service hours (100 clinical and 40 direct service hours).

Satisfaction will also be based upon meeting the specific requirements set forth in the syllabus (tapes, record keeping, paper, case presentations, attendance, and sufficient number of long-term clients).

Licensure: The GSU Counseling and Psychological Services department is a training program culminating in a master’s degree in Professional Counseling. Successful completion of the practicum/internship does not automatically lead to the supervisor signing the supervision form for state licensure. If your goal is to seek state licensure it is imperative that you and the supervisor develop a contract for successful behavior expectations. I will require that each intern have sufficient counseling experiences with a number of clients who meet with the counselor for a number of sessions so the counselor can work into the process of change. (These sessions are to be taped and turned in for review).

I have read the above statement.

Gary L. Arthur, Ed.D., LPC Date: Intern: Date:
I have also read and signed the agreement contract for supervision. This form outlines the contract for supervision as well as what constitutes deficit counseling skills.

_______________________________________  ___________________________________
Gary L. Arthur, Ed.D., LPC                  Date:    Intern:                  Date:

Agreement and Informed Consent Form

I _____________________________, a Georgia State University Department of Counseling and Psychological Services intern for the fall and spring semester of 2003-2004 interning at the following site(s)________________________________________________________________ have read the above listings on page 10 of the syllabus by Overholser and Fine and Frame and Steven-Smith and understand that should impairment become an issue that my site supervisor and/or Georgia State University supervisor will provide for me feedback to those assessed deficiencies and with me develop a plan for remediation. This plan will be in written form and I agree that if I do not fulfill the plan to my supervisor’s satisfaction further action may be pending.
In addition, I have read, understand, and been provided clarification as to the role and responsibilities of my supervisors (GSU and site) during my training in becoming a professional counselor in the Department of Counseling and Psychological Services. The supervisor responsibilities are (Haynes, Corey, & Moultin, 2003):

1. recognize that the supervisor is responsible, both legally and ethically, for the actions of the supervisee
2. have knowledge of every site assigned case/client with whom supervisees are working
3. provide feedback and evaluation to supervisee regarding performance
4. monitor the actions and decisions of the supervisee
5. document the supervisory sessions
6. supervise only within the scope of your expertise and refer out for additional supervision/consultations as necessary
7. provide supervisees with due process information
8. have a written contract between the supervisor and supervisee regarding the scope and expectations in supervision
9. monitor the personal development of the supervisee as it affects the practice of counseling
10. model effective problem-solving skills for supervisees and help supervisees develop problem-solving capabilities
11. promote the supervisee’s ethical knowledge and behavior
12. promote the knowledge and skills required to understand and work effectively with clients’ individual and cultural differences
13. educate supervisee to critical ethical issues involved when working within a managed care system

________________________________________ (Intern) Date: _______________________
________________________________________ (Supervisor-GSU) Date: _______________________
________________________________________ (Supervisor-on-site) Date: _______________________

Syllabus

CPS 7680A INTERNSHIP Fall Semester, 2005

Graduate Semester credits: 3

Supervisor Instructor: Gary L. Arthur, Ed.D., LPC
Computer Number: 82663
Time and Day: Monday-10:00-11:40PM
Telephone and e-mail 404-651-3426 garthur@gsu.edu
Office Hours: Monday-9:00-10:00, 12-4:00 PM
Tuesday-9:00-11:00, 1:00-4:00 PM
Wednesday-by appointment

Individual Supervision by appointment

Text: Assigned articles for specific training for special topics such as anger.

Support Text:

Purpose Statement:
The goals, content and organization of this course are intended to support the Department of Counseling and Psychological Services Master’ Degree program theme: “Developing Professional Skills to Maximize Student’s Potential for Learning.

This course is designed to provide students the opportunity to develop their skills as a school counselor through a field-based practicum. Students will provide direct services to children, teachers, and parents under the direct supervision of the faculty supervisor and on-site supervisor. Students will also gain knowledge and experiences in the counseling process from the initial assessment interview to termination, case closure, and referral. The intern will process in supervision client problems and issues in the areas of ethical and legal issues, socio-cultural diversity concerns, and research in treatment effectiveness.

COE Unit Theme: ”Creating Effective Contexts for Learning”

Departmental Theme: “Developing Professional Skills to Maximize Students’ Potential for Learning”

Departmental Policy on Cultural and Ethnic Diversity: The Department of Counseling and Psychological Services values diversity and is committed to fostering and maintaining an educational environment which appreciates individual differences in all areas of departmental operation including selection and admissions, hiring, classroom instruction, texts, and materials, clinical practice and supervision, research, departmental administration, and policy formation.

To this end, CPS will not tolerate or condone any, actions, practices, or processes by any CPS faculty member, staff person, or student which discriminates against or is prejudicial toward any person or group based on race, sex, age, religion, ethnicity, nationality, disability, sexual orientation, or socioeconomic status.

Policy on Academic Honesty: Students are expected to recognize and uphold the highest standards of intellectual and academic integrity. For explicit coverage of this policy students are advised to read pages 53-54 in the 2001-2002 General Catalog for the University. This policy discusses plagiarism, cheating on examinations, unauthorized collaboration, falsification, and multiple submissions of material for credit without permission.
**Attendance Policy:**
See policy as printed in 2001-2002 general catalog.

**Objectives:**

A. As a base line guide each intern is to develop a goal plan for this semester. This goal plan of statements is to reflect continuation and expansion of experiences of the practicum and those skills to be acquired during this semester.

B. Students will develop skills to enable them to provide individual counseling services, group counseling experiences, and developmentally appropriate intervention strategies.

C. Students will develop skills to enable them to provide consultation services to mental health professionals and outside community resources.

D. Students will develop skills to enable them to understand children and adults from a holistic, developmental approach, grounded in theory, that leads to appropriate strategies to enhance student adjustment and learning.

E. Students will develop skills to enable them to understand client needs in the context of a socio culturally diverse environment.

F. Students will develop skills to enable them to provide career guidance interventions that are developmentally appropriate and may include technology.

G. Students will develop skills that will enable them to provide appropriate counseling and consultation skills for the special needs clients.

H. Students will develop skills that will enable them to work within the framework of the ethical guidelines of the American Counseling Association.

I. Students will develop skills that will enable them to work within the framework of other counseling and educational professionals.

J. Students will develop an expanded referral system of community resources.

K. Students will be exposed to elements of setting up a private practice as well as a job search.

**COURSE ASSIGNMENTS:**

1. Students will complete a minimum of 600 clock hours for the two semester registration of which 240 hours are to be direct clinical hours. The mini-semester of seven and half weeks requires 150 clinical hours of the 600 and 65 Direct Service hours of the 240.
2. Students will complete a minimum of one hour per week of on-site individual supervision.

3. Students will complete a minimum of one hour and forty minutes per week of group supervision.

4. Students are expected to attend all supervisory experiences.

5. Interns will maintain a log of their on-site experiences. This log will include the student’s daily schedule and short write-ups of counseling experiences. This log will be checked periodically by the instructor, and it is to be turned in at the end of each quarter.

6. Interns will make at least one case presentation during group supervision.

7. Interns may meet in pairs for individual supervision with the GSU supervisor.

8. Each intern will make one presentation to the group regarding counselor effectiveness. This presentation is to be derived from relevant and recent research regarding an area of the intern’s choice such as family, techniques, theory, etc.

15. Each intern will share one research article regarding counseling for multicultural and/or sexual orientation effectiveness in therapy. The article and content is to emphasize some aspect of a counseling case in which the intern was the primary counselor. The client was of a different culture and/or sexual orientation.

16. Interns will be required to read the ethical guidelines of the American Counseling Association or the American Psychological Association. In addition, each is to read the Standard of Care and incorporate the concepts into their on-site supervision and clinical practice. Interns will familiarize themselves with specific topics for intervention such as anger, esteem building, etc.

17. Interns will, during discussion, share relevant and appropriate referral resources to be utilized in counseling. Example: Substance abuse and treatment programs.

18. Interns will, after conducting several sessions with the same client, begin to focus on a theory of choice, note how his/her work reflects this theory, the process notes incorporate the theory enactment and those aspects of theory which is yet to be experienced or practiced.

19. Interns will research and share relevant information regarding socio-cultural values especially with active clients who are of a different ethnic value than the counselor.

20. Interns will process supervisory issues either during group or individual supervision.
Class meeting dates:

Week 1: Quality Review (QA-internal) and Utilization Reviews (external) Triage and managed Care.

Week 2: Substance abuse/alcohol treatment programs, etc.

Week 3: Career concerns within the counseling session.

Week 4: Ethical issues surfacing from internship experiences

Week 5: Instrumentation for screening and assessment

Week 6: Counseling HIV and issues surrounding General Medical Conditions

Week 7: DSM-IV treatment plans and referral where medication is an issue Counseling with diversity: ethnic and sexuality issues

Week 8: Article sharing regarding effectiveness Record keeping for CPS 7660 and 7680A-process quality review for feedback and performance evaluation. Scheduling site evaluations

Grading:

Successful completion of CPS 7680A is to receive satisfactory rating from the on-site and GSU supervisors as well as satisfactory completion of all requirements to include paperwork. All interns are to have transferred on-site clients through the respective procedures for that agency.

A final note for commitment to perform counseling behaviors commensurate for master level expectations to move toward application for the associate license. A contract is to be developed and a commitment forthcoming.

Licensure: The GSU Counseling and Psychological Services department is a training program culminating in a master’s degree in Professional Counseling. Successful completion of the practicum/internship does not automatically lead to the supervisor signing the supervision form for state licensure. If your goal is to seek state licensure it is imperative that you and the supervisor develop a contract for successful behavior expectations. I will require that each intern have sufficient counseling experiences with a number of clients who meet with the counselor for a number of sessions so the counselor can work into the process of change. (These sessions are to be taped and turned in for review).

I have read the above statement.
I have also read and signed the agreement contract for supervision. This form outlines the contract for supervision as well as what constitutes deficit counseling skills.
Rehabilitation Counseling Program
Department of Counseling and Psychological Services
MSC 6A0915
Georgia State University
33 Gilmer Street SE Unit 6
Atlanta GA 30303-3086
2004-2005
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Georgia State University has evolved from a small school of commerce in 1913 with forty-seven students to the second largest university in Georgia. Granted university status in 1969, it now has an enrollment of more than 25,000 students. It comprises six degree granting colleges: Arts and Sciences, Business Administration, Education, Health Sciences, Law, and the School of Policy Studies. Georgia State University is in the heart of the business district of downtown Atlanta, with part of its campus built over city streets and over its own parking and service areas. A landscaped plaza connects many of the buildings, ten of which have been added to the campus in the past decade.

Georgia State University is a member of the American Association of State Colleges and Universities, the American Association of Urban Universities and the Southern Association of Colleges and Schools. The College of Education is accredited by the State of Georgia Board of Education for Teacher Certification and by the National Council for Accreditation of Teacher Education.

Georgia State University is predominantly a commuter school. However, there are four dormitories available to students. There is bus service and the rapid rail system for most of Atlanta, as well as commercial student parking decks on campus. Graduate classes are offered in both the day and the evening. Tuition rates vary for instate and out-of-state students. Residency status is determined by the residence auditor of the university.

COUNSELING AND PSYCHOLOGICAL SERVICES

Mission Statement:

Based on our commitment to diversity, advocacy and the belief that changes are possible, the mission of the department is to prepare competent professionals in counseling and psychological services, to contribute to the body of knowledge that undergirds these professions, and to provide service to the profession and the community.

The Department:

The Department of Counseling and Psychological Services is part of the College of Education. Specific Master's programs are available in professional counseling, rehabilitation counseling, elementary/middle school counseling, secondary school counseling, and school psychology. Specialists in Education (Ed.S.) degrees can be obtained in these areas as well. Doctor of Philosophy (Ph.D.) degrees can be obtained in counselor education and practice, counseling psychology, and school psychology.

A student's skills are developed not only from multi disciplinary course work in and out of the department, but from extensive supervised practica and internships throughout the
metropolitan Atlanta area. The students are prepared to work in such various settings as mental health facilities, vocational and technical schools, governmental agencies, labor departments, correctional facilities, business and industries, rehabilitation agencies, and schools.

The educational facilities of the CPS Department are located in the College of Education Building. The most modern audiovisual equipment is available. Group rooms, observation areas, a play room, and special classrooms were designed specifically for the department.

The CPS Library became an active component of the College of Education in 1979. The center is housed within the Department of Counseling and Psychological Services and holds the assessment library of materials and equipment for the school psychology training program. The center also offers limited services in psycho-educational assessment for school children.

There are a limited number of assistantships available in the university and in the Counseling and Psychological Services Department; however, most students have part-time or full-time jobs as they attend school.

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**FACULTY**

Dr. JoAnna White, Department Chair                 Dr. Roger Weed, Program Coordinator

**Counseling and Psychological Services Faculty**

Dr. Julie Ancis       Dr. Gary Arthur       Dr. Jeff Ashby
Dr. Greg Brack        Dr. Catherine Cadenhead  Dr. Catharina Chang
Dr. Barry Chung       Dr. Scott Decker        Dr. Brian Dew
Dr. Dock              Dr. Dana Edwards       Dr. Joseph Hill
Dr. Susan Katrin      Dr. Roy Kern           Dr. Kenneth Matheny
Dr. George McMahon    Dr. Joel Meyers        Dr. Fran Mullis
Dr. Karen Ripley      Dr. Steve Sampson      Dr. Christine Siegel
Dr. Kristen Varjas

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**STAFF**

Katie Lowry, Business Manager       Shea Allman, Academic Advisor
O’Neal Cook, Staff Assistant        Rosalind Gates, Administrative Coordinator
Annette Johnson, Administrative Coordinator Phyllis Smiley, Administrative Assistant
The Master of Science program in Rehabilitation Counseling is accredited by The Council on Rehabilitation Education (CORE). Graduation from this program does not lead automatically to licensure; students are, however, academically prepared to sit for the Certified Rehabilitation Counselor exam (CRC) upon completion of degree. In the State of Georgia, the possession of the CRC will reduce the licensure requirements for work under supervision. Contact the Commission of Rehabilitation Counselor Certification at (847) 394-2104 for more information. Graduation from this program does not lead automatically to licensure as a Licensed Associate Professional Counselor (LAPC) or as a Licensed Professional Counselor (LPC). Students are, however, academically prepared to sit for the National Certified Counselor Credential (NCC) [formerly known as the National Counselor Examination] upon completion of the degree. Students should contact the Georgia Composite Board of Professional Counselors, Social Workers, and Marriage and Family Therapists for more information regarding licensure requirements for professional counselors—-478-207-1670 or http://www.sos.state.ga.us/plb/counselors/.

The Department of Counseling and Psychological Services is not a licensure organization. Students are responsible and accountable for obtaining licensure information to be a Licensed Professional Counselor in the state of Georgia from the Georgia Composite Board of Professional Counselors, Social Workers, and Marriage and Family Therapists. If students are planning to practice in a state other than Georgia, it is their responsibility to know this information. The department does not speak for the licensing board.

Once admitted, financial assistance information for eligible students is available through the Office of Financial Aid, http://www.gsu.edu/~wwwfia/index.html. Some students may qualify for a Rehabilitation Services Administration Scholars grant which pays for a master’s degree for students who will work in public agencies following graduation from the rehabilitation counseling program.

Endorsement Policy: The Department of Counseling and Psychological Services requires that program faculty endorsement be given only for the program for which the graduate student has been prepared.

PROGRAM MISSION

The Department of Counseling and Psychological Services and the graduate rehabilitation program are committed to excellence in the vocational preparation of individuals in a wide variety of rehabilitation and health care settings. The department prepares students for careers in human service and physical and mental health settings such as governmental agencies, rehabilitation centers, non-profit community based residential and non-residential programs, educational institutions, and private for-profit businesses. The department also prepares professionals who will provide service in managed care, case management, vocational rehabilitation, and related areas. Graduates will also have knowledge and understanding of gender, cultural, ethnic, and physical issues as they relate to people with disabilities.
Professional issues, the needs of the community, and the needs of persons with disabilities are emphasized throughout the program. In addition, graduates are expected to have a service and research mission to enhance and advance the field of rehabilitation and health care for people with disabilities.

**STUDENT ACTIVITIES**

All graduate students in counseling and psychological services programs are strongly encouraged to join a professional organization (as student members) and attend meetings/events that most closely fits with their intended chosen career goals. Possible organizations include the National Rehabilitation Association (NRA) (GSU has a student chapter), American Rehabilitation Counseling Association (ARCA), International Association of Rehabilitation Professionals (IARP), American Counseling Association (ACA) and any divisions/branches of the ACA which are appropriate, the Licensed Professional Counselors’ Association of Georgia (LPCA of GA), and any other appropriate professional organizations. Students are also encouraged to demonstrate involvement in their affiliated organizations and to present papers at local, regional, and national meetings of professional organizations.

**PROGRAM OBJECTIVES**

The M.S. degree program in rehabilitation counseling prepares students to:

1. work individually with clients on educational, vocational, social, emotional, or medically related problems;
2. consult with other professionals and administrators concerning the client’s development needs;
3. participate in assessment programs, including the interpretation of test results;
4. provide information and understanding to clients in the areas of educational, social, case management or vocational planning;
5. conduct and facilitate local research efforts.

**Standards of Practice**

An explanation of the standards of practice for rehabilitation counselors is located at CRCCertification.com and is summarized in the following quote. “In general, the term ‘standards of practice’ simply means those criteria that indicate acceptable professional performance. In the case of rehabilitation counseling, the profession's standards of practice are contained in two key documents: the Scope of Practice for Rehabilitation Counseling; and the Code of Professional Ethics for Rehabilitation Counselors. Taken together, these documents constitute the standards of practice for rehabilitation counselors. These standards are based on the educational and credentialing processes of the rehabilitation counseling profession as well as the profession's own commitment to promoting the welfare of its clients, the profession, and public.
Scope of Practice for Rehabilitation Counseling

Based on the Commission on Rehabilitation Counselor Certification (CRCCertification.com) the scope of practice is as follows:

I. Assumptions

- The Scope of Practice Statement identifies knowledge and skills required for the provision of effective rehabilitation counseling services to persons with physical, mental, developmental, cognitive, and emotional disabilities as embodied in the standards of the profession's credentialing organizations.

- Several rehabilitation disciplines and related processes (e.g., vocational evaluation, job development and job placement, work adjustment, case management) are tied to the central field of rehabilitation counseling. The field of rehabilitation counseling is a specialty within the rehabilitation profession with counseling at its core, and is differentiated from other related counseling fields.

- The professional scope of rehabilitation counseling practice is also differentiated from an individual scope of practice, which may overlap, but is more specialized than the professional scope. An individual scope of practice is based on one's own knowledge of the abilities and skills that have been gained through a program of education and professional experience. A person is ethically bound to limit his/her practice to that individual scope of practice.

II. Underlying Values

- Facilitation of independence, integration, and inclusion of people with disabilities in employment and the community.

- Belief in the dignity and worth of all people.

- Commitment to a sense of equal justice based on a model of accommodation to provide and equalize the opportunities to participate in all rights and privileges available to all people; and a commitment to supporting persons with disabilities in advocacy activities to achieve this status and empower themselves.

- Emphasis on the holistic nature of human function which is procedurally facilitated by the utilization of such techniques as:
  1. interdisciplinary teamwork.
  2. counseling to assist in maintaining a holistic perspective.
  3. a commitment to considering individuals within the context of their family systems and communities.

- Recognition of the importance of focusing on the assets of the person.

- Commitment to models of service delivery that emphasize integrated, comprehensive services which are mutually planned by the consumer and the rehabilitation counselor.

III. Scope of Practice Statement

Rehabilitation counseling is a systematic process which assists persons with physical, mental, developmental, cognitive, and emotional disabilities to achieve their personal, career, and independent living goals in the most integrated setting possible through the application of the
The counseling process involves communication, goal setting, and beneficial growth or change through self-advocacy, psychological, vocational, social, and behavioral interventions. The specific techniques and modalities utilized within this rehabilitation counseling process may include, but are not limited to:

- assessment and appraisal;
- diagnosis and treatment planning;
- career (vocational) counseling;
- individual and group counseling treatment interventions focused on facilitating adjustments to the medical and psychosocial impact of disability;
- case management, referral, and service coordination;
- program evaluation and research;
- interventions to remove environmental, employment, and attitudinal barriers;
- consultation services among multiple parties and regulatory systems;
- job analysis, job development, and placement services, including assistance with employment and job accommodations; and
- the provision of consultation about and access to rehabilitation technology.

IV. Selected Definitions

The following definitions are provided to increase the understanding of certain key terms and concepts used in the Scope of Practice Statement for Rehabilitation Counseling.

**Appraisal:** Selecting, administering, scoring, and interpreting instruments designed to assess an individual's aptitudes, abilities, achievements, interests, personal characteristics, disabilities, and mental, emotional, or behavioral disorders as well as the use of methods and techniques for understanding human behavior in relation to coping with, adapting to, or changing life situations.

**Diagnosis and Treatment Planning:** Assessing, analyzing, and providing diagnostic descriptions of mental, emotional, or behavioral conditions or disabilities; exploring possible solutions; and developing and implementing a treatment plan for mental, emotional, and psychosocial adjustment or development. Diagnosis and treatment planning shall not be construed to permit the performance of any act which rehabilitation counselors are not educated and trained to perform.

**Counseling Treatment Intervention:** The application of cognitive, affective, behavioral, and systemic counseling strategies which include developmental, wellness, pathologic, and multicultural principles of human behavior. Such interventions are specifically implemented in the context of a professional counseling relationship and may include, but are not limited to: appraisal; individual, group, marriage, and family counseling and psychotherapy; the diagnostic description and treatment of persons with mental, emotional, and behavioral disorders or disabilities; guidance and consulting to facilitate normal growth and development, including educational and career development; the utilization of functional assessments and career counseling for persons requesting assistance in adjusting to a disability or handicapping condition; referrals; consulting; and research.
**Referral:** Evaluating and identifying the needs of a client to determine the advisability of referrals to other specialists, advising the client of such judgments, and communicating as requested or deemed appropriate to such referral sources.

**Case Management:** A systematic process merging counseling and managerial concepts and skills through the application of techniques derived from intuitive and researched methods, thereby advancing efficient and effective decision-making for functional control of self, client, setting, and other relevant factors for anchoring a proactive practice. In case management, the counselor's role is focused on interviewing, counseling, planning rehabilitation programs, coordinating services, interacting with significant others, placing clients and following up with them, monitoring progress, and solving problems.

**Program Evaluation:** The effort to determine what changes occur as a result of a planned program by comparing actual changes (results) with desired changes (stated goals), and by identifying the degree to which the activity (planned program) is responsible for those changes.

**Research:** A systematic effort to collect, analyze, and interpret quantitative or qualitative data that describe how social characteristics, behavior, emotions, cognition, disabilities, mental disorders, and interpersonal transactions among individuals and organizations interact.

**Consultation:** The application of scientific principles and procedures in counseling and human development to provide assistance in understanding and solving current or potential problems that the consultee may have in relation to a third party, be it an individual, group, or organization.

**PROFESSIONAL DEVELOPMENT**

The Department of Counseling and Psychological Services offers professional development in the form of seminars and workshops. The seminars represent a wide variety of topics and interest areas and are taught by the CPS faculty and adjunct professors. Focuses of the seminar topics are within the eight content and practice behaviors representing the core study for professional counseling, school counseling, rehabilitation counseling, and school psychology programs. Students in the various programs are encouraged to attend the seminars and to collaborate in presentations.

**STUDENTS' RESPONSIBILITIES**

Graduate students must assume full responsibility for knowledge of the policies, rules, and regulations of the College of Education and the university as well as the departmental requirements concerning their individual programs.

It is the responsibility of the student to become knowledgeable of and to observe all regulations and procedures required by the program being pursued. In no case will a regulation be waived or an exception granted because a student pleads ignorance of the regulation or asserts that the individual was not informed of a specific requirement by an adviser or other university authority. Each student should become especially familiar with the chapters of the graduate catalog that present the academic requirements for the degree being sought, the offerings and requirements of the student’s major department, and any changes published in the Schedule of Classes bulletin each academic term.

While the provisions set forth in this catalog will ordinarily be applied as stated, Georgia State University and the College of Education have the right to change any provision, including
but not limited to academic requirements for graduation, without actual notice to individual students. Every effort will be made to keep students advised of any such changes. Information on changes will be available in the Office of the Registrar for changes made by the university and in the Office of the Dean and Office of Academic Assistance and Graduate Admissions when changes are made by the College of Education. It is especially important that each student note that it is the individual student’s responsibility to keep apprised of current graduation requirements for his or her particular degree program.

You can buy a graduate catalog at the GSU bookstore or view the GSU Graduate Catalog at http://www.gsu.edu/~wwwreg/gradcat0203/Gradcat0203home.htm.

**CHANGING MAJOR OR DEGREE STATUS**

A Georgia State University graduate student who wishes to change to a different graduate major must complete an application form and supply all required admission materials for the new major. In the College of Education, course work completed in the previous program may be counted toward the requirements for the new major if the courses match those described in the new major’s program description and the credits meet all other College of Education guidelines for degree completion and if the student’s new program adviser approves the application of previously earned credits toward the new program. If the new major is offered by another college, the student should contact the appropriate graduate office in that college for information about applying to its graduate program.

A graduate student admitted in nondegree status who wishes to become admitted in a degree-seeking status must complete an application form and supply all required admission materials for the new degree program. He or she does not have to pay the application fee an additional time. No more than nine semester hours of course work taken while the student is admitted as a nondegree student may be applied to a master’s or doctoral program in the College of Education.

**ACADEMIC DISCIPLINE POLICY**

**Scholastic Warning**

A graduate student whose cumulative grade point average (GPA) falls below a 3.00 at the end of a term or who fails to maintain the level of academic performance required by the department of his or her major will be placed on scholastic warning. GPA will be calculated based on all attempts at courses numbered 6000 or higher and will include any such courses whether or not they are required in the student’s program of study. The original grade in a course that has been repeated is not dropped from the cumulative GPA for purposes of determining academic standing. Upon completion of the subsequent term of required course work, if the cumulative GPA is at least 3.00, then the student will return to good standing.

A student who wishes to take a course or courses for personal enrichment or for other purposes not related to pursuit of a degree or certification program may audit those courses unless he or she wishes to have grades from that course or courses included in the cumulative grade point average for academic standing purposes.

A graduate student on scholastic warning whose GPA is not at least 3.00 upon completion of the subsequent term of required course work but whose latest term’s grade point average is at least 3.00 will remain on scholastic warning until the cumulative grade point average of 3.00 is achieved. At that time, the student will return to good standing. A student may
not graduate while on scholastic warning.

**Scholastic Suspension**

A graduate student on scholastic warning whose grade point average is not at least 3.00 and whose latest term’s GPA is not at least 3.00 will be suspended from the university for one academic term. During the term of suspension, the student may petition for readmission by completing a *Petition for Readmission After Scholastic Suspension* form and a reentry form and submitting them to the Office of Academic Assistance and Graduate Admissions (300 College of Education Bldg) by the following deadlines:

- To reenter Fall Term: June 15
- To reenter Spring Term: October 15
- To reenter Summer Term: March 1

**Scholastic Probation**

A student who is reinstated after scholastic suspension will be on scholastic probation. If the student’s graduate grade point average for any term following reinstatement falls below 3.00, the student will be scholastically excluded from the College of Education. If the student’s cumulative GPA is less than 3.00, he or she will be given 12 semester hours in which to raise the cumulative grade point average to at least 3.00.

**Scholastic Exclusion**

A student may be scholastically excluded from the College of Education for one or more of the following three reasons:

1. The student completed an academic term in which he or she did not earn a term GPA of at least 3.00 while he or she was on academic probation.
2. The student did not achieve or maintain a cumulative graduate GPA of at least 3.00 by the end of the first 12 semester hours completed following reinstatement.
3. The student failed to maintain the level of academic performance required by the department of his or her major.

A student scholastically excluded from the College of Education will not be admitted to any College of Education program and may never enroll in any College of Education course offerings.

**Petition and Appeals**

There are petitions and appeals procedures for students within the College of Education for the resolution of academic problems that are not governed by university policy. Students enrolled in other Georgia State University colleges would follow the same process when a request involves College of Education courses or program requirements.

*Petition for Waiver or Variance:* This petition allows for a request for an exception to established academic policies and procedures in College of Education programs. All proposed deviations from the program of study as contained in this bulletin must have prior approval of the advisor, the department chair and the dean. A standard petition form for each proposed program deviation must be completed by the student. A petition form can be obtained from the
Office of Academic Assistance (300 College of Education Building). This petition form must be submitted by the end of the semester prior to the semester in which the exception is needed.

**Petition for Resolution:** This petition allows for a request to redress an academic treatment believed to be injurious, unjust, or wrong. A petition form can be obtained from the department which is the source of the complaint. This petition must be initiated by a written request to the department for a conference with the professor and department chair before the end of the semester in which the academic problem occurred. The entire petition process must be completed within ten (10) working days following the request for the conference.

**APPEAL PROCEDURE**

Any student in the College of Education may appeal to the Student Affairs Committee for review of a petition decision thought by the student to be arbitrary, capricious, or discriminatory. This appeal must be initiated within thirty (30) working days following completion of the petition process. To initiate an appeal, the student must schedule an appointment to meet with Dr. Beth Farokhi, 300 College of Education Building, telephone (404) 651-2843.

**POLICY ON STUDENT DEVELOPMENT AND RETENTION**

The Department of Counseling and Psychological Services (CPS) is committed to the professional and personal development of students in all of its master’s, Ed.S., and doctoral programs. Since completion of all of these programs leads directly to entry into the professions, the CPS faculty members place considerable emphasis on academic performance as well as on students’ suitability for responsible participation in their chosen field. To meet this obligation, CPS faculty members monitor both academic performance and non-academic behavior in order to identify, nurture, and support appropriate behaviors and respond and intervene when inappropriate behaviors are noted. We will implement the following procedures in each of the four CPS masters programs when inappropriate behaviors have been identified. At any time, the seriousness of a given incident or set of behaviors may result in a decision by the Program Faculty, the Program Coordinator, and the Department Chair, in consultation with the University’s Office of Legal Affairs, to bypass intermediate steps and convene the department’s **ad hoc** retention committee to gather information and recommend departmental action in the matter.

1. As needed, at the beginning of each fall semester, program coordinators for each master’s program will name a review committee of two faculty members who will have the responsibility of reviewing the non-academic reports for master’s students in their respective program.

2. Once a student is accepted into a program, the Program Coordinator for each program will create a file for a student when faculty reports of academic and non-academic behavioral concerns are reported in writing. The respective Program Coordinators will maintain the files. These files may also contain letters or reports of commendation for students.
3. Department faculty members are charged with the responsibility of continuous evaluation of all student behaviors throughout a student’s enrollment in his/her program. At any time, a faculty member may prepare a statement citing positive or negative behaviors of a student. The student must be informed of the statement and sign an attached statement showing their knowledge of the report and the fact that the report will become a part of a file to be kept in the department for review by the faculty. If the report is negative, the faculty member will write a statement of the incident(s), sign it, and obtain the student’s signature acknowledging the existence and intended use of the information. If the student refuses to sign the statement, the faculty member will note that on the statement and gives this to the program coordinator. At this point, the faculty member and student may determine an appropriate remedy to the behavior. If they decide on such a remedy, they will write a brief statement (signed by both the student and the faculty member) indicating agreement and submit this statement to the program coordinator of the program for which the student is enrolled. If the student and the faculty member do not agree on a course of action, the student or the faculty member may take the issue to the program coordinator. The program coordinator will refer the concern, including documentation, to the two-member faculty review committee of the respective program. The review committee will then recommend a course of action to the program coordinator. This may result in a recommendation that requests the formation of a Faculty Retention Committee to review the matter.

4. Each semester the program coordinators for each training program will review student folders containing letters of academic and non-academic concerns for all students in the program. He/she will review the files for indications of repeated incidents, both positive and negative. The program coordinators will compose a statement citing positive behaviors in a letter format and will send it to every student who fits the criteria. At the direction of the program coordinators, negative statements and accompanying information will be reviewed by the review committee for possible additional action by the program faculty.

5. Negative statements and accompanying information may form the basis for the following action by the review committee:
   a. preparation of a written statement for the student showing the seriousness of the recorded negative behaviors and the expectation of receipt of satisfactory completion of a program to correct or stop the behaviors; or
   b. review of the student’s suitability for the respective profession by the entire program faculty who may, in turn, recommend remedial work* for the student; or
   c. referral of the matter to the department chair for the formation of a retention committee for a formal hearing.

6. The ad hoc retention committee is the last step in the review of a student’s academic and/or non-academic suitability for entering the profession if a problem has been identified. The procedure for the formation and conduct of the ad hoc retention
committee is as follows:

* Remedial work is any program of activity agreed upon by both the faculty and the student designed to remove or correct negative behaviors within a specified time.

**PROCEDURES FOR RETENTION COMMITTEE HEARING**

The procedures for the retention committee hearing are as follows:

1. The program coordinator of the program in which the student in question is enrolled will, after consultation with the program faculty, request from the department chair the appointment of an **ad hoc** retention committee to receive information as regards the suitability of the student for the program.

2. The department chair will then appoint three faculty members from the department faculty-at-large who have not had the student in question in any class, or supervised the student in any activity in the department or had any relationship with the student in any other activity. One of the three faculty members will also be appointed retention committee chair.

3. The department chair will brief the committee members on the purposes and procedures of the hearing process. Attorneys from the university’s Office of Legal Affairs may be included in these discussions.

4. The purposes of the retention hearing are to (a) gather information as regards the student’s behavior, (b) consider the information given in light of the concerns about the student’s suitability for the program and (c) prepare a recommendation for the faculty as regards the student’s future participation in the program.

5. The department chair will send a certified letter to the student notifying the student of the formation of the **ad hoc** retention committee to consider the student’s suitability (academic and/or non-academic) for the program. The letter will identify the retention committee members and chair and notify the student that additional information will be forthcoming from the retention committee chair.

6. The retention committee chair will develop a calendar of events for the preparation of the retention committee hearing, the date for the hearing, and notification of persons to appear for the hearing. The student will be given notice of the above date and information by certified letter postmarked at least seven days (7) in advance of the hearing.

7. The student will be informed of the information received and the persons who will appear to present information to the retention committee. At least seven days (7) prior to the date of the retention committee hearing, the student will be sent copies of all documents and the names of all who will appear. The student should provide to the retention committee chair a copy of all documents that he/she will submit to the committee at least 24 hours prior to the retention committee hearing. The student may choose to present information at the hearing or have persons present information relevant to any incidents described in the information received by the committee.
8. The retention committee chair will be responsible for securing appropriate space for the hearing, providing the necessary supplies and equipment for recording the hearing, and notifying persons who are to provide information about the date, time and location of the hearing.

9. The student is to be informed that the hearing will not allow for participation by an attorney or other representative. However, an attorney or representative may accompany and give advice to the student. The student is to notify the chair of the retention committee if an attorney or representative will be present. The retention committee chair will, in turn, notify the university’s Office of Legal Affairs of the expected presence of an attorney or representative and the person’s name.

10. The retention committee chair shall preside over the hearing and be responsible for recording the hearing.

11. All oral presentations will be given under oath and recorded; written presentations must be signed by the preparer and have a statement swearing or affirming the truthfulness of the information included with the written material. The student has the right (at his/her expense) to receive a copy of tapes of the hearing and documents presented.

12. Members of the committee and the student may ask questions of persons providing information for the purpose of clarifying information; as this is not an adversarial proceeding, no questions can be asked except to clarify material presented to the committee.

13. At the conclusion of the presentation of the information, the student will be allowed an opportunity to present information to challenge the information presented as well as describe their own understanding of events.

14. After all information has been received, the retention committee will meet in closed session to discuss the information received and develop a recommendation to the CPS faculty. The committee has the following options for framing the recommendation: a) no additional action is necessary; b) the student may continue in the program with stipulations as to corrective measures to remove behavioral deficits; c) the student must leave the program for a prescribed period, take action to correct or remove behavioral deficits, then return to the retention committee to present information supporting their return to the program; or d) the student should be removed permanently from the program. The retention committee will prepare a written statement of its decision.

The retention committee will base its recommendations to the CPS faculty on professional behaviors expected of all counselors and counselors in training. These professional behaviors are directly related to the Professional Codes of Ethics of the American Counseling Association and the American Psychological Association, licensing laws of professional counselors and psychologists, and the accrediting bodies: American Psychological Association, Council for the Accreditation of Counseling and Related Educational Programs (CACREP) and the Council on Rehabilitation Education (CORE). The following list provides examples of behaviors and attitudes expected of successful counseling students. This list is not exhaustive, but rather serves
as a guide to the student and to the retention committee.

**Characteristics expected of a successful student:**

1. Integrity
2. Self-awareness
3. Ability to successfully complete the academic course work required in the program.
4. Sensitivity to individual differences and respect for diversity among fellow students, staff, faculty, and clients.
5. Respect for and adherence to the Code of Ethics of the American Counseling Association (for Professional Counseling students, School Counseling Students and Rehabilitation Counseling students) or the American Psychological Association (for Counseling Psychology students and School Psychology students).
6. The ability to accept and make use of feedback from faculty regarding one’s progress in the program as it relates to academics, interactions with fellow students and faculty, and clinical skills.
7. The commitment to upholding confidentiality with fellow students in interpersonal and supervisory experiences and also with clients in practicum and internship.
8. Awareness of how to maintain appropriate interpersonal boundaries with faculty, fellow students, and clients.

15. The retention committee chair will present its recommendation to the CPS faculty. The faculty will discuss the committee’s findings and approve, disapprove or modify the retention committee’s recommendation. A majority vote of the faculty will be necessary to carry the motion.

16. The retention committee chair will prepare a report of the faculty decision for the department chair and the student. The student will receive a copy of the faculty’s decision by certified mail.

17. The student may appeal the CPS faculty’s decision by following the printed appeals procedures described in the College of Education catalog.

(Revised March 2003)
The Rehabilitation Counseling Masters Degree program is a forty-eight-semester hour program. Students are encouraged to prepare themselves for the Certified Rehabilitation Counselor (CRC) Exam. The Rehabilitation Counselor is employed in a variety of settings; state agencies, veteran’s administration programs, evaluation/training centers, private practice, general/psychiatric hospitals, correctional agencies, substance abuse programs, school/colleges, workers’ compensation insurance companies, sheltered workshops, non-profit agencies, and private industry.

MASTER OF SCIENCE PROGRAM OF STUDY (48 SEMESTER HOURS)

I. Professional Studies (5 semester hours)
   CPS 7340 Social/Cultural Issues in Counseling and Psychological Services (2)
   EPRS 7900 Methods of Research in Education (3)

II. Major (minimum of 32 semester hours)
   CPS 6050 Introduction to Rehabilitation Counseling Research and Practice (3)
   CPS 6150 Ethical and Legal Standards in Counseling and Psychological Services (2)
   CPS 6410 Interpersonal Skills I (3) (prerequisite: CPS 6450)
   CPS 6450 Group Counseling Systems (3)
   CPS 7260 Counseling Systems and Interventions (3)
   CPS 7300 Career Theory, Assessment, & Intervention (3)
   CPS 7430 Assessment of Rehabilitation Potential (3)
   CPS 7500 Individual and Family over the Lifespan (3)
   CPS 8410 Medical/Psychological Aspects of Disability I (3)
   CPS 8420 Medical/Psychological Aspects of Disability II (3)
   CPS 8460 Biopsychosocial Aspects of Addiction (3)

III. Applied Practice Sequence (minimum of 8 semester hours)
   CPS 7660 Applied Practice I: (2) (see notes for prerequisites)
   CPS 7680 Internship: Counseling (6)

IV. Elective (3 semester hours – One course)

While in the program, students must maintain at least a B (3.0) average. Two successive semesters of matriculation with less than a B average will result in separation from the program.

Notes:
Students are required to take CPS 6050 during their first semester in the program. Students must pass CPS 6050 with a grade of B or higher in order to continue taking additional program coursework. When repetition of CPS 6050 is necessary, NO OTHER COURSEWORK MAY BE TAKEN. CPS 6050 is only offered in fall semester.

CPS 6410 is the prerequisite for CPS 6450. CPS 6450 Group Counseling offers students a growth group experience. All students registered must commit to regular attendance. CPS 6450 Group Counseling should be taken in a semester when a student's schedule will not include business trips, vacations, etc.

All students are required to take the departmental comprehensive exam. The comprehensive exam is offered once a semester, and students should plan to take the exam upon the completion of the following required courses: CPS 6050, 6150, 6410, 6450, 7260, 7300, 7340, 7430, 7500, and EPRS 7900.

The following classes are to be successfully completed before beginning the practicum/internship sequence: CPS 6050, 6150, 6410, 6450, 7260, 7340, 7500, and 8410.

All students must attend a practicum workshop in the spring semester prior to beginning the practicum (CPS 7660)/internship (CPS 7680) sequence. Students may only begin practicum in the fall term followed by internship in the following spring term. If you are unable to attend a workshop, you will not be allowed to start your practicum/internship until the following year. You will still have to attend a workshop the following year. All students must complete the appropriate paperwork by a specific deadline (given at the practicum/internship workshop). Students who do not complete their forms by that date will not be allowed to participate in the practicum/internship sequence that year.

Students are recommended to sit for the National Certified Counselor Credential (NCC) [formerly known as the National Counselor Examination] in their last semester of internship. The exam date is the third Saturday in April. Information will be provided to students before registering for the NCC.

Students may also take the Certified Rehabilitation Counselor exam prior to graduation if they are expected to graduate within six months. (Results are not revealed until graduation.)

Students must apply for graduation two full terms prior to the expected commencement date. Students should contact Georgia State University's graduation office for application deadlines, http://www.gsu.edu/%7Ewwwreg/graduation.htm.

All students will be given a GSU e-mail address. You will receive announcements from the department and university via your GSU e-mail account. Students will need to check their GSU e-mail regularly for information. The GSU e-mail can be forwarded to any other e-mail account through the WebAccess software. For questions about setting up your account, please see a computer technician at any of the GSU computer labs or go to this web site, http://www.student.gsu.edu.

Students are requested to keep a copy of each syllabus from each class they take while in their program at GSU. This information may be needed for licensure in Georgia or other states.

Students are not required to follow the model program. However, the CPS department cannot guarantee that every course will be offered during each semester. If the course is listed in a specific semester on the model program, it will be taught during that time. The times of day that each course is offered will vary from semester to semester. Courses not placed together on the model program may be offered during the same semester but they may be at conflicting times.
Model Program

Full Time Student

First Session (Fall) total hours = 14
CPS 6050 Introduction to Rehabilitation Counseling Research and Practice (3)
CPS 6150 Ethical and Legal Standards in Counseling and Psychological Services (2)
CPS 6410 Interpersonal Skills I (3)
CPS 7260 Counseling Systems and Interventions (3)
CPS 8410 Medical and Psychological Aspects of Disability I (3)

Second Session (Spring) total hours = 12
CPS 6450 Group Counseling Systems (3)
CPS 7430 Assessment of Rehabilitation Potential (3)
CPS 7500 Individual and Family over the Lifespan (3)
CPS 8420 Medical and Psychological Aspects of Disability II (3)

Third Session (Summer) total hours = 8
EPRS 7900 Methods of Research in Education (3)
CPS 7340 Social/Cultural Issues in Counseling and Psychological Services (2)
Master of Science Elective (3)

Fourth Session (Fall) total hours = 8
CPS 7660 Applied Practice I (2) Mini Mester I
CPS 7680 Internship (3) Mini Mester II
CPS 8460 Psychological Aspects of Addictive Disorders (3)

Fifth Session (Spring) total hours = 6
CPS 7300 Career Theory, Assessment, & Intervention (3)
CPS 7680 Internship (3)

Part Time Student

First Session (Fall) total hours = 6
CPS 6050 Introduction to Rehabilitation Counseling Research and Practice (3)
CPS 6410 Interpersonal Skills I (3)

Second Session (Spring) total hours = 6
CPS 6450 Group Counseling Systems (3)
CPS 7260 Counseling Systems and Interventions (3)

Third Session (Summer) total hours = 5
EPRS 7900 Methods of Research in Education (3)
CPS 6150 Ethical and Legal Standards in Counseling and Psychological Services (2)

Fourth Session (Fall) total hours = 6
CPS 7300 Career Theory, Assessment, & Intervention (3)
CPS 8410 Medical & Psychological Aspects of Disability I (3)

Fifth Session (Spring) total hours = 6
CPS 7430 Assessment of Rehabilitation Potential (3)
CPS 8420 Medical & Psychological Aspects of Disability II (3)

Sixth Session (Summer) total hours = 5
CPS 7340 Social/Cultural Issues in Counseling and Psychological Services (2)
CPS 7500 Individual and Family over the Lifespan (3)

Seventh Session (Fall) total hours = 8
CPS 7660 Applied Practice I (2) Mini Mester I
CPS 7680 Internship (3) Mini Mester II
CPS 8460 Psychological Aspects of Addictive Disorders (3)

Eighth Session (Spring) total hours = 9
CPS 7680 Internship (3)
Master of Science Elective (3)

Specialist in Education in Professional Counseling
Program Theme: Developing Professional Skills to Maximize Student's Potential for Learning

- The specialist degree for the major in professional counseling prepares counselors to function at higher levels of competence in their work settings.
- A minimum of 30 graduate semester hours beyond the master's degree must be completed with a cumulative grade-point average of at least 3.00.
- Evaluation of a student's performance is continuous and involves consideration of the student's academic performance as well as the student's performance in laboratory, practicum, and internship classes. A student may be withdrawn from a course and/or the program if the welfare of the student's clientele or prospective clientele or the functioning of a school or agency is, in the judgment of the Department of Counseling and Psychological Services faculty, in jeopardy as a result of the student's behavior.

Program of Study

A. Professional Studies (3 semester hours)
   Required:
   EPRS 8530 Statistics I (3)

B. Teaching Field/Major (15 semester hours)
   Required:
   CPS 8450 Advanced Group Counseling (3) (prerequisite: master's degree)
   CPS 8470 Crisis Intervention (3)
   CPS 8530 Professional Issues and Decisions (3) (prerequisite: CPS 6150)
   CPS 8650 Advanced Counseling Theory (3) (prerequisite: CPS 7260)
   CPS 8660 Applied Practice II: Professional Counseling (3) (prerequisite: CPS 7680)

C. Electives (12 semester hours)  Suggested Departmental Electives are listed below:
   CPS 8200 Advanced Developmental Psychology: Cognition and Intellect (3)
   CPS 8220 Advanced Developmental Psychology: Personality and Socialization (3)
   CPS 8300 Traumatology (3)
   CPS 8400 Counseling Through Play (3)
   CPS 8360 Psychological Change Strategies (3)
   CPS 8370 Advanced Career Counseling (3)
   CPS 8380 Family Systems and Interventions (3)
   CPS 8390 Psychological Aspects of Human Sexuality
   CPS 8430 Interpersonal Skills II (3)
   CPS 8500 Stress Management (3)
   CPS 8600 Advanced Play Therapy
   CPS 8620 Adlerian Techniques with Families and Couples (3)
   CPS 8630 Advanced Family Counseling (3)

- If students score 900 or above on the GRE, they are accepted into both the Master of Science program in Rehabilitation Counseling and Specialist in Education program in Professional Counseling. If students score below 900 on the GRE, they are accepted into the Master of Science program only. These students can only take the Master of Science courses.

- Courses taken before admittance into the Ed.S. program will not count toward the degree.

- Courses completed at the master's level cannot be used as duplicate credit for the Ed.S. degree.

- Students can also choose electives that are 7000 level and above in programs from the College of Education or the Sociology, Psychology, or Anthropology Department in College of Arts and Science.

- Students must complete a residency requirement to graduate from the Ed.S. program. Forms for the residency requirement can be found in the bookcase in room 950 (CPS main office).
Semester Course Offerings

CPS 6050 Introduction to Rehabilitation Counseling Research and Practice  Offered Fall Only
CPS 6410 Interpersonal Skills I  Offered Fall, Spring, & Summer
CPS 6450 Group Counseling Systems  Offered Fall, Spring, & Summer
CPS 7260 Counseling Systems and Interventions  Offered Fall, Spring, & Summer
CPS 7300 Career Theory, Assessment, and Intervention  Offered Fall, Spring, & Summer
CPS 7340 Social/Cultural Issues in CPS  Offered Fall, Spring, & Summer
CPS 7430 Assessment of Rehabilitation Potential  Offered Spring Only
CPS 7500 Individual and Family Over the Lifespan  Offered Spring & Summer
CPS 7660 Applied Practice I  Offered Fall Only
CPS 7680 Internship  Begin in Fall Semester and Complete in Spring semester
CPS 8460 Biopsychosocial Aspects of Addiction  Offered Fall, Spring, & Summer
CPS 8410 Medical and Psychological Aspects of Disability I  Offered Fall Only
CPS 8420 Medical and Psychological Aspects of Disability II  Offered Spring Only
*CPS 8450 Advanced Group Counseling  Offered Fall & Spring
*To register for CPS 8450, you need to complete the master’s degree and receive departmental approval.
CPS 8470 Crisis Intervention  Offered Fall Only
CPS 8530 Professional Issues and Decisions  Offered Fall, Spring, & Summer
CPS 8650 Advanced Counseling Theory  Offered Fall Only
CPS 8660 Applied Practice II  Offered Fall Only

Special Note: Course offerings are contingent upon registration and the department may cancel courses with low enrollment.

The Department of Educational Policy Studies schedules EPRS 7900 Methods of Research in Education and EPRS 8530 Statistics I. Students will need to contact this department at 404-651-2582 for the time and days the courses will be offered. This course will not be listed on the CPS schedule.

Students are not required to follow the model program. However, the CPS department cannot guarantee that every course will be offered during each semester. If the course is listed in a specific semester on the model program, it will be taught during that time. The times of day that each course is offered will vary from semester to semester. Courses not placed together on the model program may be offered during the same semester but they may be at conflicting times.
REHABILITATION COUNSELING COURSE DESCRIPTIONS

CPS 6050  Introduction to Rehabilitation Counseling Research and Practice
This course provides an overview of the unique issues of the specialty of rehabilitation counseling including history and ethical/legal concerns. Students will become familiar with multicultural diversity, research, and professional organizations as they apply to the rehabilitation counselor.

CPS 6150  Ethical and Legal Standards in Counseling and Psychological Services
This course provides the rationale of basic ethical, legal, and practical professional standards governing the practice in counseling, counseling psychology, and school psychology, especially as defined by the American Counseling Association, American Psychological Association, and the National Association of School Psychologists. Emphasis is placed on practice within agency or organizational settings.

CPS 6410  Interpersonal Skills I
This course is an introduction to the basis for all interpersonal interaction whether in one-to-one or group counseling, teaching, consulting, supervising, or any other form of communication.

CPS 6450  Group Counseling Systems (prerequisite: CPS 6410)
The course provides the opportunity to learn and apply various systems for group counseling, skills related to group leadership, member participation, goals of selected group systems, multicultural diversity issues affecting group systems, research relevant to group leadership and group systems, and ethical and legal issues related to group counseling.

CPS 7260  Counseling Systems and Interventions
This course addresses current theories and emerging positions in counseling and psychotherapy with special emphasis on psychological change strategies and the techniques commonly used in implementing those strategies.

CPS 7300  Career Theory, Assessment, and Intervention
This course is a survey of career development theories and counseling with an emphasis on multicultural diversity affecting career counseling, research relevant to career counseling and ethical and legal issues.

CPS 7340  Social/Cultural Issues in Counseling and Psychological Services
This course will enhance and advance the knowledge, skill, and sensitivity of diverse populations in the counseling process. The student will learn the effects of culture, ethnicity, race, and gender on the development and functioning of the client as well as the attitude of the therapist.

CPS 7430  Assessment of Rehabilitation Potential
Study of various approaches to assessment of the rehabilitation potential of disabled individuals, including both test and non-test applications

CPS 7500 Individual and Family over the Lifespan
This course reviews the growth and developmental stages from birth through death. Issues include family, culture, race, gender and their roles in children’s, adolescents’ and adults’ lives as well as ethics.

CPS 7660 Applied Practice I (corequisite: CPS 7680/fall only)
(prerequisites: CPS 6050, CPS 6150, CPS 6450, CPS 7260, CPS 7340, CPS 7500, CPS 8410)
The purpose of the counseling practica is to introduce counseling master's students to the practice of counseling with actual clients at a site commensurate with the student's professional interests.

CPS 7680 Internship (prerequisite/corequisite: CPS 7660)
This internship is one semester of a two semester sequence designed to enable students to practice their counseling skills by assuming the role of a counselor-in-training on their internship sites where they carry out all of the activities and functions that employed counselors on site perform.

CPS 8410 Medical and Psychological Aspects of Disability I
Etiology, prognosis, and psychological adjustment for individuals who suffer trauma, injuries, and mental retardation are discussed. Emphasis on topics such as spinal cord injury, head injury, amputations, burns, lower back injury, respiratory, stroke, mental retardation, Down syndrome and others.

CPS 8420 Medical and Psychological Aspects of Disability II
Etiology, prognosis, and psychological adjustment for individuals who suffer illnesses, psychiatric disturbances, addictions, and congenital deformities. Emphasis is on topics such as psychiatric disturbances, AIDS, drug and alcohol addiction, eating disorders, seizure disorders, hearing impairment/deafness, vision impairment/blindness, heart disease, cancer, muscular dystrophy, sickle cell anemia, hemophilia, spina bifida, diabetes, end-stage renal disease, nervous system diseases and others.

CPS 8460 Biopsychosocial Aspects of Addiction (prerequisite: CPS 6050)
Dynamics of addictive behaviors are explored including abuse of substances and process addictions. Special attention is given to physiological factors, personal traits, family dynamics, diversity, treatment methods, and implications for schools, communities, and businesses.

EPRS 7900 Methods of Research in Education
Students study research methods, procedures and designs, preparation of research abstracts in education and related fields.
PROCEDURES AND GUIDELINES

Practicum & Internship

PREREQUISITES and DEPARTMENTAL APPLICATION

1. Plan to begin your practicum work after completing the prerequisites: CPS 6050, CPS 6150, CPS 6410, CPS 6450, CPS 7260, CPS 7340, CPS 7500, CPS 8410. You will begin CPS 7660 and CPS 7680 in fall 2005: CPS 7660 in the first half of fall semester (mini-semester 1), CPS 7680 in the second half of fall semester (mini-semester 2), and CPS 7680 continuing in the following spring semester. Students must maintain a 3.00 cumulative GPA to participate in the practicum/internship sequence. While you are completing prerequisite course work, explore your professional goals and consider appropriate types of field experiences to facilitate these goals.

2. Students are required to attend a practicum/internship workshop in Spring semester 2004 before they start their practicum/internship experience. If you follow the model program, you should attend the workshop in January 2005 or February 2005. The department will conduct a number of workshops on different days and different times so all students will be able to attend. If you do not attend, you will not be able to participate in the practicum/internship placement that year. Workshops are normally held in January and February. Please check the bulletin boards and web site for workshop announcements.

3. You must submit the Application for Professional and Rehabilitation Practicum CPS 7660 and Internship CPS 7680 by March 4, 2005 to enter the practicum/internship sequence Fall 2005 and Spring 2006. Applications are made using the CPS Webpage access link: https://ssl.education.gsu.edu/cps/practicum-internship/main.asp. Application deadlines are subject to revision so the student should monitor application deadline dates as they proceed in course work. Deadlines are listed on the application and are posted on the practicum information bulletin board located in room 950 of CPS main office. No late applications will be accepted. Late applications will be discarded and the student will need to reapply for their practicum/internship the following year.

   You do not need to submit another application for the second semester in the practicum/internship sequence. Enrollment in CPS 7660 ensures the student the ability to enroll in CPS 7680.

4. You will be notified by e-mail as to whether your practicum application has been accepted. If you chose an approved site (as listed on the site listing), your next step is to submit the Practicum/Internship Site Information form via https://ssl.education.gsu.edu/cps/practicum-internship/main.asp. If your site is not listed
on the site listing, you will need to complete the Agency Approval Application before completing the Site Information Form.

5. You are expected to register for both CPS 7660 and CPS 7680 during fall registration and CPS 7680 during spring registration. Registration will be conducted in the same manner as for other courses in the department and will be on a first-come, first-serve basis.

6. **Special note:** If you have applied or registered for CPS 7660, but later decide not to enter the course for that particular semester, it is important that you fill out the Practicum Postponement at [https://ssl.education.gsu.edu/cps/practicum-internship/main.asp](https://ssl.education.gsu.edu/cps/practicum-internship/main.asp).

### SITE INFORMATION

1. The deadline to submit your Application for Professional and Rehabilitation Practicum CPS 7660 and Internship CPS 7680 is March 4, 2005. You are urged to secure a practicum site as soon as possible in the spring semester before you begin practicum work. **It is not required** to have a practicum site secured in order to submit an application, however, a site **must be secured by May 6, 2005**. Be sure to submit your application before the deadline date whether or not you have a site firmly secured. Site information is available at the CPS practicum desk. Although the faculty supervisor will have a CRC designation, it is recommended that the site supervisor also be certified.

2. Consult the Practicum Site Listing and/or the CPS Webpage site link ([https://ssl.education.gsu.edu/cps/practicum-internship/main.asp](https://ssl.education.gsu.edu/cps/practicum-internship/main.asp)) for those sites that offer the experiences of interest to you. The *United Way Help Book* is available through the practicum coordinator for students’ to review the help book. You can also access the United Way Handbook at [http://www.unitedwayatlanta.org/default.asp](http://www.unitedwayatlanta.org/default.asp). The help book gives specific information on potential sites throughout the Metropolitan Area. A method for exploring appropriate sites may be to:
   a) research the *United Way Help Book* for specific information on sites; and finally
   b) review postings of new practicum sites and practicum opportunities at the practicum desk.
   c) be careful in your site selection because NOT all sites accommodate individual and group work. You may need to secure a second site if you desire your first choice.

3. **Approval for a site not listed on the site listing:** If a site does not appear in the site listing, an application for site approval needs to be originated by you and the site. You need to complete the Agency Approval Form at [https://ssl.education.gsu.edu/cps/practicum-internship/main.asp](https://ssl.education.gsu.edu/cps/practicum-internship/main.asp). The completed web form will be submitted to the professional counseling practicum coordinator for the Department of Counseling and Psychological Services (CPS). The coordinator will call the identified
contact person and request an official visit to discuss the university and departmental requirements to become a placement site. Once this official visit has been conducted and confirmation has been given, you will receive an e-mail or letter from the coordinator stating that you can make contact with the agency as the approval has been confirmed.

4. **Approval for a current place of employment:** Prior approval must be secured if you desire to conduct your practicum/internship in an agency in which you are employed. The department does not grant approval for work you are presently doing at the agency. As a training program, it is our objective to teach new skills and to enhance those skills you presently possess. The procedure is to fill out an agency approval form and then discuss your intent with your employer to determine if the site will cooperate. Cooperation indicates that the agency will allow you to engage in duties that are different than your present job duties. You are to submit the following to the CPS professional counseling program coordinator:

1. the application for the practicum/internship sequence form via the web site
2. the agency approval application via the web site
3. the job title and present job description on letterhead signed by the appropriate administrative person, a description of the duties the site will allow you to perform, and a schedule of hours for CPS 7660 and 7680.

This information will be reviewed by the program coordinator and two professors in professional counseling. The program coordinator will conduct a site visit. Once the visit has taken place, the same procedure for site approval will be processed. There may be times when a student will receive a job offer from the same site at which they are conducting their internship. In order for the resulting work to be credited toward your internship, approval is to be sought from your university supervisor.

**SELECTING A SITE AND CONTACTING PREVIOUS SITE STUDENTS**

1. You are responsible for finding a field placement. Appropriate sites emphasize cultural diversity, foster personal growth, and will introduce students to counseling approaches and rehabilitation issues that affect service delivery. Some of the sites you choose may not have an opening for the semester you plan for practicum. You may want to compare site possibilities to find one that best suits your needs. Allow an adequate amount of time to obtain a placement. You may find it helpful to begin looking two semesters in advance. When seeking a placement, choose several alternative sites. Legally, the department cannot provide the names of GSU interns presently at the site of your inquiry but do make every effort to secure first hand information to your question. The department can inform you if interns are presently at the site. Then, if interested, make an appointment to talk with someone in the agency and inquire about any additional application procedures specific to that site. You may want to either mail in advance or take with you to the interview a one-page resume along with any additional site required materials. You will want to gather as much information as you can about the site including, but not limited to, the following:
   a) type of work you may be involved in;
b) type of client population you will be working with;
c) convenience of transportation to the site;
d) what and how many hours you will be working;
e) who would be supervising you and how much supervision you would be receiving. All sites approved in the last five (5) years have agreed to at least one hour of supervision per week. Confirm with your site that they can meet this requirement.
f) additional activities the agency may require of students and possible in-service training opportunities;
g) ability to tape your counseling sessions for purposes of supervision;
h) whether you will be able to lead/co-lead a group;
i) how many semesters you are expected to be involved with the agency (some agencies leave this up to the student, but most require at least two semesters and some require a one year commitment); and
a) if insurance coverage is required.
b) If you will be able to meet some clients for extended periods of time, you can experience the process of counseling.

2. Be sure to see if taping is permissible. There are some sites on the approved list which do not allow taping. These sites are acceptable but may not meet all of the requirements for the department.

**SITE APPROVAL APPLICATION PROCESS**

1. All agencies listed where students have been placed in previous semesters are approved practicum sites unless otherwise noted on the list at the practicum desk or Internet link. Do make every effort to commit to only one site. Dividing your time and efforts does take away from both sites. Never the less at times this is necessary. Even if sites are approved this does not mean the sites can meet all of your requirements. If you accept such a site you may need a second site. If the agency you are interested in is not approved, final approval must be granted by the department's practicum coordinator.

2. Applications for practicum / internship site approval are to be made using the CPS webpage link ([https://ssl.education.gsu.edu/cps/practicum-internship/main.asp](https://ssl.education.gsu.edu/cps/practicum-internship/main.asp)). Applications must be filled out completely through the CPS web site by May 6, 2005. When considering a site for approval, consult the course syllabus and talk with the site regarding its ability to fulfill your training requirements, such as:
a) On-site counseling responsibilities encompassing 12-15 hours per week during practicum and 25-30 hours per week during the internship;
b) On-site supervisor with a minimum of a master's degree in counseling or closely related field and appropriate certification and/or licensure, a minimum of two (2) years' pertinent professional experience, and a commitment to meet with the student for at least one (1) hour per week for individual supervision;
c) The ability to audiotape at least three (3) individual counseling sessions weekly for supervision and be able to counsel clients over an extended period of time (the counseling process); and

d) The ability to lead/co-lead a group which meets at least once a week for sixteen weeks.

e) Although the faculty supervisor will have a CRC designation, it is recommended that the site supervisor also be certified.

CPS 7660 APPLIED PRACTICE I

1. You must submit the completed Practicum Site Information Form by the required deadline--May 6, 2005, or you will be dropped from your practicum class on the last day of phase II registration. Also required is proof of student liability insurance, which can be obtained through the American Counseling Association (ACA). Forms are available room 950 (CPS main office) or http://www.counseling.org. The deadline to provide proof of insurance is July 1, 2005.

2. The program requires students to complete a supervised practicum experience that totals a minimum of 100 clinical clock hours (see definition list for clinical and direct service hours) with persons with disabilities. The practicum provides for the development of individual counseling and group work skills under supervision. The practicum includes the following:

   a) A minimum of 100 clinical hours in which 40 hours are to be direct service with clients, so that experience can be gained in individual and group interactions. Students should complete a minimum of 30 hours with individual clients and 10 hours in group therapy. The remaining 60 hours can be composed of either individual or group work, or any combination thereof;

   b) Students will be required to submit audio and/or videotapes of the student's interactions with clients for use in supervision; the number and length of tapes will depend on the student’s supervisor.

   c) A minimum of one (1) hour per week of individual supervision on site;

   d) A minimum of one (1) hour per week of individual supervision with the GSU supervisor (CPS 7660);

   e) A one (1) hour forty minutes weekly supervision group with other students in practica; and

   f) An evaluation of the student's performance throughout the practicum including a formal evaluation at the completion of the practicum.

   g) During practicum, no hours accumulated beyond the required 100 hours can be counted toward the internship. Practicum hours are closed to that experience. It is fine to have more than 100 hours.
1. Internship will be in two registration periods. You will begin CPS 7680 in mini-mester 2 of the fall semester and complete CPS 7680 in the spring semester.

2. The program requires students to complete a supervised internship of 600 clock hours (150 hours for CPS 7680-fall and 450 hours for CPS 7680-spring) that is begun after successful completion of the student's practicum hours (CPS 7660). The student's internship includes the following:

   a) a minimum of 240 direct service hours (65 hours for CPS 7680-fall and 175 for CPS 7680-spring) of direct service with clients appropriate to the program of study;
   b) a minimum of one (1) hour per week of individual supervision throughout the internship, performed by the on-site supervisor;
   c) a minimum of one (1) hour per week of individual supervision (optional, but available) throughout the internship, usually performed by the GSU supervisor (CPS 7680);
   c) a one (1) hour forty minutes weekly supervision group with other students in internship; and
   d) students will be required to submit audio and/or videotapes of the student's counseling interactions with clients for use in supervision. Taping is to continue throughout the practicum and internship (CPS 7660 and CPS 7680). Taping may continue for some into the final semester, based upon the discretion of the GSU and site supervisors.
   e) a formal evaluation of the student's performance during the internship.
   f) site visits will be conducted by your GSU supervisor at least twice during the nine month experience.

3. The internship is to be completed in 1.5 semesters. However, in special cases approved by a faculty member, a student may extend his or her internship for a few weeks beyond the semester (but not the fall semester) in order to complete required hours. Written agreement from the site and from the faculty member supervising the student must be filed with the faculty member. In the event a change of a site is requested a Change of Site Form is to be completed and processed by the supervisor and program coordinator. A second site should not be started until this form is completed, signed by all parties, and on file in the department.

The practicum (CPS 7660) begins in fall semester and runs for seven and one-half (7.5) weeks. The first internship begins at the termination of the practicum and completes at the conclusion of fall semester (remaining seven and one-half weeks). No hours from the internship can be counted for the practicum. The final internship is for the entire duration of spring semester (15-16 weeks).
4. If a student should leave a site, the student is to first process this departure with his or her GSU supervisor. This should be followed by an interview with his or her site supervisor, along with the completion of Form 1002 Change of Site Placement ([https://ssl.education.gsu.edu/cps/practicum-internship/main.asp](https://ssl.education.gsu.edu/cps/practicum-internship/main.asp)). This form is to be submitted to the coordinator of the practicum/internship program and on file before starting a second site. You will receive a copy of this form in your practicum/internship handbook. You will receive the handbook at the workshop in the spring.

**LICENSE -**
Licensed Associate Professional Counselor (LAPC)
Licensed Professional Counselor (LPC)

For those planning to pursue professional licensure as an Associate Professional Counselor followed by licensure as a Professional Counselor, familiarization with the requirements can be acquired by contacting the Georgia Composite Board of Professional Counselors, Social Workers, and Marriage and Family Therapists at (478) 207-1670 or [www.sos.state.ga.us/plb/counselors](http://www.sos.state.ga.us/plb/counselors). Documentation for the practicum/internship experience verification can be submitted to the department at the time of application for licensure.

The Department of Counseling and Psychological Services is not a licensure organization. Students are responsible and accountable for obtaining licensure information to be a Licensed Professional Counselor in the state of Georgia from the Georgia Composite Board of Professional Counselors, Social Workers, and Marriage and Family Therapists. If students are planning to practice in a state other than Georgia, it is their responsibility to know this information. The department does not speak for the licensing board.

Note: Passing the CRC will reduce the supervised experience requirement by one year as compared to the master’s in counseling.

*Note: It is in your best interest to keep your graduate bulletin and all syllabi.*
STUDENT RESPONSIBILITIES

PROGRAM REQUIREMENTS

1. All students are expected to purchase student liability insurance before beginning the practicum/internship sequence. Liability insurance is available from NRA, IARP, and the American Counseling Association (ACA). ACA applications are available in the Counseling and Psychological Services Department (COE-950) or by calling ACA at (800) 347-6647 or www.counseling.org. NRA and IARP applications are available through the rehabilitation counseling coordinator. A copy of your insurance policy along with this handbook should be given to your site supervisor on your first day at the site. A copy of your insurance policy should also be submitted to Annette Johnson, COE-CPS-950 for CPS 7660. The deadline to provide proof of insurance is July 1, 2005.

2. The primary requirements for the practicum/internship experiences are listed in the sample syllabi. However, you will need to check with specific instructors as each may have slightly different requirements.

3. You are strongly urged to purchase the recommended texts for CPS 7660, "A Guide for Beginning Psychotherapists" and "Practicum and Internship Textbook for Counseling and Psychotherapy."

AGENCY AWARENESS

1. Even though you are offering counseling assistance to an agency, you are a guest of the agency having been invited to learn about the practical aspect of counseling. All interns are to be appropriately attired and to respect the procedures of the site. This is also a time to become familiar with your role as a professional.

2. The site organization may require more of you than the practicum/internship requires. You should be clear on organizational expectations. Any problem with these expectations should be discussed with your site supervisor and your Georgia State University supervisor.

3. In addition to training requirements, you will want to become familiar with the general policies and procedures of your agency. Such information may include but is not limited to:

   a) general operational procedures, required paperwork, dress code;
   b) procedures for handling emergency situations with clients (suicide risk, psychotic episode, etc.);
   c) the availability of on-call consultation/back-up;
d) procedures for referrals outside your agency and those resources typically used;
e) opportunities available for use of assessment instruments, computers, professional
literature, and research;
f) whether or not you are expected to travel to off-site locations.
g) safety procedures utilized at the agency (client who may be assaultive and
environmental safety—parking, etc).

4. When in doubt - ask. Remember, you are a student and new to the organization and are
not expected to know everything. Utilize on-site conflicts and problems as learning
experiences, keeping in mind that you are there with the permission of the organization.

5. If for some reason a student-intern is to leave a site during a semester or at the
conclusion of a semester, a site exit form is to be signed by all principal parties. (See
Form 1002.)

TIPS FOR THE NEW PROFESSIONAL COUNSELOR

The transition to your role as a professional rehabilitation counselor can be both
exciting and anxiety provoking. Your practicum experience offers you the opportunity to begin
applying the knowledge gained through readings and course work. It is natural for beginning
counselors to experience insecurities related to their skill level and potential clients. Remember
the intent of your role and make use of the suggestions and guidance that your supervisor can
provide. In addition, the suggested text for CPS 7660 - "A Guide for Beginning
Psychotherapists" - is an excellent resource for the initial experiences and questions you may
have.

ETHICAL AND LEGAL GUIDELINES

1. Ethical standards and the Standard of Practice Rehabilitation Counselors is available
on-line at CRCCertification.com and will be a part of CPS 6050. An overview of state
licensure ethics is a part of CPS 7430 and is available for review on-line at
of Care for the American Counseling Association (ACA) are available from your
practicum/internship instructor or by request from ACA.

2. For information regarding confidentiality, privileged communication, client rights, and
informed consent refer to "Practicum and Internship Textbook for Counseling and
Psychotherapy."

SUPERVISION

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PURPOSE
1. The practicum/internship experience, the actual application and development of clinical skills, is central to the education of professional rehabilitation counselors. The supervision process by a qualified CRC is an integral part of this experience as it provides the opportunity to develop and hone skills, explore new possibilities, receive feedback, and build one’s repertoire and confidence as a professional rehabilitation counselor.

2. Each student should be prepared to effectively use supervision time, both on-site and at the university. Georgia State University supervisors will expect a typed agenda for supervision.

3. Each counseling session and tape should be thoroughly previewed by the student with appropriate notes reflecting important content and identified segments of the tape for presentation during supervision. Tapes are to be handed directly to the GSU supervisor and not through others or left in a GSU supervisor’s mailbox.

4. The practicum supervisor has the authority and responsibility to withdraw a student from a practicum experience if the student's performance constitutes a detriment to the clients at the practicum site. Should deficits surface during the practicum or internship, the GSU supervisor and the site supervisor may write a contract for change. This contract will be shared with the coordinator for practicum/internship and monitored for successful completion. If such a removal is necessary, the student will be given a U for the semester.

5. Attendance is required for supervision. Absences are permitted only at the discretion of your GSU supervisor.

6. For those seeking state licensure you need to inform the GSU supervisor during the fall semester. Successful completion of the practicum/internship does not guarantee a supervisor signature for licensure. The department is a training program granting a M.S. degree and recognizes there are job positions in which licensure is not necessary. It is possible to receive a satisfactory grade for CPS 7660 and CPS 7680 but not have process counseling experience. Expectations should be discussed with the GSU supervisor or the site supervisor as to requirements to secure their signatures.

PROCESS
1. Individual supervision is a one-to-one relationship between the practicum student and his or her supervisor. The typical format is regular, weekly meetings for a minimum of one hour. Rehabilitation Counseling students are expected to receive supervision from a faculty member who possesses the CRC. On-site supervisors are not required to be CRC, but students are encouraged to locate one when possible.

2. Group supervision, an additional component to individual supervision at some sites, typically involves case presentation and discussion of relevant professional issues.
under the direction of one or two professional supervisor(s). Group supervision at the university is part of the requirements for practicum and internship but may be optional on a site. Attendance is mandatory and absenteeism may result in repeating the entire practicum or internship.

3. Information about the supervisor-supervisee relationship and various approaches in supervision can be found in the recommended text, "Practicum and Internship Textbook for Counseling and Psychotherapy."

**TAPPING**

1. The use of audiotaping (as well as videotaping and live supervision when available) provides a rich source of feedback and opportunity to reflect on issues and dynamics arising during a counseling interview.

2. Audiotape recordings of counseling sessions are *required* for supervision in practicum and may be required in internship depending on individual instructor requirements.

In order to maximize the quality of supervision, clear and audible tapes are essential. There are several ways to help ensure quality sound:

a) Do not use the self-contained condenser microphone on your recorder (they tend to pick up too much machine noise);

b) An inexpensive recorder can be used if the microphone is of high quality. The new multidirectional microphones are generally excellent and can be purchased from audio shops for about $20;

c) The recorder itself should be placed near the counselor at a reasonable height to record. It should not be placed on metal, on an uncarpeted floor, or on any object that may cause vibration to be picked up in the recording. A book under the recorder can be used to absorb vibration; and

d) The counselor should try out the tape recorder in the office prior to the session to find the best positioning of the recorder and microphone to avoid mechanical errors during interviews.

**CONFIDENTIALITY**

1. One of the most important aspects of counseling is ethical confidentiality. It is also essential in building trust with your clients. There are several aspects of confidentiality of which you need to be especially aware:

a) You should know your agency's regulations regarding confidentiality of case notes, files, and taping;

b) Since taping is an important aspect of your supervision, it is your responsibility to secure the permission from your site and your clients to record on the tape being used (first time only and then save the tape) or in writing. You must also explain the limits of confidentiality to clients if this is
not provided in writing by the agency. You should let clients know who else will be hearing the tape (i.e., supervisor/class) and for what purpose;

c) As a professional, any information shared in class is to be kept confidential by all class members;

d) The client's full name need not be used on tape. The tape can be identified for your use by labeling it with the client's initials;

e) When tapes are turned in for supervision review they should be handed to your supervisor by you and not delivered by another student or counselor nor should they be left unattended. You should receive them in the same manner.

f) Procedures should be established by you, the site supervisor, and the client as to the final purging of tape contents.

2. The importance of confidentiality cannot be stressed enough. You should be extremely careful with your tapes and safeguard against loss. Tapes should be handed to your practicum/internship supervisor and not delivered by any other person. At no time should tapes be left unattended.

THE EVALUATION PROCESS

Guidelines for self-assessment aimed at setting goals for supervision sessions and forms that can be used for the formal assessment can be found in, "Practicum and Internship Textbook for Counseling and Psychotherapy."

SELECTED CLINICAL RESOURCES

CLIENT RECORDS: Guidelines and sample formats for various client records (intake, session notes, termination outline) can be found in "Practicum and Internship Textbook for Counseling and Psychotherapy"; however, your site may have its own formats that they will want you to follow.

CRITICAL CLINICAL ISSUES: Critical clinical issues listed below can be found in "Practicum and Internship Textbook for Counseling and Psychotherapy":

   a) suicide information, risk assessment, and suicide contracting;
   b) information regarding threat of harm to others, including Tarasoff decision and guidelines for handling such clients; and
   c) child abuse and neglect information - definition, recognition, and reporting.

TERMINATION ISSUES: Information regarding termination of the counseling relationship is discussed in "A Guide for Beginning Psychotherapists."

Special note: Many more issues relevant to clinical practice and to professional development as a counselor are included in the recommended texts. We have highlighted only a few areas about which you may have questions. These texts can be valuable resources. Again, you are strongly urged to purchase your own copies.

CLINICAL SUPERVISION AND INSTRUCTION*

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Clinical instruction includes supervised practica and internships completed within a student’s program of study. Practicum and internship requirements are considered to be the most critical experience elements in the program. All faculty, including clinical instruction faculty and supervisors, are clearly committed to the preparation of professional counselors and promote development of the student’s professional counselor identity.

A. Each regular, adjunct, and affiliate program faculty member who provides individual and/or group practicum and/or internship supervision has the following:

1. a doctoral degree or equivalent and/or appropriate clinical preparation from a program in counselor education or a related profession or is receiving supervision from such a person;

2. relevant professional experience and demonstrated competence in counseling and/or human development at levels appropriate for the students supervised; and

3. relevant training and supervision experience.

4. developed a supervisor-supervisee contract with you.

5. GSU faculty, adjunct faculty, and doctoral students are under the supervision of the GSU clinical coordinator. These supervisors during duration may, at times, share pertinent information with the clinical coordinator in which each desires consultation.

6. Possess a CRC.

B. Doctoral students serving as individual and/or group practicum supervisors:

1. have completed counseling practicum and internship experiences equivalent to those within the entry-level program and possess a CRC;

2. have completed or are receiving training in counseling supervision; and

3. are themselves supervised by program faculty with a faculty/student ratio of 1:5.

C. A site supervisor should meet the following criteria:

1. a minimum of a master’s degree in counseling or a related profession with equivalent qualification including appropriate certifications and/or licenses;

2. a minimum of two (2) years of pertinent professional experience in the area in which the student is completing clinical instruction; and
3. knowledge of the program’s expectations, requirements, and evaluation procedures for students.


D. A counseling practicum learning environment, on or off-campus, is conducive to modeling and demonstrations and where training is available and used for clinical instruction. Program administrative control of, and/or relationship with, the learning environment ensures adequate and appropriate access by the faculty and students. The practicum learning environment includes, but is not limited to, the following:

1. settings for individual counseling, with assured privacy and sufficient space for appropriate equipment (e.g., TV monitoring and taping);

2. settings for small group work, with assured privacy and sufficient space for appropriate equipment.

E. The program requires students to complete supervised practicum experiences that total a minimum of 100 clinical clock hours. The practicum provides for the development of counseling practice skills under supervision. The student’s practicum includes the following:

1. a minimum of 40 hours of direct service with clients with disabilities, so that experience can be gained in individual and group interactions. The desired direct service hours are 30 individual hours and 10 group hours.

2. Students are not to begin practicum until the first day of class. A site may require you to go before this date for special preparation (orientation, shifts, etc.). In such cases, if you want this site you will need to make a personal decision. You can begin counting hours once classes begin, not before.

F. The program requires students to complete a supervised internship of 600 clock hours that is begun after successful completion of the student’s practicum. Internships offer opportunities to engage in both individual counseling and group work.

For the rehabilitation counseling program, the 600 clock hour (150 hours for CPS 7680--fall and 450 hours for CPS 7680--spring) internship (Standard III.G, H) occurs in a community setting under the clinical supervision of a qualified CRC. The requirement of 240 clock hours (65 hours for CPS 7680--fall and 175 for CPS 7680--spring) of direct service hours to clients includes, but is not limited to, using preventive, developmental, and remedial interventions with appropriate clients and community structures, elements, and organizations consistent with community counseling. During the course of the internship, students must demonstrate the ability to apply the knowledge and skills for the
practice of community counseling as referenced in the foundations, contextual dimensions, and knowledge and skills of community counseling. Students are to have a sufficient number of clients who meet a number of sessions. In these sessions, the intern is able to experience process change variables, apply appropriate intervention skills, monitor a client’s progress, termination, and appropriate referrals. In addition interns are to examine their attitudes relative to good client care.

1. a minimum of 240 hours of direct service with clients appropriate to the program of study;

2. a minimum of one (1) hour per week of individual supervision throughout the internship, usually performed by the on-site supervisor;

3. a minimum of one (1) hour per week of individual supervision throughout the internship, usually performed by the GSU supervisor (CPS 7680);

4. a minimum of one (1) hour forty minutes weekly group supervision class throughout the internship, usually performed by a program faculty member supervisor;

5. the opportunity for the student to become familiar with a variety of professional activities other than direct service (e.g., record keeping, supervision, information and referral, in service and staff meetings, etc.);

6. the opportunity for the student to develop audio and/or videotapes of the student’s interactions with clients appropriate to the specialization for use during supervision;

7. the opportunity for the student to gain supervised experience in the use of a variety of professional resources such as assessment instruments, technologies, print and non print media, professional literature, and research; and

8. the appropriate counseling process occurs when students have the opportunity to counsel clients for several sessions.

9. a formal evaluation of the student’s performance during the internship by a program faculty supervisor in consultation with the site supervisor.

G. The practicum and internship experiences are tutorial forms of instruction; therefore, when the individual supervision is provided by program faculty, the ratio of five students to one faculty member is considered equivalent to the teaching of one (1) three-credit semester course. Such a ratio is considered maximum.
1. When suggestions for client management are offered by the GSU supervisor or peers, you should not act on that information with a client until you share that suggestion with your site supervisor.

H. Group supervision seminars for practicum and internship should not exceed 5 students.

I. Clinical experiences (practicum and internship) provide opportunities for students to counsel clients representing the ethnicities, lifestyles and demographic diversity of their community.

J. Students formally evaluate their supervisors and learning experience at the conclusion of their practicum and internship experiences.

K. Programs require students to be covered by professional liability insurance while enrolled or participating in practicum or internship and field experience.
GLOSSARY

Clinical Instruction: all supervised course work within which the student has the opportunity to engage in a broad range of clinical activities similar to those performed by a professional counselor. This includes all practica and internships completed with a student’s program.

Direct Service: “face-to-face” interaction with clients, which includes the application of counseling, consultation, or human development skills. This does not include telephone interaction or brief encounters with a client. In general, the term is used in these standards to refer to time spent by practicum or internship students in working with clients.

Group Supervision: a tutorial relationship between a senior member of the counseling profession and two or more student trainees. In addition to accomplishing the ends of individual supervision, group supervision offers trainees an opportunity for vicarious learning as well as group process advantages.

Individual Supervision: tutorial relationship between a member of the counseling profession and a student trainee. The supervisor monitors the clinical work of the trainee in order to evaluate this work, monitors the quality of services being offered to clients, and enhances the professional growth of the trainee.

Internship: a distinctly defined, post-practicum, supervised clinical experience intended to enable the student to refine and enhance basic counseling or student development skills, and integrate professional knowledge and skills appropriate to the student’s specialization and initial post graduation professional placement.

The 600 clock-hour requirements for internships in entry-level (master’s) programs may be met through a variety of approaches. Such approaches may include, but are not limited to, the following structure:
21-22 hours/week in a setting for 7 weeks = 150
30 hours/week in a setting for 15 weeks = 450

Since the reasoning behind the internship requirement is to provide students with “work experience” in the setting, the above approach is considered preferable. However, the board will allow for additional creative structures if the program can document continued advancement of knowledge and skills over the longer length of time.

Practicum: a distinctly defined, supervised clinical experience intended to enable the student to develop basic counseling skills and integrate professional knowledge. Practicum is offered prior to internship.

Supervision: a tutorial form of instruction wherein a supervisor assigned to the student’s program monitors the student’s activities in practicum or internship and facilitates the student’s practicum or internship learning and skill development experiences.
FREQUENTLY ASKED QUESTIONS ABOUT INTERNSHIP/CPS 7680

What is the purpose of the internship, CPS 7680? The counseling internship is designed to be the “capstone” experience of the master’s program in counseling. It meets the CACREP requirement of a 600 clock hour block of time to be spent performing the day-to-day tasks of the counselor, of which 240 hours are in direct service or “face-to-face” interaction with clients. The department requires a total in the amount of 600 clock hours (150 hours over 7 weeks for CPS 7680--fall and 450 hours over 15 weeks for CPS 7680--spring) of internship, of which at least 240 hours (65 for CPS 7680--fall and 175 for CPS 7680--spring) are to be direct service.

What tasks do I actually perform? This may vary widely depending upon the site but your experience should include all the duties that a regularly employed staff member would be expected to perform. This may include such activities as professional self-improvement, consultation experiences, outreach and psycho educational programming, and continued supervised counseling.

Do I have to stay at my practicum site for internship? This will depend upon your initial agreement with your site. You are, of course, obligated to maintain your contract with the site. Some sites are flexible. It can be difficult to find a site that will accept only a one-semester commitment because most sites feel that the return on their training investment begins after one semester.

Do I need to continue taping at my internship site? Again, this may depend upon your particular site requirements. Your university instructor may require that you tape. If you continue counseling with clients, taping may be the only way to assure adequate supervision.

How many hours do I need to spend at my site? Student interns are required to complete 700 clock hours (100 practicum/600 internship) during the practicum/internship sequence. Clinical hours are to total 280 direct service hours. There is flexibility in scheduling this amount of time. Your schedule ideally will reflect your learning objectives, the site requirements, and your CPS supervisor’s suggestions. You have a 9-month commitment to a site, so the hours and time cannot be condensed.

What is the contract I need to complete for CPS 7680? Since the CPS 7680 experience is largely an individually planned program, you will be able to develop your plans for the semester. When you register for 7680, you will receive an internship contract. On this form you need to specify your goals for the internship experience, provide a time management plan, and describe methods to evaluate your performance. Your CPS supervisor will review your plan with you at the beginning of the semester. There is a sample of the contract posted on the bulletin board outside of Room 950 at the College of Education.

Do I need to attend CPS 7680 classes at GSU? You will have a weekly mandatory group supervision meeting with your CPS supervisor. Additional meetings may be arranged individually. Also, supervision is usually conducted on-site with one or two site visits by your CPS supervisor during the semester.
Georgia State University
Site Requirements

The Department of Counseling and Psychological Services (CPS) at Georgia State University subscribes to the Council for Accrediting and Counseling and Related Educational Programs (CACREP) an outside accrediting agency. The CPS department endorses those standards some of which will be outlined in this document.

Site Requirements:
- willing to conduct a pre-site interview with a potential intern to determine a match
- to be a site enter into a formal three-year contract with the Department of Counseling and Psychological Services, Georgia State University, and the Board of Regents. Contracts are standardized but can be altered to accommodate specific needs of the site or special services offered by the site. The contract states that it can be broken at any time with a 90 day notice by either party.
- when becoming a site for the first time that the administrator or clinical director will invite the Georgia State departmental representative for a site visit to talk about administrative and clinical needs for both sites.
- assign a clinical supervisor to the intern who will meet weekly with the intern to welcome them and instruct them to the workings of the site as well as provide learning with clients.
- keep CPS-GSU department aware of any changes at the site which would be important in new interns making contact (address, telephone, contact person, client population, etc.)
- allow for sample work behaviors (taping) to be shared with the Georgia State University supervisor in order to become aware of the professional growth of the intern. Later, the GSU supervisor will be in a better to attest the intern’s clinical application for licensure.

Site Supervisor Qualification and Requirements:
- Qualifications: Master’s degree or higher in helping field (mental health, psychology, social work, counseling). Preferably an LPC or related discipline licensed professional. On-site supervisors are not required to be CRC, but students are encouraged to locate one whenever possible. The supervisor has supervised clinical therapists at this agency or another agency.
- a minimum of two (2) years of pertinent professional experience in the program area in which the student is completing clinical instruction; and
- knowledge of the program’s expectations, requirements, and evaluation procedures for students. These procedures are to made available to the site supervisor upon meeting with the intern’s GSU supervisor after the first week.
- commits to and performs a minimum of one (1) hour of on-site individual supervision per week during the entire practicum/internship experience (2-full semesters). If group supervision is provided by the agency the Intern will be able to participate but is not to replace the individual supervision.
- be responsible for seeing that the intern has an opportunity to see individual clients, co-lead or shadow in group therapy, attend staffing and training offered by the agency,
provide feedback to the intern on a regular basis (strengths as well as improvement areas), and provide overall support for the experience while at the agency.

- assist in seeing that the intern will be able to counsel a number of clients though out a process of counseling. This suggests seeing a client for a number of sessions. This is difficult in some settings therefore interns may need to be involved in two agencies or even do outpatient work at that agency (assuming exists).

- be responsible for informing the intern of the necessary caution and in reinforcing the safety of all client-counselor interactions that may be taped for samples of behavior to the GSU intern. The GSU supervisor and intern ensure the same safety in return.

- be receptive for at least two (2) site visits per year by the Georgia State University supervisor for purposes of intern support, feedback, and evaluation.

- will call the GSU supervisor in cases of need. Need is to suggest that corrective action need be taken by both agencies to ensure the intern is prepared, following procedures, working in the best interests of the clients, and is adjusting to the training and site.

- must be available on-site while the intern is counseling clients. In situations where the agency supervisor is to be away form the site an established procedure is in place to identify to whom the intern will respond. The designated person is to be identified by the agency although this person is to have the same (or more) qualifications as the supervisor. AT no time should the intern be left at an agency to conduct counseling without a supervisor in the agency.

- call attention to ethical and legal mandates of the agency as well as the profession. (self and other harm, etc.). Inform the intern of agency safety procedures to ensure the safety of staff, therapists, and clients. (e.g., code names, buzzer systems, restraints which are specific to the clients and agency, and to and from the agency (parking lots, lighting, etc.)

- site supervisor will conduct semester feedback using the GSU forms or ones established for the agency. If the on-site supervisor elects to write a letter—that is fine. This evaluation is shared between the on-site supervisor and the Intern.

- receive a GSU supervisor visitation to establish contact, feedback for the intern, and work out any specifics needing attention.

**Site Hours:**

- must be able to provide intern with 15-20 hours a week for Practicum (CPS 7660) for duration of 7.5 weeks usually starting in late August. The intern must accumulate 100 clock hours (clinical hours-CH) during this time. During the practicum experience of the 100 CH at least 40 hours of the 100 CH must be in Direct Service (face-to-face-DS): 30 hours with individual clients and 10 hours in group interactions. At times this breakdown of hours (30-10) is not feasible for some sites because of how they integrate the intern into the professional services. The GSU supervisor will understand but will expect that the intern will be able to secure this breakdown by the end of December. Hopefully, the site supervisor can assist in this procedure.

- must be able provide the Intern with 30 hours a week for the Internship (600 hours) which continues from the middle of October until May of the following year. The Internship is broken into two semesters: a mini-semester (fall—October –December) and a full semester (spring--January-May). The student must complete 600 clinical hours by
May. During the fall mini-mester (October-December), the student must complete 150 clinical hours (65 hours must be in direct service). During the spring semester (January-May), the student must complete 450 clinical hours (175 hours must in direct service).

- The intern is to keep a daily and weekly set of logs which the GSU supervisor would like for the site supervisor to sign off. We value accurate record keeping.
- Once the 40 (30 individual hours /10 group hours) hours are met for the practicum the CPS department does not have a required set of hours for individual and group. This determination may best be decided by the site supervisor, GSU supervisor, and the types of therapy offered by that site.

Practicum:
- 100 clinical clock hours (on-site hours doing what it takes to understand the offerings and workings of the site), which amounts to approximately 7.5 weeks.
- 40 Direct Service Hours (face-to-face)
  1. 30 individual hours (explained above)
  2. 10 group hours (explained above)
- 60 remaining hours of 100 hours can be a combination of hours at the site, individual hours, group hours, charting, psycho-educational experiences, staffing, shadowing a therapist, and/or learning the center.
- Approximately 18 taped samples over the August-December period of time. This amounts to one-three per week and hopefully will be composed of different session work with clients working through the process. Taping by GSU-CPS drops off at the end of December as a requirement unless the intern has had insufficient numbers, not had a variety of session work, or just not turning them in to the GSU supervisor.
- 1 hour of individual supervision by the on-site supervisor and one hour of supervision by the GSU supervisor. If group supervision is a part of the agency hopefully the Intern will be able to participate in that supervision as well.

Internship:
- Students must complete two internship registrations (October-December and January-May). A total of 600 clinical hours (240 hours must be in direct service).
- Breakdown for 2 Internships:
  1. CPS 7680 Internship-October-December: 150 clinical hours
     - 65 hours must be in direct service
     - The intern works approximately 22.5 hour per week on-site
  2. CPS 7680 Internship-January-May: 450 clinical hours
     - 175 hours must be in direct service
     - The intern works approximately 30 hours per week on-site
  3. 1 hour of on-site supervision each week throughout the duration of the Internship or full 9 months.
  4. Usually taping drops off for interns unless required by the site supervisor or the GSU supervisor because of insufficient experiences or lacking in skilled and quality interaction
CPS 7660 APPLIED PRACTICE I     Fall Semester, 2003

Graduate semester credits: 2

Supervisor and instructor:  Janine K. Kowak, Ed.D, CRC, CDMS, CCM, LPC, NCC
Supervisor-In-Training and instructor:  
Computer Number:  84255
Phone:    770-381-7663
E-mail:   jan.k@mindspring.com
Office Hours:   By appointment
Group Supervision:  Monday-5:30-7:10PM, 926 College of Education
Individual Supervision:  Arranged individually

Purpose Statement:
The purpose of the counseling practicum is to introduce rehabilitation and professional counseling master's student to the practice of counseling with actual clients at a site commensurate with the student's professional interests. This semester is the first of a three part practicum/internship sequence and is the prerequisite for the following two semesters of internship. Students will be expected to meet specified hourly requirements of time spent on site as well as numbers of clients seen individually and in groups. University based supervisory meetings will instruct students in the practice of counseling as well as provide a forum for the student both individually with the supervisor as well as in weekly supervisory meetings with other practicum students to receive feedback and evaluation of their performance as a counselor-in-training.

COE Unit Theme:  Creating Effective Contexts for Learning

Departmental Theme:  Developing Professional Skills to Maximize Students Potential for Learning

Departmental Policy on Cultural and Ethnic Diversity:  The Department of Counseling and Psychological Services values diversity and is committed to fostering and maintaining an educational environment which appreciates individual differences in all areas of departmental operation including selection and admissions, hiring, classroom instruction, texts, and materials, clinical practice and supervision, research, departmental administration, and policy formation.

To this end, CPS will not tolerate or condone any, actions, practices, or processes by any CPS
faculty member, staff person, or student which discriminates against or is prejudicial toward any person or group based on race, sex, age, religion, ethnicity, nationality, disability, sexual orientation, or socioeconomic status.

**Policy on Academic Honesty:** Students are expected to recognize and uphold the highest standards of intellectual and academic integrity. For explicit coverage of this policy students are advised to read the relevant pages in the General Catalog for the University. This policy discusses plagiarism, cheating on examinations, unauthorized collaboration, falsification, and multiple submissions of material for credit without permission.

**Attendance Policy:**
See policy as printed in general catalog.

**Objectives:**
Students will be expected to develop, practice and advance their understanding of and ability to perform the following counselor functions under supervision:

1. Work individually with clients on educational, vocational, social, emotional, or medically related problems;

2. Provide information and understanding to clients in the areas of educational, social, case management or vocational planning;

3. Develop and implement individual and group counseling skills with clients. The student is to begin formulating an identity as a competent rehabilitation and professional counselor;

4. Learn the specifics of assessing for an accurate diagnosis to entail frequency, intensity, duration for symptoms. The student is to learn how to formulate and implement treatment plans;

5. Learn how to select and utilize appropriate assessment instruments and give proper interpretations;

6. Acquire the skills to present a case conference, manage a supervisory meeting, staff a case, and participate in in-service training.

7. Learn skills to interface with other health care/mental health care professionals and agencies.

8. Engage in an individualized reading and research program for client care and counselor effectiveness.

9. Acquire the skills to process ethical and socio-cultural/diversity issues.
10. Acquire skills to effectively record systems for client notes in the rehabilitation and professional counseling field and with those specifically to the practicum/internship site. Interns will familiarize themselves with specific mental health forms generic to most sites. Forms such as client release, client rights, 1013’s, intake forms and charting procedures. Students will learn the appropriate technology for the communication of client care: records, release forms, transferal of records, instrumentation, notes, etc.

11. Learn how to process client-counselor feedback with the on-site and GSU supervisory process.

12. Learn the intake process of clients and relationship development from the initial interview through problem assessment, treatment planning and effecting change.

13. Acquire the skills to lead or co-lead group therapy experiences and learn the strategies in debriefing;

14. Learn the skills and procedures to close a case, discharge and the termination.

15. Become knowledgeable regarding legal and ethical issues related to counseling with minors including review of rehabilitation counseling (CRC) and state licensing ethics.

16. Learn appropriate research methodology to assess therapy effectiveness.

17. Read appropriate journals for the type of clients agency site.

18. Become aware of what constitutes impairment for a counselor in practice

CPS 7660 PRACTICUM

KNOWLEDGE:
Students will gain knowledge in:

a. forming a rehabilitation or professional counseling identity as a competent counselor.

b. learning specific methodologies to interview and assess clients designed to problem solve. This acquisition of knowledge is designed to target the frequency, intensity, and duration of symptoms.

c. learning how to selectively implement and interpret assessment strategies (to include minors).

d. at least four case conceptualization strategies for case presentations and treatment planning.

e. procedures to manage a case and individual sessions.

f. matching client needs to effective treatment approaches.

g. the importance of researching the literature to remain current in the changing conditions of client care.
h. how to process through individual and group supervision, ethical and social-cultural/diversity situations and to establish a problem solving strategy.
i. how to engage in the process of feedback to enhance his/her skills and to integrate recommendations into a treatment program.
j. how to construct a treatment plan from one of the four developing case conceptualizations.
k. how to open and close a session and to keep the focus of communication on the client issue(s).
l. formulating a counseling theory for effective change. This information will focus on different types of interviewing such as structured and unstructured probes.
m. how to record in charts one of the five or six records keeping methods.
n. prioritize client safety (suicide/homicide).
o. client rights through informed consent, confidentiality, relationship alliance, and safety.

**SKILL or TECHNIQUES:**
Students will develop skills in:
a. developing a client-counselor relationship.
b. assessing and interviewing a client for problem identification
c. case conceptualization, case presentation, staffing, and collaborating in self improvement (feedback).
d. designing a treatment program.
e. utilizing one of the five or six records keeping systems.
f. interviewing for suicide ideation and/or homicidal thoughts
g. interviewing with the mental status examination
h. co-leading group therapy experiences.
i. recognizing burn-out and what constitutes counselor impairment

**ATTITUDE:**
Students will be encouraged to examine:
a. his/her attitudes toward counseling clients with diverse backgrounds. This is to include experiences which may be foreign or inexperienced by the student (divorce, abuse, etc.).
b. his/her attitude regarding receiving feedback and being supervised.
c. his/her attitude toward peer supervision.
d. his/her attitude when working with paraprofessionals and professionals at the practicum site.
e. his/her attitude when working with environmental circumstances that involve the recovery of client problems.

**INTERVENTION:**
Students are expected to practice during practicum specific interventions such as:
a. mental status examinations
b. tentative diagnoses
c. record keeping-note taking
d. problem identification
e. goal formation
f. informed consent procedures
g. case conceptualization

Course Requirements:

1. The practicum experience requires 100 hours of clinical experiences during the first seven and half weeks of the semester. Direct client contact is to be at a minimum of 30 hours of individual counseling and 10 hours of group work. No hours for the practicum can be carried over into the internship experience (CPS 7680A). It is recommended that each intern secure 30 counseling hours of individual interviewing and therapy for the semester. The strategy is to begin with a few client cases (clients) and add clients as your on-site supervisor advises evolving into several clients per week. Interviews are to be video or audio taped, and processed by the intern. The tape is to be reviewed before turning in to the GSU supervisor (with appropriate review form and questions) for feedback. Be mindful of the code of ethics and standard of practice/care, signed releases, confidentiality, and client rights. Tapes are not to be given to anyone other than your supervisor and received in like manner.

2. On-site weekly supervision with your site supervisor (the time may vary but preferably from 40-60 minutes. A log of these sessions as well as your client hours and site contacts is to be retained and turned in to your GSU supervisor. A signature is required by both of you.

3. Participation in approximately 12-15 hours per week of on-site clinical hours at the site. In the booklet of forms or Website a cumulative log is included as an example. This log is to be turned in at the end of the semester and is to list the number of clients, sessions, clinical hours, etc. (see Form 1006 of the Student Handbook). This form is to be signed by the site supervisor and the intern.

4. Attendance at a weekly one hour and forty minute group supervision session for review and discussion of client issues, counselor dynamics, and teaching of the counseling process is required. During this time exposure to intake interviews, mental status examination, assessment techniques, legal practices, treatment plan development, client reviews, developmental history taking, case notes, records, discharge planning (after care), managed care issues, ethics, suicidal prevention strategies, community resources and referrals, and client issues will be discussed, demonstrated, and taught. Interns will be required to write an intake interview, treatment plan, developmental, and discharge plan. Absenteeism is not a part of this experience. Group supervision will be conducted by Janine Kowak, Ed.D., CRC. Confidentiality is expected and is to be maintained by all members of the peer supervision group. Strict ATTENDANCE is required.
5. Time permitting at least one (1) clinical case presentation is to be conducted during the practicum. A presentation guideline will be distributed in class. The intern is to be mindful of the amount of time allotted to this sharing and what questions is to be posed.

6. Each intern is to listen to each of the three (3) tapes PRIOR to turning them into your supervisor. With each tape is to be case notes, short assessment of your positive interaction, direction of the case and areas where you have improved. These comments may reflect your progress with the process of the counseling as well as the case itself. A space on the form is left for you to write process notes for that session. Your supervisor will listen to the tape, review your notes and sign off.

7. Weekly supervision is to be scheduled with your practicum GSU supervisor. You should learn how to make efficient use of supervision for the allotted time. Protect your supervision time. This is a time to request supervision feedback and training regarding your client, counselor improvements, and skill development. Supervision will vary from 40-60 minutes and the amount of time is to be dictated by the student and supervisor. For each supervision session the intern is to develop an agenda and give it to the supervisor at the beginning of the session.

8. Several articles will be brought to class and will be required reading. Examples:


Your GSU supervisor will make at least one to two site visits per semester. During this visit he/she will meet with you and your on-site supervisor. This time will be utilized for whatever the three parties determine to be the most effective use of time.

A paper will be assigned during the first seven weeks and will be due the early part of the Spring Semester. This focus of this paper is regarding a client you have counseled for a number of sessions and who has or is experiencing a specific dysfunction. The paper will emphasize your theory of counseling with specific theory constructs and communication with this client, case conceptualization, interventions, client compliances, homework, treatment plan, and techniques. A paper outlining the specifics will be provided.

The GSU supervisor will not cross supervise the site supervisor even though in group and individual supervision you are discussing agency clients any suggestion made by a GSU supervisor is to be cleared with the site supervisor before implementing.

**Group Supervision:** A schedule for the entire semester is included in order that you might have direction for this combined experience of 7.5 week practicum and 7.5 week of internship. Since we will be together for the duration of the nine months I want you to see the direction of the experience. The group time is for the members to process their work and this will take priority to the content scheduled for each week with the exception of emergency type of training (abuse, suicide training, etc.).

Week 1: Introduction to the syllabus and CPS 7660. Site and intern introductions. How to begin and what to expect. Respecting our role as visiting interns. Introduction to the code of ethics and standard of practice. Overview to the practicum/internship process. Ethics for training such as disclosure of training status and client rights, consent, emergency reporting, and procedures of sites.

Week 2: Client records, charting (process notes), taping releases, code of ethics (confidentiality, right to treatment, informed consent, suicide, etc.). Mandated quality reviews. Proper documentation with billing numbers. Relationship development with a client. Ethical principles in case management and forensic rehabilitation.

Week 3: Beginning interviews and the rehabilitation counselor/client alliance. Apply interpersonal skills in interviewing and communicating satisfactorily with persons who have disabilities, their families, related professionals, and the general public. Client vocational evaluation. Return to work dynamics in rehabilitation counseling.

Week 4: Developing the appropriate rehabilitation plan. Assessing ergonomic risk and intervention in rehabilitation counseling. Evaluating loss and earning capacity. Identify the primary rehabilitation techniques to evaluate, train and identify employment and independent living options for persons with a disability.
Week 5: Begin the process of learning to present a case conference, presenting necessary information, asking the correct questions, and summarizing. Disability and rehabilitation issues. Developing an understanding of what it means to have a disability and what can be done to ameliorate resulting problems.

Week 6: Pharmacotherapy (medications most commonly prescribed by a psychiatrist for the most common disorders) as an adjunct to talk therapy. Contraindications and effects commonly expressed by clients. How to monitor therapy progress with and without medication. Strategies for psychiatric cases.

Week 7: Delivering culturally competent services in case management. Linguistic and cultural needs of rehabilitation clients. Developing strategies for giving clients feedback.

CPS 7660 Ending
CPS 7680 Start

Week 8: Case management in an impairment-based return-to-work process. Disability and rehabilitation research.

Week 9: Referral agencies and community resources to work with discharged clients or closed cases. Utilizing community services to assure persons with disabilities attain a satisfactory vocational adjustment.

Week 10: Present a case for peer feedback. Share the contents of one article relevant to the case being presented. A paper written in reference to comments in the permanent record and your observations in session with the client.

Week 11: Recognizing boundaries and processing in supervision. Making mistakes and learning what competence is in the professional setting. Utilizing ethical principles in the provision of services.

Week 12: Agency network (structure): learning how agencies compete for resources, clients, and public recognition. Recognizing different philosophies of treatment and conceptualizing client problems. Understand the basic application of research principles to rehabilitation.

Week 13: Holiday

Week 14: Feedback sessions for each intern student by peers. Paperwork is due and a short oral presentation on skill development. Counselor effectiveness and plans for the Internship (goal formation)
At the conclusion of the three sequence field experience each intern will have been exposed and practiced each of the below topics:

8. Intake Interview  
9. Mental Status Examination  
10. Medication and diagnosis  
11. Progress notes (charts)  
9. Hospitalization (1013, 1023)  
12. Discharge-referral process  
13. Suicide Interviewing-contracting  
14. Quality Review  
17. Role differentiation  
19. Professional Identity development

2. Case conceptualization  
4. Triage  
6. Developmental histories  
8. Release of Information  
10. Six month review-goal  
12. Dual diagnosis  
14. Boundary issue-ethics  
16. Managed Care  
18. Interventions

**ASSESSMENT AND GRADING:** Successful completion of CPS 7660 requires each intern to have received a satisfactory rating from the on-site and GSU supervisor, have met the syllabus course requirements and clinical hours. Supervisory evaluation forms are provided in the Professional Counseling Student Handbook. An evaluation form is to be given to your on-site supervisor for completion and to be processed with you. The evaluation form when signed is to be given to your GSU supervisor. Tape evaluations will be conducted throughout the semester. Progress notes will be taken and feedback, at the time, will be given to each intern. Satisfactory progress is to be accomplished for a satisfactory grade in the course. If, at any time, your GSU supervisor in consultation with your on-site supervisor assesses your progress to not meet the goals and level of therapy skills appropriate for the program and process of the practicum/internship the instructor reserves the right to terminate the experience. It is possible that some form of intern impairment may surface during the full practicum-internship experience. Should impairment as an issue be brought to the attention of the GSU supervisor by the on-site supervisor or the GSU supervisor the intern will be informed of this concern and a plan for remediation will be put into effect. A definition of impairment is:

Overholser and Fine indicate that **impairment** is evaluated in five areas: A serious deficit in any of the following:

1. factual knowledge  
2. generic clinical skills  
3. orientation-specific technical skills,  
4. clinical judgment  
5. interpersonal attributes

An operational definition of impairment for interpersonal attributes is offered by Frame and Steven-Smith:

1. being open, flexible, positive, and cooperative  
2. willing to accept and use feedback  
3. aware of impact on others
4. ability to deal with conflict, accept personal responsibility and express feelings effectively and appropriate

The GSU supervisor will ask that you read, request clarification to the list of impairment, and to sign a form that informed procedures have been followed regarding impairment.

At the conclusion of CPS 7660, 7680 and spring CPS 7680 the Supervisee Evaluation form is to be filled out by the site supervisor and GSU supervisor. The overall evaluation for satisfactory completion for this form for the knowledge base, clinical reasoning, relationship skills, assessment skills, intervention skills, written communication, oral communication, professional and ethical issues, sensitivity to diversity, and attitude toward supervision is to be a 3.5 or higher. Specific areas falling below this number will be designated improvement areas for the following semester goals. Any area falling below 3.5 at the conclusion of the 9 months may be a sufficient reason for retention.

The satisfaction grade will also be assessed upon successful completion of clinical and direct-service hours (100 clinical and 40 direct service). Satisfaction will also be based upon meeting the specific requirements set forth in the syllabus (tapes, record keeping, paper, case presentations, attendance, and sufficient number of long-term clients).
CPS 7680B INTERNSHIP

Graduate Semester credits: 3

Supervisor Instructor: Janine Kyle Kowak, Ed.D, CRC, CDMS, CCM, LPC, NCC
Course Record Number: 15484
Time and Day: Monday, 5:30-7:10 PM, 926 College of Education
Telephone and e-mail 770-381-7663 jan.k@mindspring.com
Individual Supervision: by appointment

Purpose Statement:
The goals, content and organization of this course are intended to support the Department of Counseling and Psychological Services Master’s Degree program theme: “Developing Professional Skills to Maximize Student’s Potential for Learning’ and the College and the Rehabilitation Counseling program theme: “Leadership and Scholarship Focused on Learning and Development.”

This course is designed to provide students the opportunity to develop their skills as rehabilitation counselors through a field based practicum. Students will provide direct services to consumers under the direct supervision of the faculty supervisor and on site supervisor. Students will also gain knowledge and experiences in the counseling process from the initial assessment interview to termination, case closure, and referral. The intern will process in supervision client problems and issues in the areas of ethical and legal issues, socio-cultural diversity concerns, and research in treatment effectiveness.

COE Unit Theme: Leadership and Scholarship Focused on Learning and Development.

Departmental Theme: Developing Professional Skills to Maximize Student’s Potential for Learning

Departmental Policy on Cultural and Ethnic Diversity:
The Department of Counseling and Psychological Services values diversity and is committed to fostering and maintaining an educational environment which appreciates individual differences in all areas of departmental operation including selection and admissions, hiring, classroom instruction, texts, and materials, clinical practice and supervision, research, departmental administration, and policy formation.

To this end, CPS will not tolerate or condone any, actions, practices, or processes by any CPS
faculty member, staff person, or student which discriminates against or is prejudicial toward any person or group based on race, sex, age, religion, ethnicity, nationality, disability, sexual orientation, or socioeconomic status.

Policy on Academic Honesty: Students are expected to recognize and uphold the highest standards of intellectual and academic integrity. For explicit coverage of this policy students are advised to read designated pages in the current general catalog for the University. This policy discusses plagiarism, cheating on examinations, unauthorized collaboration, falsification, and multiple submissions of material for credit without permission.

Attendance Policy:
Students are expected to attend every class. Any absences must be approved by the instructor. Missing more than two classes may result in a grade of unsatisfactory. Also, see policy as printed in general catalog.

Objectives:

1. As a base line guide each intern is to develop a goal plan for this semester. This goal plan of statements is to reflect continuation and expansion of experiences of the practicum and those skills to be acquired during this semester.

2. Students will develop skills to enable them to provide individual counseling services, group counseling experiences, and developmentally appropriate intervention strategies.

3. Students will develop skills to enable them to provide consultation services to rehabilitation professionals and outside community resources.

4. Students will develop skills to enable them to understand children and adults from a holistic, developmental approach, grounded in theory, which leads to appropriate strategies to enhance student adjustment and learning.

5. Students will develop skills to enable them to understand client needs in the context of a socio culturally diverse environment.

6. Students will develop skills to enable them to provide career guidance interventions that are developmentally appropriate.

7. Students will develop skills that will enable them to provide appropriate counseling and consultation skills for the special needs clients.

8. Students will develop skills that will enable them to work within the framework of the ethical guidelines of the American Counseling Association.

9. Students will develop skills that will enable them to work within the framework of other
counseling and educational professionals.

10. Students will develop an expanded referral system of community resources.

11. Students will be exposed to elements of setting up a private practice as well as a job search.

**COURSE ASSIGNMENTS:**

1. Interns will complete a minimum of 600 clock hours for the two-semester registration of which 240 hours are to be direct clinical hours. This semester consists of approximately 15 weeks and requires 450 clinical hours of the 600 and 150 direct service hours of the 240.

2. Interns are not required but will have the option of one hour per week of GSU individual supervision. In some situations the supervisor may require individual supervision if it is warranted. The continuation of required individual supervision is dependent upon a number of factors. Some examples be an intern has had a limited number of audio/video tapes submitted during the first 15 weeks, an intern has experienced a delay in the acquisition of clinical skills, an intern is providing long term care to a client thus has progressed further into the process of helping requiring advanced clinical skills and feedback.

3. Interns will complete a minimum of one hour and forty minutes per week of group supervision.

4. Interns are expected to attend all peer and individual supervisory sessions.

5. Interns will maintain a log of their on-site experiences. This log will include the student’s daily schedule and short write-ups of counseling experiences. The instructor will check this log periodically, and the log is to be turned in at the end of this semester.

6. Interns will make at least one (1) case presentation during group supervision. An outline will be distributed in class.

7. Interns will provide peer supervision during the group supervision.

8. Each intern will make one presentation to the group regarding counselor effectiveness. This presentation is to be derived from relevant and recent research regarding an area of the intern’s choice such as family, techniques, theory, etc.

9. Each intern will develop a clinical paper for one client they have had numerous sessions. The content of this paper will be found in attachment A.

10. Interns will be required to read the ethical guidelines of the American Counseling
Association or the American Psychological Association. In addition, each is to read the Standard of Care and Practice and incorporate the concepts into their on-site supervision and clinical practice.

11. Interns will familiarize themselves with process variables regarding termination and termination issues.

12. Interns will, during peer group discussion, share relevant and appropriate referral resources to be utilized in their counseling. Example: Substance abuse and treatment programs.

13. Interns will, after conducting several sessions with the same client, begin to focus on his or her theory of choice and note how his or her counseling reflects this theory. Process notes are to incorporate specific theory application and those aspects of theory that have yet to be experienced or practice.

14. Interns will research and share relevant information regarding socio-cultural values especially with active clients who are of a different ethnic background than the counselor.

15. Interns will share during discussion experiences they have had with termination, termination issues, and after care plans.

16. Interns will process supervisory issues either during group or individual supervision.

17. Interns will develop a resume and begin to formulate an action plan for employment.

**Class meeting dates:**

Jan. 12: Update for the month of December. Turn in clinical and direct service hours for CPS 7680A. Share and turn in goal sheet for CPS 7680B.

**Common mistakes:** trying to solve the problem before you understand the problem, focusing on someone other than the client, not asking about previous and current treatment, too much of one thing, therapist’s behaviors inappropriate to their role, setting the client up for failure, trying to be a friend, not tolerating silence, asking too many questions, not going to deeper levels, not finding out how the client has tried to solve the problem, allowing too limited a time to deal with termination, not setting limits, holding too much back from the client, discussing a problem only once, moralizing or passing judgment on the client’s problem, and not being open to feedback from the client.

**Treatment Plan writing:** role play a case interview for 20-30 minutes and peer interns develop a list of symptoms and develop a tentative hypothesis. Classroom
exercise in developing a tentative working treatment plan.

Complete treatment plan (homework) and begin examples of 4 case notes.

Assignment of case presentations

Jan. 19: Martin Luther King Holiday – no classes

Jan. 26: Goal setting for educational, motivational, and evaluative purposes
Changes: cognitive, emotional, physical, interpersonal, and behavior therapies

Feb. 2: Case presentation 1 Peer concerns

Dealing with: uncontrolled crying, strong anxiety reactions and panic, thought racing and pressured speech, depersonalization and dissociation, and loss of control over emotions.

Feb. 9: Case presentation 2 Peer concerns

Resistance (disarming behavior, innocuous behavior and provocative behavior)
Purposes and Sources of resistance
Signs (list)
Parallel Process
Catalysts for change: process comments and interpretations

Feb. 16: Case presentation 3 Peer concerns

Dealing with psychotic breaks, anger and hostility
Multicultural counseling (worldview, internalized culture, multifaceted identity, culturocentrism and standards and principles for working with diverse groups.

Feb. 23: Case presentation 4 Intern concerns
Corrective emotional response

Mar. 1: Case presentation 5 and Intern concerns

Mar. 8: Spring Break – no classes

March 15: Case presentation 6 Intern concerns
Preparing for credentialing and licensure. State requirements for post degree supervision. Ethical issues surfacing from internship experiences

March 19: Report one:
Holding environments and Projective Identification
March 22: Report two Intern concerns
Article sharing regarding effectiveness
Counseling HIV and issues surrounding General Medical Conditions

March 29: Report three Intern concerns
DSM-IV treatment plans and referral where medication is an issue
Counseling with diversity: ethnic and sexuality issues

April 5: Report four Intern concerns:
Substance abuse/alcohol treatment programs, etc.
Types, Assessment, Issues, and Treatment

April 12: Report five Intern concerns
Record keeping for CPS 7660 and 7680-process quality review for final feedback and performance evaluation. Scheduling site evaluations

April 19: Report six Intern concerns
Termination and closure issues

April 26: Report seven Intern concerns

May 3: Quality Review (QA-internal) and Utilization Reviews (external)
Triage and managed Care.
Final paperwork due. Closure at sites and with clients.

Grading:

Successful completion of CPS 7680C-B is to receive satisfactory rating from on-site and GSU supervisors as well as satisfactory completion of all requirements to include paperwork. All interns are to have transferred on-site clients through the respective procedures for that agency.
Appendix A

Paper Report

1. Select from those clients you have been counseling for a number of sessions (10+) and one that has been assessed a disability and develop a paper of 12-15 pages. Paper is due during the third class meeting in April. Also utilize your transcripts to assist you in the development of this paper. This paper requires more than his report.

Paper
A. Definition of the disability. This definition is to be developed from literature articles, writings, and even to the usage definition. If the client has suffered say “abuse” also include the definition (literature) that describes “abuse”.

B. Frequency/incidence of the disability in society. This may be broken down into gender, age grouping, culture, and overall percentage. Follow this documented information with the frequency you found through your assessment (transcript, etc.)

D. Diagnostic criteria and process of conducting the diagnosis. This is to include interviewing strategies and types known to be more effective. This section is to contain instrumentation and questionnaires utilized for assisting in the diagnosis or estimating improvement rates. If you can secure that instrument for demonstration to the class this would be helpful. Make sure your paper talks to typical or identified elevation scores for the instruments and particular questions for that disorder.

E. Medication: Comment upon the more common prescribed medications for that disorder. Include contraindications and how to monitor for compliance.

F. Include the case conceptualization diagram and written portion for the understanding of what this client is experiencing. See the four pages following this assignment for case conceptualization.

F. Treatment: Develop a treatment plan for this disability including most likely techniques or strategies for working with the disability.

G. Referral or discharge: List any specific recommendations known for rehabilitation.

H. List any ethical or legal alerts known for this disability.
Case Formulation

Client 1

**Overt Difficulties**

1. Disability:
   - Physical:
   - Cognitive:
   - Emotional:

   Behaviors
   - Overt:

   Physiological:

   Verbal:

   Moods

**Underlying Psychological Mechanism**
Deficits responsible for over difficulties
a. Autonomy

b. Connectedness

c. Social Dependency

d. Limits/Standards
Case Formulation

Client 1

Identifying Information:

Chief Complaint:

Problem List:
1.
2.
3.
4.
5.
6.

Hypothesized mechanism

Precipitants of current problem:

Origins of the central problem:

Treatment Plan:

Predicted obstacles to treatment:

Management
Overt Difficulties: real life problems such as depressed mood, panic attacks, procrastination, difficulty getting along with others, suicidal thoughts.

Underlying psychological deficits that underlie and cause the over difficulties. Can be expressed as “irrational beliefs about Psychological self”—(example: I am a failure”, “I can’t seem to sustain a relationship”)
Mechanism

1. **Overt Difficulties (OD)**
   - Macro manage: depression, that which is described by the client
   - Micro manages: cognition, behaviors, moods.
     - Cognition: self-critical thoughts
     - Behavior: 3-overt, physiological responses, and verbal behavior
     - Overt: I spent hours in bed reading novels, over eating, arguing
       (example: I spent hours telephoning my partner)
     - Physiological: verbal: requests for reassurance, frequent hostile demands, or suicidal threats
   - Relationship among components:
     a. Synchrony-problem in one area indicates problems in another. Deficit in one area manifested in other two
     b. Interdependence-change in one area likely to reflect change in others.
       (Example: recommended exercise-client thinks differently about self, reduction in negative thinking, feels better, weight loss, achievement, etc.)

2. **Underlying Psychological Mechanism: (“I can’t find someone who will make a commitment I always seem to scare them away”)**
   a. Not always underlying belief-can be lack of problem solving skills
   b. Some may say (I know I can develop a relationship but I always push (scare) them away-alternative pathways.
   c. Self-concept and worthiness determined by irrational beliefs
   d. Cognitive therapists believe in irrational beliefs (problems of autonomy and problems of social dependency). Clients with autonomy concerns require independence, accomplishment, and achievement to feel worthwhile. Dependency-must feel loved, approved of, and cared for by others to feel worthwhile.

3. **Environmental Factors:** Client may function well until a relationship ends or begins a new one like a promotion not achieved (rejected)

4. **Biological Models:** Medication may affect (antidepressants) manic-depressive, obesity, alcoholism, anxiety disorders, etc.

5. **Role of Case Formulation**
   a. Understand relationship among problems
   b. Choose a treatment modality
   c. Choose a rehabilitation strategy
d. Choose a rehabilitation point

e. Predict behavior—such as homework (how will direct client react according to what (problem) is being targeted.

f. Understand and manage noncompliance (late—is it within normal, is this problem one working on)

g. Understand and work on relationship issues

h. Make decisions about counseling issues

i. Redirect an unsuccessful treatment

5c. Guides counselor for intervention strategies

a. Depressed clients treated with pleasant events, cognitive disputation or medication

b. Anxious patients with exposure, relaxation, feedback, and assertiveness training

c. Counselor understands three overt components and hypothesis of mechanism underlying the problem, guides the choice of rehabilitation.

5d. Does rehabilitation counselor work to expose and change the underlying mechanism?

or

Does rehabilitation counselor work to change overt behaviors, cognitions, and moods?

Top/down approach—change in OD produces more change in both OD and UPM than other way around.

6. Case Formulation guidelines

a. Problem list is helpful (what do all problems have in common?)

b. Proposed underlying mechanism (heart of case formulation)—like “If I get close to someone I will get hurt”

c. Account of way in which the proposed mechanism produces the problems on the problem list

d. Precipitants of current problem

e. Origins of the mechanisms in the patient’s early life

f. Predicted obstacles to treatment based on the formulation
Georgia State University  
Rehabilitation Counseling Advisory Panel Questionnaire - Program

Instructions: Please aid us in evaluating the effectiveness of our educational program, by rating how well the following objectives are met by GSU’s Rehabilitation Counseling Graduate Program.

<table>
<thead>
<tr>
<th>Objectives</th>
<th>(1) Poor</th>
<th>(2) Average</th>
<th>(3) Good</th>
<th>(4) Very Good</th>
<th>(5) Excellent</th>
<th>Don’t know or not applicable</th>
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<tbody>
<tr>
<td>(1) The program of study assists students in acquiring a solid foundation concerning the basics of rehabilitation.</td>
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<td>(2) The program provides opportunities for professional development.</td>
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<td>(3) Students are given opportunities to &quot;develop a commitment to assist individuals with disabilities in using their own resources and opportunities to meet their developmental, vocational, and educational needs.&quot;</td>
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<td>(4) Students are encouraged to &quot;exercise skills and competencies on a high ethical level and with personal integrity.&quot;</td>
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<td>(5) The required curriculum provides essential knowledge, skills, and attitudes needed to function as a qualified, professional Rehab. Counselor.&quot;</td>
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<td>(6) The practicum and internship experiences (including supervision) sufficiently prepare students for applied practice.</td>
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<td>(7) Throughout the course of study, students are provided opportunities to interact with individuals with disabilities in a variety of community and rehabilitation settings.</td>
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<td>(8) Program graduates are able to practice rehabilitation counseling in a legal and ethical manner, while displaying a working knowledge of the history, philosophy, and legislation concerning rehabilitation delivery systems.</td>
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<td>(9) Program graduates are competent in the areas of individual, group, and/or family therapy.</td>
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<td>(10) Graduates are adept in the practice of rehabilitation planning and case management.</td>
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<td>(11) Program graduates are proficient in using their knowledge of vocational and career development in the practice of rehabilitation counseling.</td>
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<td>(12) Graduates are trained to obtain and utilize information from rehabilitation research, in order to effectively practice rehabilitation counseling.</td>
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<td>(13) Graduates are able to identify and implement assessment information that is necessary for the practice of rehabilitation counseling.</td>
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Additional Comments: (Continue on reverse side if needed)

____________________________________________________________________________________

Submitted by: (optional) ___________________________ Date: __________
Instructions: Please aid us in evaluating the effectiveness of our educational program, by rating how well GSU Rehabilitation Practicum/Internship students meet the following objectives.

<table>
<thead>
<tr>
<th>Objectives</th>
<th>(1) Poor</th>
<th>(2) Average</th>
<th>(3) Good</th>
<th>(4) Very Good</th>
<th>(5) Excellent</th>
<th>Don’t know or not applicable</th>
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<tr>
<td>(1) Demonstrates a commitment towards the development of professional competencies.</td>
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<td>(2) Displays proficiency in the performance of tasks associated with working as a Rehabilitation Counselor.</td>
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<td>(3) Integrates social, cultural, economic, environmental, and disability-related components in planning and case management.</td>
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<td>(4) Exercises skills and competencies on a high ethical level and with personal integrity.</td>
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<td>(5) Able to establish individual goals and objectives with counseling clients.</td>
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<td>(6) Facilitates clients’ personal responsibility and independent decision-making.</td>
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<td>(7) Exhibits flexibility, skill, and knowledge while providing services to individuals with varying disabilities and needs.</td>
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<td>(8) Has working knowledge of career development theories and understands the significance of work in individuals’ lives.</td>
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<td>(9) Able to utilize acquired assessment information concerning an individual’s disability, in order to plan for appropriate services.</td>
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<td>(10) Able to obtain and utilize information from rehabilitation research, in order to effectively practice rehabilitation counseling.</td>
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<td>(11) Institutes relevant legal principles and ethical decision-making skills in the settlement of ethical dilemmas.</td>
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Additional Comments (continue on reverse side if needed):

__________________________________________________________________________
__________________________________________________________________________

Submitted by: (optional)_________________________________  Date:__________
Return to
Dr. Roger O. Weed
MSC 6A915
Georgia State University
33 Gilmer Street SE Unit 6
Atlanta GA  30303-3086
GSU Rehabilitation Counseling Graduate Questionnaire

Please circle your answers to the following questions with 1 being the lowest and 5 being the highest.

1. How well did the Rehabilitation Counseling Education Graduate Program prepare you for your job?
   - Poor
   - Below Average
   - Average
   - Very Good
   - Excellent

2. How would you rate the program's recognition, support, and resources?
   - Poor
   - Below Average
   - Average
   - Very Good
   - Excellent

3. How effective was the practicum and internship experience?
   - Poor
   - Below Average
   - Average
   - Very Good
   - Excellent

4. How satisfied are you with your employment and achievement in the profession?
   - Poor
   - Below Average
   - Average
   - Very Good
   - Excellent

3. Which courses in the Rehabilitation Counseling Education Graduate Program did you find most valuable?

4. Which courses in the Rehabilitation Counseling Education Graduate Program would you eliminate or change?

5. What would you consider the most valuable aspects of the Rehabilitation Counseling Education Graduate Program?

6. What would you consider the least valuable aspects of the Rehabilitation Counseling Education Graduate Program?

7. What accomplishments since graduation would you like us to know about you or others (publications, presentations, awards, community and professional service, etc.)?

Additional Comments:

Return to: Dr. Roger Weed, CPS, 9th Floor COE, Georgia State University, Atlanta, GA 30303
This listing is an example of sites available for the practicum/internship experience, and it is subject to periodic changes. You are encouraged to locate a site that most closely fits with your professional goals and it does not need to be a site that is listed. For an updated list please go to the practicum/internship web site https://ssl.education.gsu.edu/cps/practicum-internship/main.asp.

**Alpha Care**  
1827 Powers Ferry Rd. Bdg. 15  
Atlanta, GA 30339  
770-916-9020  
Individual, couples, families; primarily Christian population

**AT&T Employee Assistance Program**  
1200 Peachtree Street, NE  
Atlanta, GA 30309  
404-810-8766  
Assessment & referral, organizational interventions, crisis response

**Atlanta Center for Eating Disorders**  
2300 Peachtree Rd., Suite 2010  
Atlanta, GA 30338  
770-458-8711

**Atlanta Transitional Center/ GA Dept. of Corrections**  
332 Ponce de Leon  
Atlanta, GA 30308  
404-206-5130  
Men/correctional

**Brawner Psychiatric Institute**  
3180 Atlanta Street  
Smyrna, GA 30080  
770-436-0081, ext. 130  
All populations (inpatient)

**Bridge Family Center of Atlanta**  
1559 Johnson Rd., NW  
Atlanta, GA 30318  
404-792-0070  
Adolescents in crisis

**Center for the Visually Impaired**  
762 Peachtree Street, NE  
Atlanta, GA 30308  
404-875-9011  
Children & adults

**Center for Rehabilitation Technology**  
Georgia Institute of Technology  
490 10th Street  
Atlanta, GA 30322  
404/894-4960

**Center for Rehabilitation Medicine**  
Emory University

**Charter Peachford Hospital**  
2151 Peachford Road  
Atlanta, GA 30338  
770-455-3200  
Adolescents/adults

**Charter Peachford Hospital at Laurel Heights**  
934 Briarcliff Rd. NE  
Atlanta, GA  
404-888-7860  
Adolescents/adults/families
Clayton Center A&D
853 Battle Creek Road
Jonesboro, GA 30236
770-478-1099
A&D rehabilitation

Clayton College and State University
Morrow, GA
Counseling Center 770-961-3515
Students

Council on Battered Women
P. O. Box 54383
Atlanta, GA 30308
404-870-9600
Women & children

Dekalb Addiction Center
1260 Briarcliff Road
Atlanta, GA 30306
404-894-5571
Substance abuse, alcohol

Dekalb Community Services Board
445 Winn Way
Decatur, GA 30031
404-508-7779
(locations at Clifton Springs, N. Dekalb and Winn Way)
Adults, adolescents & children

Division of Rehabilitation Services
Several Locations Ages 16+ rehabilitation

Eastside Heritage Center
2160 Fountain Drive
Snelville, GA 30278
Geriatric/alzheimers

Emory University Autism Resources Ctr
718 Gatewood Road
Atlanta, GA 30322
404-727-8350
Children/adolescents

Ft. McPherson - A&D Program
US Army Health Clinic ADAPCP
Community Mental Health, Bldg. 171
Ft. McPherson, GA 30330
404-464-2123
Adults, individuals & groups

Georgia Council on Child Abuse
1375 Peachtree St, Suite 200
Atlanta, GA 30309
404-870-6555 or 404-870-6587
Adolescents/Adults over Help Line

Georgia Dept. of Corrections
1010 W. Peachtree St.
Atlanta, GA
404-206-5033
Recovering addicts & violent offenders

Georgia Highlands/CSB
P. O. Box 38
Jasper, GA 30143
706-692-4810
Adults 50+/seniors

Georgia Mountains Community Services
Dawson Mental Health Center
P. O. Box 384
Dawsonville, GA 30534
706-265-4357
Adults & children (rural setting)

Grady Memorial Hospital-Adult Day
206 Edgewood Ave.
Atlanta, GA 30303
404-223-1800
Adults

GSU Placement Office
University Plaza
Atlanta, GA 30303
404-651-2223
Students
**GSU Student Support Services**  
152 Sparks Hall  
Atlanta, GA 30303  
404-651-3357  
Students & students with disabilities

**Jewish Family Services**  
4549 Chamblee Dunwoody Road  
Atlanta, GA 30338  
770-677-9300  
Families, children & elderly

**Odyssey Family Counseling Center**  
3578 S. Fulton Ave  
Hapeville, GA 30354  
404-669-3462  
Adults, individuals & groups

**Phoenix Alliance, Inc.**  
P.O. Box 487  
5478 Memorial Drive, Suites D & E  
Stone Mountain, GA 30083  
404-501-9050  
Substance abuse, DUI, individuals & groups

**Promedica Research Center**  
3562 Haberham at Northlake, J-2000  
Tucker, GA 30084  
770/492-3330  
Schizophrenia

**Ridgeview Institute**  
3995 S. Cobb Drive  
Smyrna, GA 0080  
770-434-4568  
EAP Program, adults (psychiatric)

**Side by Side Clubhouse**  
755 Commerce Drive, Suite B  
Decatur, GA 30030  
404/378-1139  
brain injury

**Shepherd Center**  
1942 Clairmont Road  
Decatur, GA 30033  
404-603-1432  
Brain injury and pain clinic

**Tanner Medical Center**  
815 Cedar St.  
Carrollton, GA 30117  
770-834-8327  
Adults, EAP

**VA Medical Center-CWT**  
1670 Clairmont Road  
Decatur, GA 30033  
404-321-6111  
Veterans/substance abuse
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GEORGIA STATE UNIVERSITY

Georgia State University has evolved from a small school of commerce in 1913 with forty-seven students. It is the second largest university in Georgia. Granted university status in 1969, it now has an enrollment of over 25,000 students. It is comprised of six degree granting schools: Health Sciences, Arts and Sciences, Business Administration, Education, Law, and the School of Policy Studies. Georgia State University is in the heart of the business district of downtown Atlanta, with part of its campus having been built over city streets and over its own parking and service areas. A landscaped plaza connects many of the buildings, ten of which have been added to the campus in the past decade.

Georgia State University is predominantly a commuter school. However, there are dormitories available to students. There is bus service and the rapid rail system for most of Atlanta, and commercial student parking decks on campus. Because graduate school classes are offered in both the day and the evening, many of the students work and go to school. Tuition rates vary for in-state and out-of-state students. Residency status is determined by the residence auditor of the University. There are a limited number of assistantships available in the University and in the Department of Counseling and Psychological Services (CPS); however, most students have part or full-time jobs as they attend school. Normally, students take between nine and fifteen hours of credit per semester.

COUNSELING AND PSYCHOLOGICAL SERVICES

The Department of Counseling and Psychological Services (CPS) is part of the College of Education. The students are prepared to work in such settings as rehabilitation, schools, corrections, colleges, and in various mental health facilities. Specific master's programs are available in professional counseling, rehabilitation counseling, elementary/middle school counseling, secondary school counseling, and school psychology. Specialist in Education (Ed.S.) degrees can be obtained in school counseling, school psychology, and professional counseling. Doctoral (Ph.D.) degrees can also be obtained in school psychology, counseling, and counseling psychology.

A student's skills are developed not only from multidisciplinary course work in and out of the department, but from extensive supervised practice and internship throughout the metropolitan Atlanta area.

The educational facilities of the CPS department are located in the College of Education building. The most modern audiovisual equipment is available. Group rooms, observation areas, a playroom, and special classrooms were designed specifically for the department.

The Family Education Center became an active component of the College of Education in 1979. The center is housed within the Department of Counseling and Psychological Services and houses the assessment library of materials and equipment for the school psychology training program. The center also offers limited services in psychoeducational assessment for school children.

FACULTY
Primary School Counseling Faculty
Dr. Dana Edwards     Dr. George McMahon

Other Counseling and Psychological Services Faculty
Dr. Julie Ancis       Dr. Gary Arthur       Dr. Jeff Ashby
Dr. Greg Brack       Dr. Catharina Chang       Dr. Barry Chung
Dr. Steve Decker       Dr. Bryan Dew       Dr. Catherine Cadenhead
Dr. Joseph Hill       Dr. Susan Katrin       Dr. Roy Kern
Dr. Kenneth Matheny       Dr. Joel Meyers       Dr. Robin Dock
Dr. Karen Ripley       Dr. Stephen Sampson       Dr. Christine Siegel
Dr. Kristen Varjas       Dr. Roger Weed

STAFF
Katie Lowry, Business Manager       Patrice Hinton Oswalt, Academic Advisor
Rosalind Gates, Administrative Coordinator       Annette Johnson, Administrative Coordinator
Phyllis Smiley, Administrative Assistant       O’Neal Cook, Staff Assistant

PROGRAM INFORMATION
The Master of Education program in School Counseling is accredited by The Council for Accreditation of Counseling and Related Educational Programs (CACREP). Graduation from this program does not lead automatically to certification as school counselors or licensure as a Licensed Associate Professional Counselor (LAPC) or as a Licensed Professional Counselor (LPC). Students are, however, academically prepared to sit for the Praxis II subject in school counseling and the National Certified Counselor Credential (NCC) [formerly known as the National Certified Counselor Exam] upon the completion of the degree. Students should contact the Georgia Professional Standards Commission (PSC) for more information on the certification requirements for school counseling---404-657-9000 or http://www.gapsc.com/. Students should contact the Georgia Composite Board of Professional Counselors, Social Workers, and Marriage and Family Therapists for more information regarding licensure requirements for professional counselors---478-207-1670 or http://www.sos.state.ga.us/plb/counselors/.

The Department of Counseling and Psychological Services is not a licensure organization. Students are responsible and accountable for obtaining licensure information to be a Licensed Professional Counselor in the state of Georgia from the Georgia Composite Board of Professional Counselors, Social Workers, and Marriage and Family Therapists. If students are planning to practice in a state other than Georgia, it is their responsibility to know this information. The department does not speak for the licensing board.
**Endorsement Policy:** The Department of Counseling and Psychological Services requires that program faculty endorsement for graduation be given only for the program for which the graduate student has been prepared. Endorsement for licensure is at the discretion of the individual supervisor.

**STUDENT ACTIVITIES**

All graduate students in CPS programs are strongly encouraged to join a professional organization (as student members) that most closely fits with their intended career goals. Possible organizations include American Counseling Association (ACA) and any divisions/branches of ACA which are appropriate, the Licensed Professional Counselors’ Association of Georgia (LPCA of GA), the Georgia Association for Play Therapy (GAPT), the International Association for Play Therapy (IAPT), the American School Counselors Association (ASCA), the Georgia School Counselor’s Association (GSCA), and any other appropriate professional organizations. Students are also encouraged to demonstrate involvement in their affiliated organizations and to present papers at local, regional, and national meetings of professional organizations.

**PROFESSIONAL DEVELOPMENT**

The Department of Counseling and Psychological Services (CPS) offers professional development in the form of seminars and workshops. The seminars represent a wide variety of topics and interest areas and are taught by the CPS faculty and adjunct professors. Focuses of the seminar topics are within the eight content and practice behaviors representing the core study for professional counseling, school counseling, and rehabilitation counseling. Students in the various programs are encouraged to attend the seminars and to collaborate in presentations.

**STUDENTS’ RESPONSIBILITIES**

Graduate students must assume full responsibility for knowledge of the policies, rules, and regulations of the College of Education and the university as well as the departmental requirements concerning their individual programs.

It is the responsibility of the student to become knowledgeable of and to observe all regulations and procedures required by the program being pursued. In no case will a regulation be waived or an exception granted because a student pleads ignorance of the regulation or asserts that the individual was not informed of a specific requirement by an adviser or other university authority. Each student should become especially familiar with the chapters of the graduate catalog (2002-2003) that present the academic requirements for the degree being sought, the offerings and requirements of the student’s major department, and any changes published in the *Schedule of Classes* bulletin each academic term.

While the provisions set forth in the catalog (2002-2003) will ordinarily be applied as stated, Georgia State University and the College of Education have the right to change any provision, including but not limited to academic requirements for graduation, without actual notice to individual students. Every effort will be made to keep students advised of any such changes. Information on changes will be available in the Office of the Registrar for changes made by the university and in the Office of the Dean and Office of Academic Assistance and Graduate Admissions when changes are made by the College of Education. It is especially important that each student note that it is the individual student’s responsibility to keep apprised of current graduation requirements for his or her particular degree program.

You can buy a graduate catalog at the GSU bookstore or view the GSU Graduate Catalog at
CHANGING MAJOR OR DEGREE STATUS

A Georgia State University graduate student who wishes to change to a different graduate major must complete an application form and supply all required admission materials for the new major. In the College of Education, course work completed in the previous program may be counted toward the requirements for the new major if the courses match those described in the new major’s program description and the credits meet all other College of Education guidelines for degree completion and if the student’s new program adviser approves the application of previously earned credits toward the new program. If the new major is offered by another college, the student should contact the appropriate graduate office in that college for information about applying to its graduate program.

A graduate student admitted in nondegree status who wishes to become admitted in a degree-seeking status must complete an application form and supply all required admission materials for the new degree program. He or she does not have to pay the application fee an additional time. No more than nine semester hours of course work taken while the student is admitted as a nondegree student may be applied to a master’s or doctoral program in the College of Education.

ACADEMIC DISCIPLINE POLICY

Scholastic Warning

A graduate student whose cumulative grade point average (GPA) falls below a 3.00 at the end of a term or who fails to maintain the level of academic performance required by the department of his or her major will be placed on scholastic warning. GPA will be calculated based on all attempts at courses numbered 6000 or higher and will include any such courses whether or not they are required in the student’s program of study. The original grade in a course that has been repeated is not dropped from the cumulative GPA for purposes of determining academic standing. Upon completion of the subsequent term of required course work, if the cumulative GPA is at least 3.00, then the student will return to good standing.

A student who wishes to take a course or courses for personal enrichment or for other purposes not related to pursuit of a degree or certification program may audit those courses unless he or she wishes to have grades from that course or courses included in the cumulative grade point average for academic standing purposes.

A graduate student on scholastic warning whose GPA is not at least 3.00 upon completion of the subsequent term of required course work but whose latest term’s grade point average is at least 3.00 will remain on scholastic warning until the cumulative grade point average of 3.00 is achieved. At that time, the student will return to good standing. A student may not graduate while on scholastic warning.

Scholastic Suspension

A graduate student on scholastic warning whose grade point average is not at least 3.00 and whose latest term’s GPA is not at least 3.00 will be suspended from the university for one academic term. During the term of suspension, the student may petition for readmission by completing a Petition for Readmission After Scholastic Suspension form and a reentry form and submitting them to the Office of Academic Assistance and Graduate Admissions (300 College of Education Building) by the following deadlines:

- To reenter Fall Term: June 15
- To reenter Spring Term: October 15

http://www.gsu.edu/~wwwreg/gradcat0203/Gradcat0203home.htm.
To reenter Summer Term March 1

Scholastic Probation

A student who is reinstated after scholastic suspension will be on scholastic probation. If the student’s graduate grade point average for any term following reinstatement falls below 3.00, the student will be scholastically excluded from the College of Education. If the student’s cumulative GPA is less than 3.00, he or she will be given 12 semester hours in which to raise the cumulative grade point average to at least 3.00.

Scholastic Exclusion

A student may be scholastically excluded from the College of Education for one or more of the following three reasons:

1. The student completed an academic term in which he or she did not earn a term GPA of at least 3.00 while he or she was on academic probation.
2. The student did not achieve or maintain a cumulative graduate GPA of at least 3.00 by the end of the first 12 semester hours completed following reinstatement.
3. The student failed to maintain the level of academic performance required by the department of his or her major.

A student scholastically excluded from the College of Education will not be admitted to any College of Education program and may never enroll in any College of Education course offerings.

PROGRAM OBJECTIVES

MISSION STATEMENT: The School Counseling program within the Department of Counseling and Psychological Services at Georgia State University is dedicated to training school counselors who are prepared to provide a developmentally appropriate, preventive school counseling program for all students, teachers, parents, administrators and community members.

PROGRAM PHILOSOPHY: The School Counseling program within the Department of Counseling and Psychological Services at Georgia State University is organized according to the training guidelines of the Council for Accreditation of Counseling and Related Educational Programs (CACREP). The CACREP training model prepares school counselors to design and implement a developmentally appropriate, preventive program that meets the needs of all students. In order to understand and meet student needs from a holistic perspective, the training model places great importance on consultation and collaboration with significant people in students’ lives such as teachers, administrators, parents and community agencies. This training program prepares school counselors to consult and collaborate with teachers and administrators in order to create positive learning environments for diverse student populations.

The School Counseling program theme is “Developing School Counseling Skills to Maximize Students’ Potential for Learning.” This theme was selected based on the program faculty’s belief that the primary role for school counselors is to prepare students for the learning process. The academic success of children and adolescents is in large part dependent on their self-image and their ability to cope with normal developmental issues such as accepting responsibilities, making friends, and physical changes. Additionally, a large group of today’s school students face overwhelming life events such as abuse, neglect, poverty, drug and alcohol problems, and safety issues in their own neighborhoods. School counselors must be prepared to assist these students to overcome these extremely negative situations if the students are to learn and grow. School
counselors serve an integral role in the process of educating youth, and must be prepared for collaboration with each group of significant people in the students’ lives.

GOALS:

1. Students will develop skills to enable them to provide individual counseling services, group counseling experiences, and developmentally appropriate classroom guidance lessons for children and adolescents that are consistent with the National Standards for school counseling programs.
2. Students will develop skills to enable them to understand children and adolescents from a holistic, developmental approach, grounded in theory, that leads to appropriate strategies to enhance the adjustment and learning of all students.
3. Students will develop skills to enable them to develop a comprehensive, developmentally appropriate guidance program and to evaluate the program’s effectiveness.
4. Students will develop skills to enable them to understand child and adolescent needs in the context of a socioculturally diverse school environment.
5. Students will develop skills to enable them to provide a career guidance program that is developmentally appropriate.
6. Students will develop skills to enable them to provide collaborative consultation services to teachers, parents, administrators, other school professionals and community resources.
7. Students will develop skills that will enable them to provide appropriate counseling and consultation services for special needs students, their families and teachers.
8. Students will develop leadership skills to enable them to advocate for students, parents, and others.
9. Students will develop skills that will enable them to work within the framework of ethical guidelines of the American Counseling Association and the American School Counselors Association.
10. Students will learn their legal responsibilities as school counselors.
11. Students will develop skills that will enable them to work within the framework of an existing school guidance program and work in collaboration with other counseling and educational professionals to enhance learning for all students.
12. Students will develop skills that will enable them to use technology in appropriate ways with students, parent, teachers, and other school staff.
13. Students will use current school counseling research to develop, monitor, and evaluate effective counseling programs.

PETITIONS AND APPEALS

There are petition and appeals procedures for students within the College of Education for the resolution of academic problems that are not governed by university policy. Students enrolled in other Georgia State University colleges follow the same process when a request involves College of Education courses or program requirements.

Petition for Waiver or Variance: This petition allows for a request for an exception to established academic policies and procedures in College of Education programs. All proposed deviations from the program of study as contained in this bulletin must have prior approval of the academic advisor, the department chair and the dean. A standard petition form for each proposed program deviation must be completed by the student. A petition form can be obtained from the Office of Academic Assistance (300 College of Education Building). This petition form must be submitted by the end of the semester prior to the semester in which the exception is needed.

Petition for Resolution: This petition allows for a request to redress academic treatment believed to be injurious, unjust, or wrong. A petition form can be obtained from the department which is the source of the complaint. This petition must be initiated by written request to the department for a conference with the professor and department chair before the end of the semester in which the academic problem occurred. The entire petition process must be completed within ten (10) working days following the request for the conference.

Appeal Procedure
Any student in the College of Education may appeal to the Student Affairs Committee for review of a petition decision thought by the student to be arbitrary, capricious, or discriminatory. This appeal must be initiated within thirty (30) working days following completion of the petition process. To initiate an appeal, the student must schedule an appointment to meet with Dr. Beth Farokhi, 300 College of Education Building, telephone (404) 651-2843.

**Policy on Student Development and Retention**

The Department of Counseling and Psychological Services (CPS) is committed to the professional and personal development of students in all of its masters, Ed.S., and doctoral programs. Since completion of all of these programs leads directly to entry into the professions, the CPS faculty members place considerable emphasis on academic performance as well as on students’ suitability for responsible participation in their chosen field. To meet this obligation, CPS faculty members monitor both academic performance and non-academic behavior in order to identify, nurture, and support appropriate behaviors and respond and intervene when inappropriate behaviors are noted. We will implement the following procedures in each of the four CPS masters programs when inappropriate behaviors have been identified. At any time, the seriousness of a given incident or set of behaviors may result in a decision by the program faculty, the program coordinator, and the department chair, in consultation with the university’s Office of Legal Affairs, to bypass intermediate steps and convene the department’s ad hoc retention committee to gather information and recommend departmental action in the matter.

1. At the beginning of each fall semester, program coordinators for each master’s program will name a review committee of two faculty members who will have the responsibility of reviewing the non-academic reports for master’s students in their respective program.

2. Once a student is accepted into a master’s program, the review committee will create a file that contains faculty reports of academic and non-academic behaviors. The respective program coordinators will maintain the files.

3. Department faculty members are charged with the responsibility of continuous evaluation of all student behaviors throughout a student’s enrollment in his/her program. At any time, a faculty member may prepare a statement citing positive or negative behaviors of a student. The student must be informed of the statement and sign an attached statement showing their knowledge of the report and the fact that the report will become a part of a file to be kept in the department for review by the faculty. If the report is negative, the faculty member will write a statement of the incident(s), sign it, and obtain the student’s signature acknowledging the existence and intended use of the information. At this point, the faculty member and student may determine an appropriate remedy to the behavior. If they decide on such a remedy, they will write a brief statement (signed by both the student and the faculty member) indicating agreement and submit this statement to the program coordinator of the program for which the student is enrolled. If the student and the faculty member do not agree on a course of action, the student or the faculty member may take the issue to the department chair and request the formation of a retention committee to review the matter.

4. At the regularly scheduled semester review, the review committee for each program will examine the folders of non-academic behavior for all students in the program. They will review the files for indications of repeated incidents, both positive and negative. The
committee will compose a statement citing positive behaviors in a letter format and will send it to every student who fits the criteria. Negative statements and accompanying information will be reviewed by the review committee for possible additional action by the program faculty.

5. Negative statements and accompanying information may form the basis for the following actions by the review committee:

   a. preparation of a written statement for the student showing the seriousness of the recorded negative behaviors and the expectation of receipt of satisfactory completion of a program to correct or stop the behaviors; or

   b. review of the student’s suitability for the respective profession by the entire program faculty who may, in turn, recommend remedial work* for the student; or

   c. referral of the matter to the department chair for the formation of a retention committee for a formal hearing.

6. The ad hoc retention committee is the last step in the review of a student’s academic and/or non-academic suitability for entering the profession if a problem has been identified. The procedure for the formation and conduct of the ad hoc retention committee is as follows:

   * Remedial work is any program of activity agreed upon by both the faculty and the student designed to remove or correct negative behaviors within a specified time.

   Procedures for Retention Committee Hearing

The procedures for the retention committee hearing are as follows:
1. The program coordinator of the program in which the student in question is enrolled will, after consultation with the program faculty, request from the department chair the appointment of an ad hoc retention committee to receive information as regards the suitability of the student for the program.

2. The department chair will then appoint three faculty members from the department faculty-at-large who have not had the student in question in any class, or supervised the student in any activity in the department or had any relationship with the student in any other activity. One of the three faculty members will also be appointed retention committee chair.

3. The department chair will brief the committee members on the purposes and procedures of the hearing process. Attorneys from the university’s Office of Legal Affairs may be included in these discussions.

4. The purposes of the retention hearing are to (a) gather information as regards the student’s behavior, (b) consider the information given in light of the concerns about the student’s suitability for the program and (c) prepare a recommendation for the faculty as regards the student’s future participation in the program.
5. The department chair will send a certified letter to the student notifying the student of the formation of the ad hoc retention committee to consider the student’s suitability (academic and/or non-academic) for the program. The letter will identify the retention committee members and chair and notify the student that additional information will be forthcoming from the retention committee chair.

6. The retention committee chair will develop a calendar of events for the preparation of the retention committee hearing, the date for the hearing, and notification of persons to appear for the hearing. The student will be given notice of the above date and information by certified letter postmarked at least seven days (7) in advance of the hearing.

7. The student will be informed of the information received and the persons who will appear to present information to the retention committee. At least seven days (7) prior to the date of the retention committee hearing, the student will be sent copies of all documents and the names of all who will appear. The student should provide to the retention committee chair a copy of all documents that he/she will submit to the committee at least 24 hours prior to the retention committee hearing. The student may choose to present information at the hearing or have persons present information relevant to any incidents described in the information received by the committee.

8. The retention committee chair will be responsible for securing appropriate space for the hearing, providing the necessary supplies and equipment for recording the hearing, and notifying persons who are to provide information about the date, time and location of the hearing.

9. The student is to be informed that the hearing will not allow for participation by an attorney or other representative. However, an attorney or representative may accompany and give advice to the student. The student is to notify the chair of the retention committee if an attorney or representative will be present. The retention committee chair will, in turn, notify the university’s Office of Legal Affairs of the expected presence of an attorney or representative and the person’s name.

10. The retention committee chair shall preside over the hearing and be responsible for recording the hearing.

11. All oral presentations will be given under oath and recorded; written presentations must be signed by the preparer and have a statement swearing or affirming the truthfulness of the information included with the written material. The student has the right (at his/her expense) to receive a copy of tapes of the hearing and documents presented.

12. Members of the committee and the student may ask questions of persons providing information for the purpose of clarifying information; as this is not an adversarial proceeding, no questions can be asked except to clarify material presented to the committee.

13. At the conclusion of the presentation of the information, the student will be allowed an opportunity to present information to challenge the information presented as well as describe their own understanding of events.

14. After all information has been received, the retention committee will meet in closed session to discuss the information received and develop a recommendation to the CPS faculty. The committee
has the following options for framing the recommendation: a) no additional action is necessary; b) the student may continue in the program with stipulations as to corrective measures to remove behavioral deficits; c) the student must leave the program for a prescribed period, take action to correct or remove behavioral deficits, then return to the retention committee to present information supporting their return to the program; or d) the student should be removed permanently from the program. The retention committee will prepare a written statement of its decision.

The retention committee will base its recommendations to the CPS faculty on professional behaviors expected of all counselors and counselors in training. These professional behaviors are directly related to the Professional Codes of Ethics of the American Counseling Association and the American Psychological Association, licensing laws of professional counselors and psychologists, and the accrediting bodies: American Psychological Association and Council for the Accreditation of Counseling and Related Educational Programs (CACREP). The following list provides examples of behaviors and attitudes expected of successful counseling students. This list is not exhaustive, but rather serves as a guide to the student and to the retention committee.

**Characteristics expected of a successful student:**

1. Integrity
2. Self-awareness
3. Ability to successfully complete the academic course work required in the program.
4. Sensitivity to individual differences and respect for diversity among fellow students, staff, faculty, and clients.
5. Respect for and adherence to the Code of Ethics of the American Counseling Association (for Professional Counseling students, School Counseling Students and Rehabilitation Counseling students) or the American Psychological Association (for Counseling Psychology students and School Psychology students).
6. The ability to accept and make use of feedback from faculty regarding one’s progress in the program as it relates to academics, interactions with fellow students and faculty, and clinical skills.
7. The commitment to upholding confidentiality with fellow students in interpersonal and supervisory experiences and also with clients in practicum and internship.
8. Awareness of how to maintain appropriate interpersonal boundaries with faculty, fellow students, and clients.

15. The retention committee chair will present its recommendation to the CPS faculty. The faculty will discuss the committee’s findings and approve, disapprove or modify the retention committee’s recommendation. A majority vote of the faculty will be necessary to carry the motion.

16. The retention committee chair will prepare a report of the faculty decision for the department chair and the student. The student will receive a copy of the faculty’s decision by certified mail.

17. The student may appeal the CPS faculty’s decision by following the printed appeals procedures described in the College of Education catalog.
multi-disciplinary backgrounds. They are equipped to counsel pupils as well as parents and teachers, to consult with parents, teachers and other school and community personnel, and to coordinate the resources of the school and community in order to meet the developmental needs of pupils. The role calls for facilitating, nurturing persons in sympathy with educational objectives and accustomed to working with others in providing services to pupils. It presupposes expertise in child growth and development, assessment, group process facilitation, interviewing skills, classroom intervention techniques, interpersonal dynamics, and curriculum of the elementary and middle school.

The program for the major in school counseling is designed to prepare students for certification. Degree requirements may exceed the minimum number of hours for professional certification. The Master of Education program in School Counseling is accredited by the Council for Accreditation of Counseling and Related Educational Programs.

**PROGRAM OF STUDY (48 SEMESTER HOURS)**

**Major Courses (40 semester hours)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>CPS 6020</td>
<td>Introduction to Elementary and Middle School Counseling</td>
<td>3</td>
</tr>
<tr>
<td>CPS 6150</td>
<td>Ethical and legal Standards in Counseling and Psychological Services</td>
<td>2</td>
</tr>
<tr>
<td>CPS 6410</td>
<td>Interpersonal Skills I</td>
<td>3</td>
</tr>
<tr>
<td>CPS 6450</td>
<td>Group Counseling Systems</td>
<td>3</td>
</tr>
<tr>
<td>CPS 7260</td>
<td>Counseling Systems and Interventions</td>
<td>3</td>
</tr>
<tr>
<td>CPS 7300</td>
<td>Career Theory, Assessment, &amp; Intervention</td>
<td>3</td>
</tr>
<tr>
<td>CPS 7340</td>
<td>Social/Cultural Issues in Counseling and Psychological Services</td>
<td>2</td>
</tr>
<tr>
<td>CPS 7450</td>
<td>Educational and Psychological Appraisal</td>
<td>3</td>
</tr>
<tr>
<td>CPS 7500</td>
<td>Individual and Family over the Lifespan</td>
<td>3</td>
</tr>
<tr>
<td>CPS 7550</td>
<td>Consultation in School Counseling</td>
<td>3</td>
</tr>
<tr>
<td>CPS 8220</td>
<td>Advanced Developmental Psychology: Personality and Socialization</td>
<td>3</td>
</tr>
<tr>
<td>CPS 8400</td>
<td>Introduction to Play Therapy</td>
<td>3</td>
</tr>
<tr>
<td>EPRS 7900</td>
<td>Methods of Research in Education</td>
<td>3</td>
</tr>
<tr>
<td>EPSF 7110</td>
<td>Multicultural Education</td>
<td>3</td>
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**Applied Practice Sequence (8 semester hours)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>CPS 7661</td>
<td>Applied Practice I: School Counseling</td>
<td>Fall</td>
</tr>
<tr>
<td>CPS 7681</td>
<td>Internship: School Counseling</td>
<td>Spring</td>
</tr>
</tbody>
</table>
Notes:

- Students must pass CPS 6020 with a grade of B or higher. If repetition is necessary, no other coursework can be taken concurrently.
- CPS 6450 Group Counseling offers students a growth group experience. Students must commit to regular attendance for each weekly growth group meeting. The class should be taken in a semester when a student’s schedule will not include business trips, vacations, etc. CPS 6410 is a prerequisite for Group Counseling.
- All school counseling students must pass the Praxis II subject test in school counseling to graduate from the Master of Education program in school counseling.
- For elementary/middle school counseling students to be eligible to begin applied practice (CPS 7661), the following courses must be successfully completed: CPS 6020, 6150, 6410, 6450, 7260, 7300, 7340, 7500, and 8400. CPS 7550 must be taken concurrently with applied practice. Students are approved to begin practice based upon number of hours they have completed in their programs.
- The school counseling applied practice (CPS 7661)/internship (CPS 7681) sequence begins only in fall semester of the second year of the school counseling program. Students cannot register for CPS 7661 and CPS 7681 without being admitted into the school counseling program. Upon admittance, students cannot register for CPS 7661 and CPS 7681 until the following academic year.
- School counseling students must attend one applied practice/internship workshop before turning in the applied practice application. The applied practice/internship workshops are held in the spring semester prior to beginning CPS 7661 in the fall. If students do not attend one workshop, they cannot participate in CPS 7661 in the fall and CPS 7681 in the spring.
- All School Counseling applicants who do not hold initial Georgia teaching certification are required to provide passing scores on the PRAXIS I with the application to the program or provide verification of an exemption with the application of the program. A school counseling student who does not already have initial certification in the State of Georgia must successfully completed EXC 2010 Exceptional Children and Youth and a computer skills technology course (IT 7360 Technology for Educators) and the appropriate Praxis II Assessment before GSU will recommend him or her for certification in school counseling.
- Students are recommended to sit for the National Certified Counselor Credential (NCC) [formerly known as the National Counselor Exam (NCE)] in their last semester of internship. The exam date is the third Saturday in April. Information will be provided to students before registering for the NCE.
- Students must apply for graduation two full terms prior the expected commencement date. Students should contact Georgia State University's graduation office for application deadlines, [http://www.gsu.edu/%7Ewwwreg/graduation.htm](http://www.gsu.edu/%7Ewwwreg/graduation.htm).
- All students will be given a GSU e-mail address where you will receive e-mails from the department. Students will need to check their GSU e-mail regularly for any information. The GSU e-mail can be forwarded to any other e-mail account through the WebAccess software. For questions about setting this up, please see a computer technician at any of the GSU computer labs.
- Students are requested to keep a copy of each syllabus from each class they take while in their program at GSU. This information may be needed for licensure in Georgia or other states.
Master of Education Degree in Elementary/Middle School Counseling Model Program

Summer 2005 (1st Session) total hours = 10
CPS 6150 Ethical and Legal Standards in Counseling and Psychological Services (2)
CPS 7260 Counseling Systems and Interventions (3)
CPS 7340 Social/Cultural Issues in Counseling and Psychological Services (2)
EPRS 7900 Methods of Research in Education (3)

Fall 2005 (2nd Session) total hours = 9
CPS 7300 Career Theory, Assessment, & Intervention (3)
CPS 7450 Educational and Psychological Appraisal (3)
CPS 8220 Advanced Developmental Psychology: Personality and Socialization (3)

Spring 2006 (3rd Session) total hours = 9
CPS 6410 Interpersonal Skills I (3)
CPS 7500 Individual and Family over the Lifespan (3)
CPS 8400 Introduction to Play Therapy (3)

Summer 2006 (4th Session) total hours = 6
CPS 6020 Introduction to Elementary and Middle School Counseling (3)
CPS 6450 Group Counseling Systems (3)

Fall 2006 (5th Session) total hours = 6
CPS 7550 Consultation in School Counseling (3)
CPS 7661 Applied Practice I (3)

Spring 2007 (6th Session) total hours = 8
CPS 7681 Internship (5)
EPSF 7110 Multicultural Education (3)

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# Semester Course Offerings

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The Department of Educational Policy Studies Schedules EPRS 7900 Methods of Research in Education and EPSF 7110 Multicultural Education. Students can contact this department at 404-651-2582 for the time and days the courses will be offered. This course will not be listed on the CPS schedule. EPRS 7900 and EPSF 7110 will be listed on the GoSolar Class Schedule.
The Master’s Degree in Secondary School Counseling is a forty-eight-semester hour program designed to produce educationally oriented school counselors with broadly based multidisciplinary backgrounds. They are equipped to counsel pupils as well as parents and teachers, to consult with parents, teachers and other school and community personnel, and to coordinate the resources of the school and community in order to meet the developmental needs of pupils. The role calls for facilitating, nurturing persons in sympathy with educational objectives and accustomed to working with others in providing services to pupils. It presupposes expertise in child growth and development, assessment, group process facilitation, interviewing skills, classroom intervention techniques, interpersonal dynamics, and curriculum of the secondary school.

The program for the major in school counseling is designed to prepare students for certification. Degree requirements may exceed the minimum number of hours for professional certification. The Master of Education program in School Counseling is accredited by the Council for Accreditation of Counseling and Related Educational Programs.

**PROGRAM OF STUDY (48 SEMESTER HOURS)**

**Major Courses (40 Semester Hours)**
- CPS 6030  Introduction to Secondary School Counseling (3)
- CPS 6150  Ethical and legal Standards in Counseling and Psychological Services (2)
- CPS 6410  Interpersonal Skills I (3)
- CPS 6450  Group Counseling Systems (3)
- CPS 7260  Counseling Systems and Interventions (3)
- CPS 7300  Career Theory, Assessment, & Intervention (3)
- CPS 7340  Social/Cultural Issues in CPS (2)
- CPS 7450  Educational and Psychological Appraisal (3)
- CPS 7500  Individual and Family over the Lifespan (3)
- CPS 7550  Consultation in School Counseling (3)
- CPS 8220  Advanced Developmental Psychology: Personality and Socialization (3)

Choose One 3 hour Course:
- CPS 8380 Family Systems and Interventions (3)
- CPS 8460 Biopsychosocial Aspects of Addiction (3)

- EPRS 7900  Methods of Research in Education (3)
- EPSF 7110  Multicultural Education (3)

**Applied Practice Sequence (8 semester hours)**
- CPS 7661  Applied Practice I: School Counseling (3)
- CPS 7681  Internship: School Counseling (5)
Notes:

- Students must pass CPS 6030 with a grade of B or higher. If repetition is necessary, no other coursework can be taken concurrently.

- CPS 6450 Group Counseling offers students a growth group experience. Students must commit to regular attendance for each weekly growth group meeting. The class should be taken in a semester when a student’s schedule will not include business trips, vacations, etc. CPS 6410 is a prerequisite for Group Counseling

- All school counseling students must pass the Praxis II subject test in school counseling to graduate from the Master of Education program in school counseling.

- For secondary school counseling students to be eligible to begin applied practice (CPS 7661), the following courses must be successfully completed: CPS 6030, 6150, 6410, 6450, 7260, 7300, 7340, and 7500. CPS 7550 must be taken concurrently with applied practice. Students are approved to begin practice based upon number of hours they have completed in their programs.

- The school counseling applied practice (CPS 7661)/internship (CPS 7681) sequence begins only in fall semester of the second year of the school counseling program. Students cannot register for CPS 7661 and CPS 7681 without being admitted into the school counseling program. Upon admittance, students cannot register for CPS 7661 and CPS 7681 until the following academic year.

- School counseling students must attend one applied practice/internship workshop before turning in the applied practice application. The applied practice/internship workshops are held in the spring semester prior to beginning CPS 7661 in the fall. If students do not attend one workshop, they cannot participate in CPS 7661 in the fall and CPS 7681 in the spring.

- All School Counseling applicants who do not hold initial Georgia teaching certification are required to provide passing scores on the PRAXIS I with the application to the program or provide verification of an exemption with the application of the program. A school counseling student who does not already have initial certification in the State of Georgia must successfully completed EXC 2010 Exceptional Children and Youth and a computer skills technology course (IT 7360 Technology for Educators) and the appropriate Praxis II Assessment before GSU will recommend him or her for certification in school counseling.

- Students are recommended to sit for the National Certified Counselor Credential (NCC) [formerly known as the National Counselor Exam (NCE)] in their last semester of internship. The exam date is the third Saturday in April. Information will be provided to students before registering for the NCE.

- Students must apply for graduation two full terms prior the expected commencement date. Students should contact Georgia State University's graduation office for application deadlines, http://www.gsu.edu/%7Ewwwreg/graduation.htm.

- All students will be given a GSU e-mail address where you will receive e-mails from the department. Students will need to check their GSU e-mail regularly for any information. The GSU e-mail can be forwarded to any other e-mail account through the WebAccess software. For questions about setting this up, please see a computer technician at any of the GSU computer labs.

- Students are requested to keep a copy of each syllabus from each class they take while in their program at GSU. This information may be needed for licensure in Georgia or other states.
Master of Education Degree in Secondary School Counseling Model Program

Summer 2005 (1st Session) total hours = 10
CPS 6150 Ethical and Legal Standards in Counseling and Psychological Services (2)
CPS 7260 Counseling Systems and Interventions (3)
CPS 7340 Social/Cultural Issues in Counseling and Psychological Services (2)
EPRS 7900 Methods of Research in Education (3)

Fall 2005 (2nd Session) total hours = 9
CPS 7300 Career Theory, Assessment, & Intervention (3)
CPS 7450 Educational and Psychological Appraisal (3)
CPS 8220 Advanced Developmental Psychology: Personality and Socialization (3)

Spring 2006 (3rd Session) total hours = 9
CPS 6410 Interpersonal Skills I (3)
CPS 7500 Individual and Family over the Lifespan (3)
CPS 8380 Family Systems and Interventions (3) OR CPS 8460 Biopsychosocial Aspects of Addiction (3)

Summer 2006 (4th Session) total hours = 6
CPS 6030 Introduction to Secondary School Counseling (3)
CPS 6450 Group Counseling Systems (3)

Fall 2006 (5th Session) total hours = 6
CPS 7550 Consultation in School Counseling (3)
CPS 7661 Applied Practice I (3)

Spring 2007 (6th Session) total hours = 8
CPS 7681 Internship (5)
EPSF 7110 Multicultural Education (3)

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SPECIALIST IN EDUCATION IN SCHOOL COUNSELING

The program for the major in school counseling (elementary, middle childhood, or secondary) is designed to prepare counselors to function at higher levels of competence in their work settings. A master's level certification in school counseling is a prerequisite for the program. The Department of Counseling and Psychological Services requires that all students in the Ed.S. programs complete residency. All forms and information concerning the requirements for residency are available in the Counseling and Psychological Services Department. Evaluation of a student's performance is continuous and involves consideration of the student's academic performance as well as the student's performance in laboratory and practica classes. A student may be dropped from a course and or the program if the welfare of the student's clientele or the functioning of a school or agency is, in the judgment of the CPS faculty, in jeopardy as a result of a student's behavior.

Program of Study (30 semester hours)

A. Professional Studies (3 semester hours)
   Required:
   - EPRS 8530 Statistics I (3) (prerequisite: EPRS 7900)

B. Teaching Field/Major (15 semester hours)
   Required:
   - CPS 8450 Advanced Group Counseling (3) (prerequisite: master’s degree)
   - CPS 8470 Crisis Intervention (3)
   - CPS 8480 Supervision of School Counseling Services (3) (prerequisite: CPS 7681)
   - CPS 8490 Current trends and Ethical Issues in School Counseling (3) (prerequisite: CPS 7681)
   - CPS 8661 Applied Practice II: School Counseling (3) (prerequisite: CPS 7681)

C. Electives (12 semester hours)
   A few Suggested Departmental Electives are listed below:
   - CPS 8200 Advanced Developmental Psychology: Cognition and Intellect (3)
   - CPS 8300 Traumatology (3)
   - CPS 8360 Psychological Change Strategies (3)
   - CPS 8370 Advanced Career Counseling (3)
   - CPS 8430 Interpersonal Skills II (3)
   - CPS 8460 Psychological Aspects of Addiction (3)
   - CPS 8500 Stress Management (3)
   - CPS 8530 Professional Issues and Decisions (3)
   - CPS 8540 Child/Adolescent Psychopathology (3)
   - CPS 8600 Advanced Play Therapy
   - CPS 8620 Adlerian techniques with Families and Couples (3)
   - CPS 8630 Advanced Family Counseling (3)
   - CPS 8650 Advanced Counseling Theory (3)
   - CPS 8820 Health Psychology (3)

NOTES
- If students score 900 or above on the GRE, they are accepted into both the Master of Science and Specialist in Education programs in Professional Counseling. If students score below 900 on the GRE, they are accepted into the Master of Science program only. These students can only take the Master of Science courses.
- Courses completed at the master’s level cannot be used as duplicate credit for the Ed.S. degree.
- Students can also choose electives that are 7000 level and above in programs from the College of Education or the Sociology, Psychology, or Anthropology Department in College of Arts and Science.
- Students must complete a residency requirement to graduate from the Ed.S. program. Forms for the residency requirement can be found in the bookcase in room 950 (CPS main office).
- Courses taken before admittance into the Ed.S. program will not count toward the degree.

Semester Course Offerings
*CPS 8450 Advanced Group Counseling       Offered Fall & Spring
   *To register for CPS 8450, you need to complete the master’s degree and receive departmental approval.
CPS 8470 Crisis Intervention                Offered Fall Only
CPS 8480 Supervision of School Counseling Services Offered Spring Semester Even or Odd Years
CPS 8490 Current trends and Ethical Issues in School Counseling Offered Summer Only
CPS 8661 Applied Practice II: School Counseling Offered Fall Only
School Counseling Course Descriptions

CPS 6020  Introduction to Elementary and Middle School Counseling
This course provides an overview of the unique issues of the specialty of elementary and middle school counseling, including history and ethical/legal concerns. Students will become familiar with multicultural diversity, research, and professional/organizational issues as they apply to the school counselor.

CPS 6030  Introduction to Secondary School Counseling
This course provides an overview of the unique issues of the specialty of secondary school counseling, including history and ethical/legal concerns. Students will become familiar with multicultural diversity, research, and professional/organizational issues as they apply to the school counselor.

CPS 6150  Ethical and Legal Standards in Counseling and Psychological Services
This course provides the rationale of basic ethical, legal, and practical professional standards governing the practice in counseling, counseling psychology, and school psychology, especially as defined by the American Counseling Association (ACA), American Psychological Association (APA), and the National Association of School Psychologists (NASP). Emphasis is placed on practice within agency or organizational settings.

CPS 6410  Interpersonal Skills I
This course is an introduction to the basis for all interpersonal interaction, whether in one-to-one or group counseling, teaching, consulting, supervising, or any other form of communication.

CPS 6450  Group Counseling Systems
Prerequisite: CPS 6410
The course provides the opportunity to learn and apply various systems for group counseling, skills related to group leadership, member participation, goals of selected group systems, multicultural diversity issues affecting group systems, research relevant to group leadership and group systems, and ethical and legal issues related to group counseling.

CPS 7260  Counseling Systems and Interventions
This course addresses current theories and emerging positions in counseling and psychotherapy with special emphasis on psychological change strategies and the techniques commonly used in implementing those strategies.

CPS 7300  Career Theory, Assessment, and Intervention
This course is a survey of career development theories and counseling with an emphasis on multicultural diversity issues affecting career counseling, research relevant to career counseling and ethical and legal issues.

CPS 7340  Social/Cultural Issues in Counseling and Psychological Services
This course will enhance and advance the knowledge, skill, and sensitivity of diverse populations in the counseling process. The student will learn the effects of culture, ethnicity, race, and gender on the development and functioning of the client as well as the attitude of the therapist.

CPS 7450  Educational and Psychological Appraisal
This course covers the history, ethical/legal, and professional organization issues related to appraisal for counseling professionals. Students are provided with direct laboratory experience in the professional use and interpretation of appraisal tools.

CPS 7500  Individual and Family Over the Lifespan
This course is for students to explore actively the theoretical and research literature regarding human growth and development across the life span. Theoretical understanding of human development from birth to older adulthood including issues of family, culture, race, gender, and their roles in children’s adolescents’, and adults’ lives are considered. The goal of this course is to encourage independent thinking and clear communication regarding research in the field of human growth and development and ethical considerations related to these topics and to apply the information learned to the student’s program of study.

CPS 7550  Consultation in School Counseling
Corequisite: CPS 7661
This course discusses case studies using consultation techniques with teachers, parents and others. Issues on history, ethical/legal and professional/organizational issues are related to consultation as form of professional practice.

CPS 7661  Applied Practice I
Corequisite: CPS 7550
The purpose of the counseling practica is to introduce counseling master’s students to the practice of counseling with actual clients at a site commensurate with the student’s professional interests.

CPS 7681  Internship
Prerequisite: CPS 7681
This internship is designed to enable students to practice their counseling skills by assuming the role of a counselor-in-training on their internship sites, where they carry out all of the activities and functions that employed counselors on site perform.

CPS 8220  Advanced Developmental Psychology: Personality and Socialization
This course provides basic knowledge of stages of human psychological development including intellectual, social, and affective processes, with reference to biological, parental, familial, interpersonal, and multicultural events and experiences that shape human development. This course addresses continuing development through young adulthood, maturity, and aging.

CPS 8380  Family Systems and Interventions
Prerequisite: CPS 7260
This course provides an overview of the historical roots of the family movement and the major theoretical orientations including systemic, psycho-dynamic, and communications orientations. A brief overview of the role of research and ethics on the development of the family movement is also discussed.

CPS 8400  Introduction to Play Therapy
Prerequisite: CPS 6010 or CPS 6150 and CPS 7260
This course is designed to train counseling students to become effective play therapists in a school or community setting. The course will cover the history and theories of play therapy, play as it relates to child development, techniques of play therapy, the meaning of play in the therapeutic setting, and the logistics of setting up a playroom.

CPS 8460  Biopsychosocial Aspects of Addiction
Prerequisite: CPS 6010, CPS 6020, CPS 6030, CPS 6040, or CPS 6050.
Dynamics of addictive behaviors are explored including abuse of substances and process addictions. Special attention is given to physiological factors, personal traits, family dynamics, diversity, treatment methods, and implications for schools, communities, and businesses.

EPRS 7900  Methods of Research in Education
Students study research methods, procedures and designs, preparation of research abstracts in education and related fields.

EPSF 7110  Multicultural Education
Students explore educational reforms in relation to race, ethnicity, culture, gender, and diversity within a democratic framework. Emphasis is placed on examining the economic, political, and social frames that affect the quality of education within a multicultural, social reconstructionist perspective.
GUIDELINES: PRACTICUM & INTERNSHIP

PREREQUISITES AND DEPARTMENTAL APPLICATION

1. The school counseling practicum/internship sequence begins only in fall semester of the second year of the school counseling program. This procedure applies to new students to the Master of Education program, initial certification (non-degree) students, and current CPS students.

2. Students must attend one practicum/internship workshop before turning in the practicum application. The practicum/internship workshops are normally held in January. Please check the bulletin boards and website for workshop announcements.

3. The application for practicum/internship must be submitted by February 4th. Applications are available in the CPS department, room 950 College of Education. (See Appendix A for sample)

   You need not submit another application for the second semester in the practicum/internship sequence. Enrollment and completion of the first semester of CPS 7661 ensures you the ability to enroll in the next semester of internship, CPS 7681.

4. Notification of placement will be mailed to you, prior to registration, by the dean's office of the College of Education.

5. Authorization is required prior to registering for CPS 7661 and CPS 7681. Students will be reserved seats in sections of CPS 7661 and CPS 7681. The school counseling faculty will place students in specific sections of CPS 7661 and CPS 7681 prior to registration.

6. Special note: If you have applied or registered for CPS 7661, but later decide not to enter the course for that particular semester, it is important that you fill out the Practicum Postponement form and return it to the department. Be sure to advise the instructor of the section in which you are enrolled as well.

7. Practicum and internship must be completed during two consecutive semesters.

PLACEMENT INFORMATION

1. Students are asked to indicate on the practicum/internship application a first and second system choice in which they prefer to be placed. Students who are teaching and wish to remain at the same school need to indicate the system and school name as the first choice. Each student's request will be submitted to the County Personnel responsible for placing school counseling interns. The county personnel office places the intern and notifies the field coordinator in the College of Education here at the university office. The student will then receive written notification of the placement from the dean's office of the College of Education.

2. Students are asked not to contact school counselors, principals, etc. Each student will be assigned a school by the County Personnel Office. If students have any questions, they are encouraged to contact the CPS academic advisor.

3. Students will not be assigned to a school that their children attend.

4. Students who are teachers in DeKalb County and Fulton County are not permitted to complete their practicum and internships in that county while employed as a full-time teacher. THIS IS A DEKALB AND FULTON COUNTY POLICY, AND IT IS NOT NEGOTIABLE. You must plan to complete your field experience by taking a leave of absence in DeKalb County and/or Fulton County.

SITE SUPERVISOR GUIDELINES

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Approval of sites will depend on the availability of a qualified on-site supervisor. The on-site supervisor must be a certified school counselor in Georgia with at least three years of experience as a school counselor.

1. The on-site supervisor should schedule a planning and supervision conference each week with the intern to discuss various aspects of his/her work and make suggestions and recommendations relative to intern's progress. At least one (1) hour of on-site supervision should be provided each week.

2. The on-site supervisor should also provide an opportunity for the student to observe him/her in his/her work with students, teachers, and parents.

3. The on-site supervisor should observe the student in a number of settings such as teacher/parent conferences and working with students.

4. At the conclusion of each semester the on-site supervisor will complete a progress report related to the intern's progress and will discuss the evaluation with the student.

5. Students will evaluate the site and site supervisor at the end of the Fall and Spring semesters. (See Appendix C)

**CPS 7661 APPLIED PRACTICE I (FALL SEMESTER)**

1. The program requires students to complete a supervised practicum experience. Students are expected to spend 350-450 clock hours on site. The practicum provides for the development of teacher/parent consultation, classroom guidance, psychoeducational activities, individual counseling, group counseling, and the administration of general guidance services. The practicum includes the following:
   
   a) A minimum of 7 parent conferences and/or psychoeducational consultations such as STEP, etc.
   b) A minimum of 7 teacher consultations and/or psychoeducational consultations based on STEP, etc.
   c) A minimum of 15 classroom guidance sessions on such topics as affective education, career exploration, drug education, etc.
   d) A minimum of 15 individual student counseling sessions.
   e) A minimum of 15 small group counseling sessions.
   f) Audio and/or videotapes of the student's interactions with clients, parents, teachers, etc., for use in supervision.
   g) Students will keep a log outlining activities. (See Appendix B for sample formats).
   h) A minimum of one (1) hour per week of individual supervision on site.
   i) A minimum of one (1) hour per week of individual supervision with the practicum instructor.
   j) A one and one-half hour per week of supervision group with other students.
   k) An evaluation of the student's performance throughout the practicum including a formal evaluation at the completion of the practicum. (See Appendix C).

**NOTE:** Students who hold teacher certification are required to complete at least 700 hours of practicum and internship. Students without teacher certification must complete 900 hours. Most students complete one-half of their required clock hours during CPS 7661 and one-half during CPS 7681.
CPS 7681 INTERNSHIP (SPRING SEMESTER)

1. The program requires students to complete a supervised internship of 350-450 clock hours for the entire internship sequence that is begun after successful completion of the student's practicum. The student's internship includes the following:

   (SPRING SEMESTER)
   a) A minimum of 8 parent consultations and/or psychoeducational consultations such as STEP, etc., per semester.
   b) A minimum of 8 teacher consultations and/or psychoeducational consultations based on STEP, etc., per semester.
   c) A minimum of 15 classroom guidance sessions on such topics as affective education, career exploration, drug education, etc., per semester.
   d) A minimum of 15 individual student counseling sessions, per semester.
   e) A minimum of 15 small group counseling sessions, per semester.
   f) Audio and/or videotapes of the student's interactions with clients, parents, teachers, etc., for use in supervision.
   g) Students will keep a log outlining activities. (See Appendix B for sample formats).
   h) A minimum of one (1) hour per week of individual supervision, throughout the internship provided by the on-site supervisor.
   i) A one and one-half of weekly group supervision class with other students.
   j) Audio and/or videotapes of the student's interactions with clients, parents, teachers, etc., for use in supervision.
   k) A formal evaluation of the student's performance during the internship. (See Appendix C).

LICENSURE

1. Students planning to pursue licensure as a professional counselor will want to familiarize themselves with the requirements and also begin documenting their training, supervision, and clinical experience.

   Note: It is in students' best interests to keep all graduate bulletins and all syllabi.

2. Students seeking further information are encouraged to contact the Georgia Composite Board of Professional Counselors, Social Workers, and Marriage and Family Therapists at 478-207-1670 or http://www.sos.state.ga.us/plb/counselors/.

The Department of Counseling and Psychological Services is not a licensure organization. Students are responsible and accountable for obtaining licensure information to be a Licensed Professional Counselor in the state of Georgia from the Georgia Composite Board of Professional Counselors, Social Workers, and Marriage and Family Therapists. If students are planning to practice in a state other than Georgia, it is their responsibility to know this information. The department does not speak for the licensing board.
STUDENT RESPONSIBILITIES

Program Requirements

1. All students are expected to purchase Student Liability Insurance before beginning the practicum/internship sequence. Liability insurance is available from ACA and ASCA. Applications are available in 950 COE or by calling ACA at (800) 347-6647/ext. 284 or the ASCA at (800) 306-4722. Information is available via ACA (www.counseling.org) and ASCA (www.schoolcounselor.org) web pages. A copy of the student's insurance policy and a copy of this handbook should be given to the site supervisor prior to the student's first day at the site. Students must be a member of ACA or ASCA to purchase insurance. Insurance is not available through GSCA.

2. All school counseling students must pass the School Counseling PRAXIS II Certification Test administered by the State of Georgia as required by Rule 502-2-.08 of the Georgia Professional Standards for Teacher Certification. Students must pass the PRAXIS II Subject Test in school counseling to graduate from the Master of Education program in school counseling.

Miscellaneous

1. Even though students are offering counseling assistance to their respective schools, they are guests of that school and have been invited to learn about the practical aspect of school counseling. This is also a time to become familiar with their role as a professional.

2. The school may require more of a student than the practicum/internship requires. Students should be clear on organizational expectations. Any problem with these expectations should be discussed with the student's site supervisor and CPS instructor.

3. In addition to training requirements, students will want to become familiar with the general policies and procedures of their school. Such information may include but not be limited to:
   a) General operational procedure, required paperwork, dress code.
   b) Procedures for handling emergency situations with clients (i.e. suicide risk, psychotic episode, etc.).
   c) The availability of on-call consultation/back-up.
   d) Procedures for referrals outside your school and those resources typically used.
   e) Opportunities available for use of assessment instruments, computers, professional literature, and research.

4. When in doubt - ask. Interns should remember that they are students and new to the school. As such, they are not expected to know everything. Students are encouraged to utilize on-site conflicts and problems as learning experiences, keeping in mind that they are there with the permission of the school.

Tips for the New Professional Counselor

Transitioning to the role of a professional school counselor can be both exciting and anxiety provoking. The practicum/internship experience offers students the opportunity to begin applying the knowledge gained through readings and coursework. It is natural for beginning counselors to experience insecurities related to their skill level and potential clients. Students should remember the intent of their role and make use of the suggestions and guidance that their supervisor can provide.

Ethical and Legal Guidelines

1. Ethical standards for the American Counseling Association (ACA) and the American School Counselor Association (ASCA) are available from the practicum/internship instructor or by request from the ACA (www.counseling.org) or ASCA (www.schoolcounselor.org).

2. For information regarding confidentiality, privileged communication, and informed consent, students should refer to the recommended text, "Ethical and Legal Issues" Huey, W. and Remley, Theodore.
SUPERVISION

Purpose:
1. The practicum/internship experience, the actual development and application of clinical skills, is central to the education of professional school counselors. The supervision process is an integral part of this experience as it provides the opportunity to hone skills, explore new possibilities, receive feedback, and build one's repertoire and confidence as a professional school counselor.

2. Each student should be prepared to effectively use supervision time, both on-site and at the University.

3. Each counseling session and tape should be thoroughly previewed by the student, with notes reflecting important content and appropriate sections of the tape.

4. The practicum supervisor has the authority and responsibility to withdraw a student from a practicum experience if the student's performance constitutes a detriment to the clients at the school. If such a removal is necessary, the student will be given a U for the semester.

Taping:
1. The use of audio taping (as well as videotaping and live supervision when available) provides a rich source of feedback and opportunity to reflect on issues and dynamics arising during a counseling interview.

2. Audiotape recordings of counseling sessions are required for supervision.

In order to maximize the quality of supervision, clear and audible tapes are essential.

Confidentiality:
1. One of the most important aspects of counseling is ethical confidentiality. It is also essential in building trust with clients. There are several aspects of confidentiality of which students need to be especially aware:
   a) Students should know their school's regulations regarding confidentiality of case notes, files, and taping.
   b) Taping is an important aspect of supervision. It is students' responsibility to obtain written parental permission to tape individuals and group counseling sessions. (See Appendix C for sample). Students must also explain the limits of confidentiality to clients and parents if this is not provided in writing by the school. Students should let clients and parents know who else will be hearing the tape (i.e., supervisor/class) and for what purpose.
   c) As a professional, any information shared in class is to be kept confidential by all class members.
   d) The client's full name need not be used on tape. The tape can be identified for use by labeling it with the client's initials.

2. The importance of confidentiality cannot be stressed enough. Students should be extremely careful with their tapes and safeguard against loss.

Critical Clinical Issues:
Critical issues listed below should be handled by immediate consultation with the on-site supervisor. Faculty supervisors can also serve as a second consultant on these issues.

   a) Suicide information, risk assessment, and suicide contracting.
   b) Information regarding threat of harm to others, including Tarasoff decision and guidelines for handling such clients.
   c) Child abuse and neglect information - definition, recognition, and reporting.
Applying for Georgia certification in school counseling requires that students submit a self-managed, complete certification application to the Georgia Professional Standards Commission. GPSC generally takes anywhere from four to eight weeks to process a certification request, so bear this in mind when making your certification plans. The following checklist is designed to assist you in gathering your materials. Remember to request that all materials (transcripts, recommendations, etc.) be returned to you so that you may send the complete packet to the Georgia Professional Standards Commission. Incomplete packets will not be processed. Send your complete packet to the following address: Georgia Professional Standards Commission, Certification Section, 1452 Twin Towers East, Atlanta, GA 30334.

**Application Checklist for GPSC Certification in School Counseling:**
(All items should be mailed together to the Georgia Professional Standards Commission)


- [ ] A completed & official PSC Recommendation Form (from the application packet). Submit the PSC Recommendation Form to the GSU College of Education Office of Academic Assistance. This form is used by PSC to verify that you completed a state approved school counseling program. Include the following items with your recommendation form: 1) a self-addressed envelope; 2) a copy of your Praxis I scores or your exemption scores (if you already hold a clear, renewable teaching certificate in Georgia, you do not have to take Praxis I) & 3) a copy of your Praxis II scores. The recommendation form will be returned to you directly for your self-managed application packet.

- [ ] Official transcripts from ALL college and universities that you have attended. Request that official transcripts be sent to you from each college you have attended, including GSU. Transcripts from all colleges attended must be included in your packet or PSC will not accept your application. Official transcripts must be in sealed envelopes with the registrar’s signature across the flap. (To request a GSU transcript, go to [www.gsu.edu](http://www.gsu.edu).)

- [ ] A certification fee of $20.00 per transaction. If this is your first certification application in Georgia, then there is no fee. Complete details concerning fees are included in the PSC application. (Note: GPSC only accepts money-orders or certified checks.)

- [ ] If necessary, any additional material requests described in the PSC application packet. Such items might include the work experience verification form, employment status if employed in Georgia school system, out-of-state certificates, or additional assessment score reports from other states. These items are only required if applicable.
School Psychology

Master of Education and
Specialist in Education
Programs

Student Handbook

Department of Counseling and Psychological Services
MSC 6A0915
Georgia State University
33 Gilmer Street SE Unit 6
Atlanta, GA 30303-3086
2004-2005
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Since its founding in 1913, Georgia State University (GSU) has experienced remarkable growth. Today, it is the largest urban research university in the Southeast, with over 25,000 students enrolled in undergraduate, graduate, and professional degree programs. Georgia State University features six academic colleges and an educational philosophy that combines teaching, research, and service into one learning experience.

Georgia State University’s main campus is located in the heart of downtown Atlanta, in a six-block area that lies within the center of the business, government, and retail districts. Because of its location, the campus is relatively easy to access. It is located within a few blocks of all three major interstate highways, and mass transit service is available (bus service and rapid rail system) with routes that stop directly at the university.

COUNSELING AND PSYCHOLOGICAL SERVICES

Mission Statement:

Based on our commitment to diversity, advocacy and the belief that changes are possible, the mission of the department is to prepare competent professionals in counseling and psychological services, to contribute to the body of knowledge that undergirds these professions, and to provide service to the profession and the community.

The Department:

The School Psychology Program is part of the Department of Counseling and Psychological Services (CPS) within the College of Education. The CPS department offers master’s programs in professional counseling, rehabilitation counseling, school counseling, and school psychology and Specialist in Education programs in professional counseling, school counseling, and school psychology. Finally, Ph.D. degrees are offered in school psychology, counselor education and practice, and counseling psychology. The school psychology and counseling psychology doctoral programs are fully accredited by the American Psychological Association (APA).

The CPS department prepares students for employment in settings such as rehabilitation clinics, public and private schools, correction agencies, colleges and universities, and mental health facilities. A concerted effort is devoted to providing students with the knowledge and skills to work in these particular environments. The CPS department recognizes that the attainment of such skills may extend beyond courses offered within the department. Therefore, students may also take courses related to their interests from other departments and programs at GSU.

The CPS department is located on the ninth floor of the College of Education. The department has been recently renovated and most classrooms are equipped with the latest technological features. Small conference rooms, observation areas, playrooms, and special classrooms were specifically designed for graduate level education. One of the most active rooms on the ninth floor is the CPS library, which houses an extensive collection of assessment materials and equipment for the school psychology program.
Student Activities

All school psychology graduate students are strongly encouraged to join one or more professional organizations as student members. Possible organizations include the Georgia Psychological Association, the American Psychological Association (APA), the National Association of School Psychologists (NASP), the Georgia Association of School Psychologists (GASP), and any other appropriate professional organizations. The faculty also encourages students to become involved in the departmental student organizations: Student Association of School Psychologists (SASP), CPS Chapter of the Association of Gay, Lesbian, Bisexual, and Transgender Issues in Counseling (AGLBIC), and Chi Sigma Iota. Students are also encouraged to demonstrate involvement in their affiliated organizations and to present papers at local, regional, and national meetings of professional organizations.

Students’ Responsibilities

Graduate students must assume full responsibility for knowledge of the policies, rules, and regulations of the College of Education and the university as well as the departmental requirements concerning their individual programs.

It is the responsibility of the student to become knowledgeable of and to observe all regulations and procedures required by the program being pursued. In no case will a regulation be waived or an exception granted because a student pleads ignorance of the regulation or asserts that he or she was not informed of a specific requirement by an advisor or other university authority. Each student should become especially familiar with the chapters of the graduate catalog that present the academic requirements for the degree being sought, the offerings and
requirements of the student’s major department, and any changes published in the Schedule of Classes bulletin each academic term.

While the provisions set forth in this catalog will ordinarily be applied as stated, Georgia State University and the College of Education have the right to change any provision, including but not limited to academic requirements for graduation, without actual notice to individual students. Every effort will be made to keep students advised of any such changes. Information on changes will be available in the Office of the Registrar for changes made by the university and in the Office of the Dean and Office of Academic Assistance and Graduate Admissions when changes are made by the College of Education. It is especially important that each student note that it is the individual student’s responsibility to keep apprised of current graduation requirements for his or her particular degree program.

The GSU Graduate Catalog can be purchased at the GSU bookstore or viewed at http://www.gsu.edu/gsuhome-v1/students/catalogs.html.

Endorsement Policy: The Counseling and Psychological Services Department requires that program faculty endorsement be given only for the program for which the graduate student has been prepared.
Master of Education/Specialist in Education combined program in School Psychology

This booklet focuses on the various components necessary for the Master of Education/Specialist in Education combined program in School Psychology. It includes degree requirements, course descriptions and course sequence where applicable.

PHILOSOPHY: The professional in school psychology is educated in the major disciplines of education and psychology. He/she is equipped to undertake and manage processes and problems related to the education and development of children within schools. A major portion of his/her training concerns the interaction of the child with the social institution of the school. Because of this special orientation, the school psychologist has to be well grounded in the philosophy and methods of education and must achieve a high level of understanding of the psychological processes such as learning, personality, and social competence.

GOALS:

1. To ensure that our graduates are prepared to secure employment as professional psychologists with particular expertise regarding schools and learners.

2. To ensure that our graduates become proficient consumers of research related to school psychology practice.

3. To ensure that our graduates understand theories of human growth and development, cognitive development, personality development, psychopathology, and social/ecological systems.

4. To ensure that our graduates are proficient at providing preventive intervention, remedial intervention, consultation, and psycho-educational diagnoses as professional strategies targeted to the needs of learners, their parents and their schools.

5. To ensure that our students are properly prepared to work with people who are culturally and individually different.

6. To ensure that our students are well informed regarding the tenets of ethical practice.

7. To ensure that our students are educated sufficiently to pass the standardized national and/or state examinations.

OBJECTIVES

Master of Education in School Psychology

The master’s degree program in school psychology requires a minimum of 36 semester hours with a minimum cumulative grade of 3.0. This program is ideally completed in four consecutive semesters, commencing fall semester. There are two major training thrusts in the school psychology program. The training first provides a knowledge base about schools, instructional methods, research methods, learning, and developmental issues. Secondly, application skills are developed in the areas of cognitive and achievement testing as well as
interviewing. Skills in both teacher and parent consultation are developed. Specific objectives for the M.Ed. student are as follows:

**Knowledge Base:**

1. The social system of school
2. Theories of learning and behavior change
3. Developmental psychology
4. Basic research methods
5. Human relations principles in interviewing
6. Techniques and principles of intellectual assessment
7. Techniques and principles of consultation in the schools
8. Characteristics of students with learning disabilities and intellectual disabilities

**Skills Application:**

1. Cognitive assessment using major instruments that measure intellectual functioning
2. Academic assessment using major achievement instruments
3. Interviewing students, teachers, parents as part of assessment
4. Classroom observation and data collection
5. Parent/teacher consultation (conferences) regarding assessed skills and abilities
6. Participation in special education eligibility determination (Learning Disabled, Mildly Handicapped, and Gifted)

7. Psychological report writing on initial and reevaluation for Gifted, Learning Disabled, and Mildly Handicapped services.

8. Use of projective techniques, objective tests, interview, observation, behavior rating scales, and behavior checklists to assess social/emotional functioning in children and diagnose emotional dysfunction.

This program does not lead to certification as a school psychologist in the state of Georgia. The Master of Education (M.Ed) in school psychology is prerequisite to the Specialist in Education (Ed.S.) degree in school psychology. Once the Specialist in Education program in school psychology is completed, students can apply for certification as school psychologists.
OBJECTIVES
Specialist in Education in School Psychology

In addition to the areas of knowledge covered under the master’s level of training, the specialist’s program focuses on emotional and behavioral development of the child’s psycho-educational functions, introduction to concepts of behavioral management and treatment, and considerable study in the field of learning disorders. Counseling and consultation skills will be employed, with opportunities for utilizing family therapy techniques in the school setting. The program is designed to meet the state of Georgia renewable certification requirements, and requires a minimum of 42 semester hours for a specialist degree. An academic year internship in a public school setting is required as a part of coursework requirements. Thus, the total number of semester hours for the combines M.Ed. and Ed.S. degree is 78. An academic year internship in a public school setting is required as a part of coursework requirements. Specific objectives at the Specialist level include:

Knowledge Base:

1. Individual counseling theory
2. Family counseling theory
3. Multicultural theories related to the practice of school psychology
4. Legal, ethical, and professional issues in counseling and school psychology
5. Physiological aspects of human development
6. Psychological consultation from a systems approach
7. Principles of personality development and assessment

Skills Application:

1. Diagnosis of severe emotional dysfunction utilizing Georgia Special Education Guidelines and DSM IV criteria.
2. Psychological report writing to include gifted and all disability categories.
3. Psychological consultation (i.e., through Student Support Team participation) on learning difficulties, intellectual disabilities and social/emotional disorders.
4. Participation in eligibility determination for Emotionally Behavior Disordered services.
5. Individual student consultation/counseling/therapy.
6. Family consultation/counseling/therapy for students with social/emotional difficulties.
7. Participation in Individual Educational Plans conferences.

Evaluation of a student’s performance is continuous and involves consideration of the student’s academic performance as well as the student’s performance in laboratory, practica and internship classes. A student may be dropped from a course and/or the program if the welfare of the student’s clientele, prospective clientele, or the functioning of a school or agency is, in the judgment of the CPS faculty, in jeopardy as a result of the student’s behavior.
The combined master’s and education specialist degree program requires a minimum of 78 semester hours. The major thrust of training provides orientation to the school and the learner, a fundamental understanding of the social system of the school and knowledge of conditions and methods that influence the growth and development of children. Training experiences develop skill in the application of methods and techniques of assessment of cognitive functions. Course work includes introduction to diagnostic assessment, methods of consultation and interviewing, psychoeducational and counseling interventions, and classroom observation. Skills are learned with a sequence that moves from role play and laboratory practice to carefully supervised practice in the schools with increasing independence achieved as appropriate during internship. This combined program leads to certification to practice as a school psychologist in the state of Georgia.

**MASTER OF EDUCATION PROGRAM OF STUDY (36 SEMESTER HOURS)**

- CPS 6040 Introduction to School Psychological Services (3)
- CPS 6410 Interpersonal Skills I (3)
- CPS 7260 Counseling Systems and Interventions (3)
- CPS 7490 Psychological Assessment I: Intelligence (3)
- CPS 7510 Psychological Assessment II: Achievement (3)
- CPS 7520 Data-Based Decision Making for Instructional Planning in School Psychology (3)
- CPS 7570 Psychology Consultation in the Schools I (3)
- CPS 7662 Applied Practice I: School Psychology (3)
- CPS/EPY 8200 Advanced Developmental Psychology: Cognition and Intellect (3)
- CPS 8440 Social/Emotional Assessment of Children and Adolescents (3)
- EPRS 7900 Methods of Research in Education (3)
- Choose one course (3 hours): EPSF 7100 Critical Pedagogy (3) OR EPRS 7110 Multicultural Education (3) OR EPSF 7120 Social/Cultural Foundations in Education (3)

**SPECIALIST OF EDUCATION PROGRAM OF STUDY (42 SEMESTER HOURS)**

- CPS 6150 Ethical and Legal Standards in Counseling and Psychological Services (2)
- CPS 7340 Social/Cultural issues in Counseling and Psychological Services (2)
- CPS/EPY 8220 Advanced Developmental Psychology: Personality and Socialization (3)
- CPS 8380 Family Systems and Interventions (3)
- CPS 8540 Child/Adolescent Psychopathology (3)
- CPS 8570 Psychological Consultation in the Schools II (3)
- CPS 8640 Admin. & Sup. Pupil Personnel Services for School Psychology (4)
- CPS 8662 Applied Practice II: Consultation and Intervention Practicum in School Psychology (4)
- CPS 8680 Internship in School Psychology (12):
  - Fall Semester - 6 semester hours/Spring Semester - 6 semester hours
- EPRS 8530 Educational Statistics I (3)
- EXC 7110 Characteristics of Students with Behavioral and Learning Disabilities (3)
Notes:

- All school psychology students must complete CPS 6040, CPS 7490, CPS 7510, CPS 7520, CPS 7570, CPS 8440, and CPS 8570 with a grade of “B” or higher. A grade lower than “B” requires repetition of these courses. Students cannot repeat a course more than once. Unless otherwise indicated, students may not register for any other CPS courses until after they have completed CPS 6040 with a grade of “B” or higher.

- The following courses are prerequisites for CPS 7662 Applied Practice I (Practicum I): CPS 6040, 6150, 6410, 7490, 7510, 7520, 8440.

- The following courses are prerequisites for CPS 8662 Applied Practice II (Practicum II): CPS 7260, 7570, 7662, 8570.

- All school psychology students must pass the Praxis II subject test in school psychology to graduate from the Master of Education program in school psychology.

- All school psychology applicants who do not hold initial Georgia teaching certification are required to provide passing scores on the PRAXIS I with the application to the program or provide verification of an exemption with the application to the program. A school psychology student who does not already have initial certification in the State of Georgia must successfully completed EXC 2010 Exceptional Children and Youth and a computer skills technology course (IT 7360 Technology for Educators) and the appropriate Praxis II Assessment before GSU will recommend him or her for certification in school psychology. In lieu of IT 7360, students may complete the Computer Skill Competency Assessment at http://www.gapsc.com/TeacherCertification/ComputerCompetency.asp.

- All students will be given a GSU e-mail address where you will receive e-mails from the department and the university. Students will need to check their GSU e-mail regularly for any information. The GSU e-mail can be forwarded to any other e-mail account through the WebAccess software. For questions about setting this up, please see a computer technician at any of the GSU computer labs or go to this web site, http://www.student.gsu.edu.

- Students are requested to keep a copy of each syllabus from each class they take while in their program at GSU. This information may be needed for licensure in Georgia or other states.

- Students do not have to follow the model programs. However, the CPS department cannot guarantee that every course will be offered during each semester. If the course is listed in that semester on the model program, it will be taught during that time. The times of day that each course is offered will vary from semester to semester. Courses not placed together on the model program may be offered during the same semester but they may be at conflicting times.
School Psychology Model Program

First Semester/Fall 2004 (12 hours)
CPS 6040 Introduction to School Psychological Services (3)
CPS 6410 Interpersonal Skills I (3)
CPS 7490 Psychological Assessment I: Intelligence (3)
CPS/EPY 8200 Advanced Developmental Psychology: Cognition and Intellect (3)

Second Semester/Spring 2005 (14 hours)
CPS 6150 Ethical/Legal Standards in CPS (2)
CPS 7260 Counseling Systems and Interventions (3)
CPS 7510 Psychological Assessment II: Achievement (3)
CPS 7570 Psychology Consultation in the Schools I (3)
EPRS 7900 Methods of Research in Education (3)

Third Semester/Summer 2005 (6 hours)
CPS 7520 Data-Based Decision Making for Instructional Planning in School Psychology (3)
CPS 8440 Social/Emotional Assessment of Children and Adolescents (3)

Fourth Semester/Fall 2005 (14 hours)
CPS 7340 Social/Cultural Issues in CPS (2)
CPS 7662 Applied Practice I: School Psychology (3)
CPS/EPY 8220 Advanced Developmental Psychology: Personality and Socialization (3)
CPS 8570 Psychology Consultation in the Schools II (3)
EXC 7110 Characteristics of Students with Behavior and Learning Disabilities (3)

Fifth Semester/Spring 2006 (13 hours)
CPS 8540 Child/Adolescent Psychopathology (3)
CPS 8662 Applied Practice II: Consultation & Intervention Practicum in School Psychology (4)
EPRS 8530 Educational Statistics I (3)
Choose One Course (3 hours): EPSF 7100 Critical Pedagogy OR EPSF 7110 Multicultural Education OR EPSF 7120 Social and Cultural Foundations of Education

Graduate from the M.Ed. program at the end of Spring 2006

Sixth Semester/Summer 2006 (7 hours)
CPS 8380 Family Systems and Interventions (3)
CPS 8640 Administration & Supervision in Pupil Personnel Services for School Psychology (4)

Seventh Semester/Fall 2006 (6 hours)
CPS 8680 Internship in School Psychology (6)

Eighth Semester/Spring 2007 (6 hours)
CPS 8680 Internship in School Psychology (6)

Graduate from the Ed.S. program at the end of Spring 2007
## Semester Course Offerings

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<th>Course Code</th>
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<td>CPS 6040</td>
<td>Introduction to School Psychological Services (3)</td>
<td>Fall only</td>
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<td>CPS 6150</td>
<td>Ethical/Legal Issues in CPS (2)</td>
<td>Fall, Spring, Summer</td>
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<td>CPS 6410</td>
<td>Interpersonal Skills I (3)</td>
<td>Fall, Spring, Summer</td>
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<tr>
<td>CPS 7260</td>
<td>Counseling Systems and Interventions (3)</td>
<td>Fall, Spring, Summer</td>
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<tr>
<td>CPS 7340</td>
<td>Social/Cultural Issues in CPS (2)</td>
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<td>CPS 7490</td>
<td>Psychological Assessment I: Intelligence (3)</td>
<td>Fall only</td>
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<td>CPS 7510</td>
<td>Psychological Assessment II: Achievement (3)</td>
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<td>CPS 7570</td>
<td>Psychological Consultation in the Schools I (3)</td>
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<tr>
<td>CPS/EPY 8200</td>
<td>Adv. Psy. Dev.: Cognition and Intellect (3)</td>
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<td>CPS 8570</td>
<td>Psychological Consultation in the Schools II (3)</td>
<td>Fall only</td>
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<tr>
<td>CPS 8640</td>
<td>Administration &amp; Supervision in Pupil Personnel Services (4)</td>
<td>Summer only</td>
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<tr>
<td>CPS 8662</td>
<td>Applied Practice II: Consultation &amp; Intervention Practicum (4)</td>
<td>Spring only</td>
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<td>CPS 8680</td>
<td>Internship in School Psychology (12)</td>
<td>Begin in Fall semester and complete in Spring semester</td>
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The following courses are taught by the Department of Educational Policy Studies:
- EPRS 7900 Methods of Research in Education (3)
- EPRS 8530 Educational Statistics I (3)
- EPSF 7100 Critical Pedagogy (3)
- EPSF 7110 Multicultural Education (3)
- EPSF 7120 Social and Cultural Foundations in Education (3)

To find out when these courses are offered you need to contact this department at 404-651-2582.

The following course is taught by the Department of Educational Psychology and Special Education:
- EXC 7110 Characteristics of Students with Behavioral and Learning Disabilities. This course will only be taught in fall semester.
Course Descriptions

CPS 6040 Introduction to School Psychological Services (3)
This course provides an overview of the unique issues of the specialty of School Psychological Services including history and ethical/legal concerns. Students will become familiar with multicultural diversity, research, and professional/organizational as it applies to the School Psychologist.

CPS 6150 Ethical and Legal Standards in Counseling and Psychological Services (2)
This course provides the rationale of basic ethical, legal, and practical professional standards governing practice in Counseling, Counseling Psychology, and School Psychology, especially as defined by the American Counseling Association, American Psychological Association, and the National Association of School Psychologists. Emphasis is placed on practice within agency or organizational settings.

CPS 6410 Interpersonal Skills I (3)
This course is an introduction to the basis for all interpersonal interaction whether in one-to-one or group counseling, teaching, consulting, supervising, or any other form of communication.

CPS 7260 Counseling Systems and Interventions (3)
This course addresses current theories and emerging positions in counseling and psychotherapy with special emphasis on psychological change strategies and the techniques commonly used in implementing those strategies.

CPS 7340 Social/Cultural Issues In Counseling and Psychological Services (2)
This course will enhance and advance the knowledge, skill, and sensitivity of diverse populations in the counseling process. The student will learn the effects of culture, ethnicity, race, and gender on the development and functioning of the client as well as the attitude of the therapist.

CPS 7490 Psychological Assessment I: Intelligence (3)
Corequisite: CPS 6040
This first course covers assessment and evaluation of Cognitive Function (Intelligence) in children and adolescents. A variety of assessment instruments and techniques will be reviewed. The student will be taught at least three interpretive schemes. Students must maintain a B average throughout the course.

CPS 7510 Psychological Assessment II: Achievement (3)
Prerequisite: CPS 7490
This second course covers all aspects of academic assessment including visual-motor skills. In addition, State Department of Education (GA) guidelines for determining categories of exceptionality will be presented. Theories in developmental psychology will be reviewed in the context of accurate academic assessment. Students must maintain a B average throughout the course.
CPS 7520 Data-Based Decision Making for Academic Interventions in School Psychology (3)
Prerequisites: CPS 7490, CPS 7510, CPS 8440; or take CPS 8440 concurrently
Designed to enhance the knowledge, skills, and attitudes of school psychology students, this course is an introduction to the process of linking psycho-educational assessment results to school-based interventions. It prepares school psychology students for their roles in data-based decision making and the development of cognitive and academic competencies on the implementation of research-based interventions. It includes review of federal, state, and local policies governing the delivery of remedial and special education services in the schools and offers practical experience in methods for communicating assessment results and recommendations to educators and parents.

CPS 7570 Psychological Consultation in the Schools I (3)
Prerequisite: CPS 6040
This course provides an introduction to school-based consultation in school psychology. It considers both the theory and the practice of school-based consultation with a focus on behavioral consultation (i.e., Bergan & Kratochwill 1990). There is an emphasis on consultation services provided in school settings to assist children with a range of behavioral problems, particularly consultation offered to teachers. This course seeks to bridge theory and practice and to maintain the active participation of students.

CPS 7662 Applied Practice I: School Psychology (3)
Prerequisite: CPS 6150, CPS 7520, CPS 8440
The purpose of the school psychology practicum is to introduce school psychology master’s students to the practice of psychoeducational evaluations and consultation with actual clients in a public or private school setting.

CPS 8200 Advanced Developmental Psychology: Cognition and Intellect (3)
This course provides basic knowledge of stages of human psychological development, including intellectual, social, and affective processes, with reference to biological, parental, familial, interpersonal, and multicultural events and experiences that shape human development. This course emphasizes development from birth through adolescence.

CPS 8220 Advanced Developmental Psychology: Personality and Socialization (3)
This course provides basic knowledge of stages of human psychological development, including intellectual, social, and affective processes, with reference to biological, parental, familial, interpersonal, and multicultural events and experiences that shape human development. This course addresses continuing development through young adulthood, maturity, and aging.

CPS 8380 Family Systems and Interventions (3)
Prerequisite: CPS 7260
This provides an overview of the historical roots of the family movement, the major theory base of systemic, psychodynamic, and communications orientations, and brief overview of the role of research and ethics on the development of the family movement.
CPS 8440 Social/Emotional Assessment of Children and Adolescents (3)
Prerequisite: CPS 7510
Assessment/diagnosis of social and emotional function in school-age children is discussed. Objectives, projective and behavior checklist test instruments are utilized. Emphasis is on norm-based test instruments. Course includes laboratory experience.

CPS 8540 Child/Adolescent Psychopathology (3)
Prerequisite: CPS 7510
This course will focus on the classification and etiology of major childhood and adolescent behavior clusters formed by school psychologists in their consultation and diagnostic duties. DSM-IV is reviewed.

CPS 8570 Psychological Consultation in the Schools II (3)
Prerequisite: CPS 7570
This course investigates both the theory and the practice of school-based consultation. The focus is on indirect approaches to delivery of psychological services that maximize the efficacy of providing services to the greatest number of available students. There is an emphasis on consultation services provided in school settings, particularly consultation offered to teachers. There is a particular focus on mental health consultation, Adlerian consultation, Instructional Consultation, Consultation Provided to Educators through Multidisciplinary Teams and Multicultural Approaches to Consultation. This course seeks to bridge theory and practice and to maintain the active participation of students.

CPS 8662 Applied Practice II: Consultation and Intervention Practicum in School Psychology (4)
Prerequisite: CPS 7260, CPS 7662, CPS 8570
The consultation and intervention practicum is a fifteen-week field experience designed to give the student opportunities to learn about and practice school based intervention and consultation. Students are expected to participate in this experience on a part-time basis. A minimum of 300 clock hours is required to be spent in an assigned school district where the student will receive on-the-job training under the direct supervision of a certified school psychologist. Additional time is required each week for on-campus instruction and supervision. During the practicum, each student will be required to participate in a variety of experiences including consultation, prevention (e.g. SST or pre-referral meetings), intervention, and research (such as evaluating process and outcome of consultation cases and group interventions). Students are expected to be familiar and in compliance with the American Psychological Association’s (APA’s) code of Ethics, the National Association of School Psychologist’s (NASP’s) Ethical Standards and the concept of child advocacy.

CPS 8640 Administration and Supervision in Pupil Personnel Services for School Psychology (4)
Prerequisite: CPS 6040
Designed for advanced school counseling/psychology majors who wish to pursue leadership roles in pupil personnel services, also known as student support services.
CPS 8680 Internship in School Psychology (12)
Prerequisite: CPS 7662
Students will work experience under supervision in a setting appropriate to the student’s professional objective in providing psychological services.

EPRS 7900 (3)
Methods of Research in Education
Study of research methods, procedures and designs, including preparation of research abstracts in education and related fields.

EPRS 8530 Educational Statistics I (3)
Prerequisite: EPRS 7900
Application of statistical description, probability, sampling techniques and correlation.

EPSF 7100 Critical Pedagogy (3)
Students learn ways to enhance and stimulate opportunities for democratic schooling. Topics address teaching for social action through community service, critical literacy, multiculturalism, and post colonialism.

EPSF 7110 Multicultural Education (3)
Students explore educational reforms in relation to race, ethnicity, culture, gender, and diversity within a democratic framework. Emphasis is placed on examining the economic, political, and social frames that affect the quality of education within a multicultural, social, and reconstructionist perspective.

EPSF 7120 Social and Cultural Foundations of Education (3)
Students analyze the roles of schools in the social order from the perspectives of the humanities and the social sciences.

EXC 7110 Characteristics of Students with Behavior and Learning Disabilities (3)
Examines the learning characteristics of children with specific learning disabilities with special emphasis on the effect of sensory, perceptual, and cognitive handicaps on classroom performance.
INTERNSHIP EXPERIENCE IN SCHOOL PSYCHOLOGY

The school psychology internship is a two-semester field experience designed to give the student a practical orientation in the field of school psychology. Students are expected to participate in this experience on a full-time basis. Each intern is required to spend a minimum of 1200 hours in a public school district where he/she will receive on-the-job training under the direct supervision of a certified school psychologist. Additional time is required each week for on-campus instruction, consultation, and supervision. During the internship, each student will be required to participate in a variety of experiences including consultation, prevention, intervention, assessment, and research activities. Students are expected to be familiar and in compliance with the American Psychological Association’s (APA’s) code of Ethics, and the National Association of School Psychologist’s (NASP’s) Ethical Standards.

SCHOOL PSYCHOLOGY INTERNSHIP SITES

Each student is responsible for negotiating and securing his/her own internship site. During the spring semester prior to their internship year, prospective interns will be provided with contact information for internship coordinators in local school systems. Prospective interns are encouraged to begin contacting coordinators in local school systems during March of the year prior to their internship; however, students are advised that timelines for internship placements vary from system to system. While some students may be able to negotiate and secure placements before the end of the spring semester (i.e., during May), others may not have their placements confirmed until just before the start of the fall semester (i.e., during July).

Students need to consider the following site requirements when negotiating an internship placement.

1. **The primary placement must be in a public kindergarten through 12th grade school system.**

At least 80% of the intern’s time (i.e., 4 out of 5 full-time week days) must be spent in a public school system. Interns with an interest in a special population (e.g., pre-school students, students with developmentally disabilities, students with emotional-behavioral disorders, students with neuropsychological disorders) may negotiate to spend 20% of their time (i.e., 1 out of 5 full-time week days) in a location other than a public school system (e.g., public preschool, private school, private preschool, psycho-educational center).

2. **The intern must be provided with 2 hours of field-based supervision each week by an on-site certified school psychologist.**

At least one hour of supervision each week should consist of an individual conference between the intern and the supervisor. During this time, the supervisor and the intern will discuss various aspects of the intern’s work. The supervisor will make recommendations and suggestions relative to specific cases, review the intern’s psychological reports, and co-sign all written reports prepared by the intern. In turn, the intern will have the opportunity to ask questions, seek clarification, and demonstrate his/her knowledge and skills.
The site supervisor should also provide an opportunity for the intern to observe him/her in his/her work with students, teachers, and parents. In addition, the site supervisor should observe the intern in a number of settings such as teacher conferences, parent conferences, and consultation with other school personnel. Time spent during these observations may be counted toward the second hour of weekly supervision. Other supervisor-supervisee activities that may constitute the second hour of weekly supervision include, but are not limited to group supervision, telephone communication, e-mail correspondence, and collaborative projects.

3. The student must be use the title “intern.”
During the 1200-hour internship experience, the student must use the title “intern” at the internship site, at the university, and while in other professional settings. This title indicates to others that the student is a professional in training. All internship students, including those who have obtained a nonrenewable school psychology certification from the state, must use the title intern.

4. The intern must be provided with release time to attend university activities.
During the internship experience, interns are still considered students in the school psychology program and are expected to attend university activities. These include, but are not limited to, group supervision during internship class, meetings with university supervisors or advisors, and other required classes. If the required 1200 hours for internship experience is distributed proportionately across the two academic semesters, then interns should be able to easily negotiate release time.

5. The site supervisor is responsible, in part, for evaluating the intern’s performance.
Once each semester, university supervisors will conduct site visits to meet with the intern and the site supervisor to discuss the intern’s progress toward completing his/her internship course requirements. In addition, site supervisors and university supervisors will maintain regular contact via e-mail or telephone to discuss the intern’s progress. Finally, each site-supervisor will complete a written evaluation of his/her inter supervisee at the end of the second semester. Satisfactory completion of internship course requirements is contingent upon a positive evaluation from the site supervisor.

LETTER OF AGREEMENT

Prior to the beginning of the internship, a written “letter of agreement” will be completed and signed by the intern, the site supervisor, and the university supervisor. This letter will outline the details of the school system’s support for the internship including the specific period of appointment and any terms of compensation.

Period of Appointment

For purposes of the internship experience, students are required to complete and document 1200 hours of supervised diverse professional activity in a public school system. It is recommended that the period of appointment begin on the first day of GSU’s fall semester and end on the last
day of GSU’s spring semester, with the 1200 hours being distributed proportionately between these two dates.

In some cases, school systems may prefer that the period of appointment begin on the first day of their 10-month school year calendar, and end on the last day of their 10-month school year calendar. In this case, there are two ways to negotiate the period of appointment with the school system.

1. The official period of appointment begins and ends according to the university calendar, and the required 1200 hours is completed within that time. Any time spent in the school system prior to and/or after the official period of appointment is considered “volunteer time,” and can not counted toward the 1200-hour internship requirement. During the “volunteer time,” the school system assumes full responsibility for the intern.

2. The official period of appointment begins and ends according the school system calendar, and the required 1200 hours is completed within that time. Time spent in the school system prior to and/or after the start and end of the university calendar is considered “extended internship time,” and can be counted toward the 1200-hour internship requirement. The school system must assume full responsibility for intern during the “extended internship time.” Such an arrangement must be negotiated between the student, the university, and the school system on an individual basis. Based on the discretion of the school psychology faculty at the university, students may or may not be permitted to negotiate an “extended” period of appointment.

Terms of Compensation

Currently, compensation for the internship experience varies from school system to school system and ranges in rate from no payment to full-time salary. The possible options for compensation include, but are not limited to, the following.

1. Traditional internship. The intern completes the 1200-hour experience at a public school system in return for field-based experience, opportunities to complete course requirements, two hours of supervision from a certified school psychologist each week, and release time to attend university activities.

2. Promise of contract work. The intern completes the 1200-hour experience at a public school system in return for field-based experience, opportunities to complete course requirements, two hours of supervision from a certified school psychologist each week, and release time to attend university activities. The intern also negotiates to be hired as a paid contract employee after completion of the required 1200 hours. This option may be possible for interns who negotiate an “extended internship” period of appointment.

3. Part-time or full-time employment. The intern completes the 1200-hour experience at a public school system in return for field-based experience, opportunities to complete course requirements, two hours of supervision from a certified school psychologist each week, and release time to attend university activities. Due to the critical shortage of school psychologists in Georgia, it may also be possible for a student who has successfully completed his/her master’s
degree in school psychology and obtained nonrenewable certification as a school psychologist to be hired on a part or full time basis by a school system. The intern is hired by the school system with the understanding that the intern is simultaneously a certified school psychologist and a student in a training program. The school system gives the intern a part-time or full-time school-psychologist assignment with all the responsibilities of that assignment; but the student is still required to use the title “intern” and the school system is still responsible for providing the supports for the internship experience described above. Under this option, it may be more difficult for the intern to negotiate those supports, specifically release time.

Negotiation

Prospective interns are responsible for negotiating the terms of compensation for their internship with local school systems on an individual basis. During the process of negotiation, prospective interns are strongly encouraged to consider the pros and cons of various levels of compensation and seek advisement on this issue from school psychology faculty at the university.

The process of negotiating the terms of compensation for one’s internship is similar to the process of seeking employment. Prospective interns should conduct their negotiations in a manner that is professional, keeping in mind that they represent not only themselves; but the school psychology program, the Department of Counseling and Psychological Services, the College of Education, and Georgia State University as well.

Prospective interns should feel free to explore many options for an internship site during the process of negotiation. However, once the intern has accepted a position in a school system, the intern has a professional responsibility to stop negotiations with other school systems and fulfill the obligations of his/her professional commitment to that school system.

INSURANCE

Each intern is responsible for acquiring professional liability insurance, and providing documentation of proof of insurance prior to the start of his/her internship experience. There are several sources of professional liability insurance for school psychology interns. These include but are not limited to the following.

1. School system’s umbrella policy.
   In some instances, school psychology interns will be provided insurance under the umbrella insurance policy of the school system in which they are working. In these cases, documentation of coverage can be provided in writing from the school system’s personnel office.

2. Professional Association of Georgia Educators (PAGE)
   The Professional Association of Georgia Educators provides professional liability and accidental death insurance fee of charge to its members. Student memberships can be obtained at minimal cost. For more information, students are encouraged to visit their website at www.pageinc.org.

3. Independent insurance companies.
   Often, insurance companies that provide homeowner’s insurance, will also provide professional
liability insurance to students at reduced rates. For example, the American Home Assurance Company provides a professional liability policy for students (with term limits up to $1,000,000) at a price of $23.00 per year.

4. Professional Organizations.
More information about professional liability for students can be obtained through professional organizations, including NASP and APA.

COURSE REQUIREMENTS

The internship experience is the culmination of the school-psychology training program and is completed for academic credit. It is during the internship experience that students demonstrate mastery of the school psychology program goals and objectives outlined in Georgia State University’s College of Education catalog.

The academic course requirements for the internship experience are consistent with the general domains/functions of the practice of school psychology as outlined in NASP’s (1997) publication, School Psychology: A Blueprint for Training and Practice II. To ensure both knowledge and skill development in each area, interns will be responsible for documenting their participation in the following activities.

1. Data-based decision making.
2. Consultation.
3. Academic prevention and intervention.
5. Addressing issues of diversity in education and practice.
6. Improving school organization, policy development, and climate.
7. Social-emotional prevention and intervention.
8. Facilitating home-school-community communication and collaboration.
9. Research and program evaluation.
10. Ensuring professional and ethical practice.

Portfolio

Documentation of the required 1200 hours and participation in the above activities will be organized and maintained by each intern in a portfolio. Portfolios will be reviewed at least once each semester by university supervisors. Satisfactory completion of internship course requirements is contingent upon submission of a complete portfolio by the end of the second semester. Following completion of the internship experience, the school psychology faculty at the university will hold portfolios for a period of at least one year.
LETTER OF INTENT

Date: ____________________

To whom it may concern:

I, __________________________________, intend to complete my 1200-hour school psychology internship (Student’s name. Please print) during the _____________ school year.

I understand that as a school psychology intern, I am responsible for all of the following:

(a) securing an internship site in a public school system,
(b) using the title “intern,”
(c) negotiating the period of appointment and terms of agreement with the school system in a professional manner,
(d) obtaining a signed letter of agreement that outlines the negotiated period of appointment, and terms of compensation,
(e) obtaining professional liability insurance,
(f) completing academic course requirements, and
(g) submitting a portfolio to document my completion of academic course requirements.

________________________________________
(Student’s signature)

* Return to Dr. Christine Siegel, Department of Counseling and Psychological Services, MSC 6A0915, 33 Gilmer Street SE Unit 6, Atlanta, GA 30303-3086 no later than _______________.

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RESPONSIBILITY OF INTERN

Case Method Requirements

I. Complete Psychoeducational Evaluation and Report. It is anticipated that each child would receive:
   A. individual intelligence test
   B. educational achievement tests (formal and informal)
   C. emotional diagnosis (projective techniques)
   D. parent interview regarding development
   E. teacher interview
   F. classroom observation
   G. play/peer interacting observation (estimated 15 hours)

II. Case Report (Estimated length: 10 pages)

III. Preparation of Individual Educational Plan

IV. Follow-Up (minimum of six weeks)
   A. weekly family consultation/therapy
   B. weekly child consultation/therapy
   C. weekly teacher consultation/therapy
   D. classroom observation (twice per week)

Five children will be studied in the above fashion. Process notes will be included in each activity. Weekly progress toward short term IEP will be made as summaries.

Individual notebooks will be maintained for each child.

Notebooks should be brought to each faculty consultation period.

Following the completion of the six week intervention program, faculty and representation from State Department of Education, psychologists, directors of special education and other Georgia State University faculty will evaluate and critique the effectiveness of our efforts.

Cases may be obtained from your current school district if you are currently employed as a school psychologist.

An agreement letter from your direct supervisor allowing you to participate in this internship is necessary. Clearly the diagnosis and follow-up of five such case studies will demand approximately 10-20 contact hours per week during the spring semester. Your system should value this delivery of services, but it is also apparent that such intensive efforts may reduce your usual work assignment. Failure to obtain such agreement would preclude your enrollment in CPS 8680.

Note: The children selected for case study include both male and female, elementary and secondary school levels as well as different referral problems. Most should have some referral problem which includes a question of emotional stability or adjustment. You are responsible for testing, but your diagnosis may result from your tests and test results from other specialists. If doubt exists, you are responsible for retesting. Your battery of tests is your demonstration of competency to make valid psychoeducational conclusions and to prepare Individual Education Plans consistent with PL 94-142. Re-evaluation is necessary at the end of six week substantiation of gain.
EVALUATION CHECKLIST
Internship In School Psychology (CPS 8680)

Each student will be evaluated according to the following criteria:

1 = demonstrates exceptional strength in this area
2 = skills are adequate in this area
3 = needs some improvement in this area
4 = needs substantial improvement in this area

1. Communicative and Consultative Skills
   The student:
   a. Relates effectively to children  1 2 3 4
   b. Is skilled in conversing and consulting with the teacher  1 2 3 4
   c. Is effective in conversing and consulting with the parents  1 2 3 4
   d. Has a good working relationship with the other school personnel  1 2 3 4
   e. Participates in eligibility team meetings for special education  1 2 3 4
   f. Participates in IEP meetings for special education  1 2 3 4
   g. Participates in pre-referral consultation meetings  1 2 3 4
   h. Provides academic and behavioral recommendations to parents/teachers  1 2 3 4

2. Formal Data Collection/Assessment Skills
   a. IQ instruments  1 2 3 4
   b. Achievement instruments  1 2 3 4
   c. Projective techniques/objective tests  1 2 3 4
   d. Rating scales/Behavior checklists  1 2 3 4

3. Informal Data Collection/Assessment Skills
   a. Records review/data usage  1 2 3 4
   b. Classroom observation skills  1 2 3 4
   c. Parent interview skills  1 2 3 4
   d. Teacher interview skills  1 2 3 4

4. Psychological Reports
   a. Reports are coherently written and grammatically correct  1 2 3 4
   b. Recommendations are practical and useful  1 2 3 4
   c. Reports are completed on time  1 2 3 4
   d. Student is able to analyze, synthesize, and interpret assessment data in a useful manner  1 2 3 4
   e. Recommendations are related to "reason for referral"  1 2 3 4

5. Counseling/Therapy Skills
   a. With students  1 2 3 4
   b. With families  1 2 3 4

6. Personal Characteristics
   The student:
   a. Is prompt  1 2 3 4
   b. Is able to organize own schedule and to function independently  1 2 3 4
   c. Is flexible and adaptable  1 2 3 4
   d. Demonstrates the use of practical and sound judgement  1 2 3 4
   e. Resolves legal/ethical issues in an appropriate manner  1 2 3 4
7. Skills in Ethical/Legal Practice

8. Additional comments:

_____________________________________________________________

_____________________________________________________________

_____________________________________________________________

_____________________________________________________________

Name of Student

Sponsoring Psychologist/Degree/Certificate #

Date
Internship Agreement for the 200___-200___ Academic Year

________________________________________
(Name of School/Agency)

has agreed to accept

________________________________________
(Name of Student)

as an intern for the 200___-200___ academic year. The internship site and the intern agree to observe the following arrangements in meeting the requirements of the internship:

1. DURATION: The internship will begin on _______________ and continue through _______________. The intern is expected to follow the same daily schedule and yearly calendar as other school psychology staff employed by the local school system/agency. The intern is not required to remain in the employment of the local school system/agency beyond the term of the internship. Furthermore, the intern is not guaranteed employment beyond the term of the internship.

2. HOURS: The intern is appointed on a full-time basis for one year, or on a half-time basis for two consecutive years. The intern must complete at least 1200 hours of supervised experience. As with regularly employed pupil services personnel, the intern demonstrates a commitment to the provision of psychological services not necessarily reflected in hourly schedules.

3. LOCATION: The internship will be performed at the following location(s):

Name of School District/Agency _____________________________________
Address: ________________________________________________________
________________________________________________________
________________________________________________________
Department/Location: _____________________________________________
_______________________________________________________________

Name of School District/Agency _____________________________________
Address: ________________________________________________________
________________________________________________________
________________________________________________________
Department/Location: _____________________________________________
_______________________________________________________________

4. COMPENSATION: When financially possible, the intern is provided a salary commensurate with his or her level of training, experience and period of appointment. The intern will be paid as follows:

____________________________________________________________________________
____________________________________________________________________________

5. CONFERENCES, SEMINARS, AND IN-SERVICE TRAINING: Ongoing professional development is a significant aspect of the internship experience. Conferences, seminars, and in-service training opportunities available to employed school psychologists should also be available to interns. The intern is encouraged to participate in state, regional, and national level meetings for school psychologists. Expense reimbursement
or released time for attendance at professional meetings is strongly encouraged. The intern is expected to attend the following conferences, seminars, and/or in-service training program(s):

6. WORK ENVIRONMENT: Consistent with the availability of resources to employed staff, the intern is provided adequate supplies and materials to carry out the functions of the internship. An appropriate work environment should include adequate privacy of office facilities, and access to secretarial assistance, telephone services, office equipment, and copying machines.

7. SUPERVISION: For that portion of the internship in a school setting, the cooperating supervisor/practitioner must hold a valid credential as a school psychologist. Full-time employment at the internship setting for at least one year prior to assuming supervisory responsibilities for an intern is required. Concurrent full-time employment as a school psychologist is recommended. Internship experience at nonschool settings shall be supervised by an appropriately credentialed psychologist.

   Cooperating practitioners shall provide at least two hours per week of direct supervision for each intern, and shall be responsible for no more than two interns at a time. The intern will receive at least two hours of supervision per week directly from:

   __________________________  ______________________________
   (Name of Supervisor)   (Certification Level of Supervisor)

   The University supervisor (or designate) shall maintain an ongoing relationship with the cooperating practitioner and the intern. The university supervisor (or designate) will make at least one site visit for each intern.

8. TRAINING COMMITMENT: The local school system/agency is committed to the internship as primarily a training experience. Employing interns as a means of acquiring less expensive services is unacceptable. Interns are expected to participate in tasks appropriate to the completion of the internship training plan. The intern will not be asked to serve in any capacity other than that for which he/she was appointed and is properly trained.

9. TERMINATION: The intern or school system/agency may terminate this agreement at the end of any semester by notification and agreement of all parties-intern, intern site supervisor, and university supervisor.

APPROVAL/AGREEMENT

___________________________  ______________________
(Intern)      (Date)

___________________________  ______________________
(Site Supervisor)     (Date)

___________________________  ______________________
(University Supervisor or Designate)  (Date)

Additional Notes:
NAME: ___________________________  WEEK OF: ______________________

A. School

1. ___________________________
2. ___________________________
3. ___________________________
4. ___________________________
5. ___________________________

B. Name of Child Tested:

1. ___________________________
2. ___________________________
3. ___________________________
4. ___________________________
5. ___________________________

C. Teacher (Name) Conference:

1. ___________________________
2. ___________________________
3. ___________________________
4. ___________________________
5. ___________________________

D. Parent (Name) Conference:

1. ___________________________
2. ___________________________
3. ___________________________
4. ___________________________
5. ___________________________

E. Case (Child's Name) Conference:

1. ___________________________ Date ________________________
2. ___________________________ Time ________________________
3. ___________________________ Supervisor's Initials __________
4. ___________________________ 
5. ___________________________ 

F. Supervision Conference:

1. ___________________________
2. ___________________________
3. ___________________________
4. ___________________________
5. ___________________________

Total Weekly Hours: _______________  Cumulative Hours to Date: ______

NOTE: RECORD ALL WORK BY HOUR AND DAY!

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INTERNERSHIP IN SCHOOL PSYCHOLOGY (Ed.S.)

This letter serves as an acknowledgment that ____________________________

Student

has successfully completed the demonstrated skills portion of the practicum in school psychology

in the ____________________________ School System. All written psychological reports and supporting materials have been viewed, accepted and turned in to this office.

____________________________ was prompt in completing all cases assigned and being

Student

on time for appointments. ____________________________ maintained a professional

Student

attitude throughout the practicum experience. It was a pleasure having such a person serve their practicum in our school system.

Signature

Type or Print Name

Title & Position

Date
Changing Major or Degree Status

A Georgia State University graduate student who wishes to change to a different graduate major must complete an application form and supply all required admission materials for the new major. Applications are reviewed by the appropriate program but there is no guarantee that the student will be accepted into a different major or degree program. In the College of Education, course work completed in the previous program may be counted toward the requirements for the new major if the courses match those described in the new major’s program description and the credits meet all other College of Education guidelines for degree completion and if the student’s new program advisor approves the application of previously earned credits toward the new program. If the new major is offered by a different college at GSU, the student should contact the appropriate graduate office in that college for information about applying to its graduate program.

A graduate student admitted to nondegree status who wishes to become admitted in a degree-seeking status must also complete an application form and supply all required admission materials for the new degree program. There is no guarantee that the applicant will be accepted to the degree program. He or she does not have to pay the application fee an additional time. No more than nine semester hours of course work taken while the student is admitted as a nondegree student may be applied to a master’s or doctoral program in the College of Education.

Academic Discipline Policy

Scholastic Warning

A graduate student whose cumulative grade point average (GPA) falls below a 3.00 at the end of a term or who fails to maintain the level of academic performance required by the department of his or her major will be placed on scholastic warning. GPA will be calculated based on all attempts at courses numbered 6000 or higher and will include any such courses whether or not they are required in the student’s program of study. The original grade in a course that has been repeated is not dropped from the cumulative GPA for purposes of determining academic standing. Upon completion of the subsequent term of required course work, if the cumulative GPA is at least 3.00, then the student will return to good standing.

A student who wishes to take a course or courses for personal enrichment or for other purposes not related to pursuit of a degree or certification program may audit those courses unless he or she wishes to have grades from that course or courses included in the cumulative grade point average for academic standing purposes.

A graduate student on scholastic warning whose GPA is not at least 3.00 and whose latest term’s GPA is not at least 3.00 will be suspended from the university for one academic term. During the term of suspension, the student may petition for readmission by completing a Petition for Readmission After Scholastic Suspension form and a reentry form and
submitting them to the Office of Academic Assistance and Graduate Admissions (300 College of Education Bldg) by the following deadlines:

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<td>To reenter Fall Term</td>
<td>June 15</td>
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<td>To reenter Spring Term</td>
<td>October 15</td>
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<td>To reenter Summer Term</td>
<td>March 1</td>
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**Scholastic Probation**

A student who is reinstated after scholastic suspension will be on *scholastic probation*. If the student’s graduate grade point average for any term following reinstatement falls below 3.00, the student will be scholastically excluded from the College of Education. If the student’s cumulative GPA is less than 3.00, he or she will be given 12 semester hours in which to raise the cumulative grade point average to at least 3.00.

**Scholastic Exclusion**

A student may be scholastically excluded from the College of Education for one or more of the following three reasons:

1. The student completed an academic term in which he or she did not earn a term GPA of at least 3.00 while he or she was on academic probation.
2. The student did not achieve or maintain a cumulative graduate GPA of at least 3.00 by the end of the first 12 semester hours completed following reinstatement.
3. The student failed to maintain the level of academic performance required by the department of his or her major.

A student scholastically excluded from the College of Education will not be admitted to any College of Education program and may never enroll in any College of Education course offerings.

**Petitions and Appeals**

There are petition and appeals procedures for students within the College of Education for the resolution of academic problems that are not governed by university policy. Students enrolled in other Georgia State University Colleges would follow the same process when a request involves College of Education courses or program requirements.

*Petition for Waiver or Variance:* This petition allows for a request for an exception to established academic policies and procedures in College of Education programs. All proposed deviations from the program of study as contained in this bulletin must have prior approval of the advisor, the department chair and the dean. A standard petition form for each proposed program deviation must be completed by the student. A petition form can be obtained from the Office of Academic Assistance (300 College of Education Building). This petition form must be submitted by the end of the semester prior to the semester in which the exception is needed.

*Petition for Resolution:* This petition allows for a request to redress of academic treatment believed to be injurious, unjust, or wrong. A petition form can be obtained from the department.
which is the source of the complaint. This petition must be initiated by written request to the department for a conference with the professor and department chair before the end of the semester in which the academic problem occurred. The entire petition process must be completed within ten (10) working days following the request for the conference.

**Appeal Procedure**

Any student in the College of Education may appeal to the Student Affairs Committee for review of a petition decision thought by the student to be arbitrary, capricious, or discriminatory. This appeal must be initiated within thirty (30) working days following completion of the petition process. To initiate an appeal, the student must schedule an appointment to meet with Dr. Beth Farokhi, 300 College of Education Building, telephone (404) 651-2843.

**POLICY ON STUDENT DEVELOPMENT AND RETENTION**

The Department of Counseling and Psychological Services (CPS) is committed to the professional and personal development of students in all of its masters, Ed.S., and doctoral programs. Since completion of all of these programs leads directly to entry into the professions, the CPS faculty members place considerable emphasis on academic performance as well as on students’ suitability for responsible participation in their chosen field. To meet this obligation, CPS faculty members monitor both academic performance and non-academic behavior in order to identify, nurture, and support appropriate behaviors and respond and intervene when inappropriate behaviors are noted. We will implement the following procedures in each of the CPS training programs (masters, Ed.S., and doctoral) when inappropriate behaviors have been identified. At any time, the seriousness of a given incident or set of behaviors may result in a decision by the Program Faculty, the Program Coordinator, and the Department Chair, in consultation with the university’s Office of Legal Affairs, to bypass intermediate steps and convene the Department’s ad hoc Retention Committee to gather information and recommend departmental action in the matter.

1. At the beginning of each Fall Semester, Program Coordinators for each program will name a Review Committee of two faculty members who will have the responsibility of reviewing the non-academic reports for Master’s, Ed.S. and Ph.D. students in their respective program.

2. Once a student is accepted into a program, the Program Coordinator for each program will create a file for a student when faculty reports of academic and non-academic, behavioral concerns are reported in writing. The respective Program Coordinators will maintain the files. These files may also contain letters or reports of commendation for students.

3. Department faculty members are charged with the responsibility of continuous evaluation of all student behaviors throughout a student’s enrollment in his/her program. At any time, a faculty member may prepare a statement citing positive or negative behaviors of a student. The student must be informed of the statement and sign the statement showing
their knowledge of the report and the fact that the report will become a part of a file to be kept in the Department for review by the faculty. If the report is negative, the faculty member will write a statement of the incident(s), sign it, and obtain the student’s signature acknowledging the existence and intended use of the information. If the student refuses to sign the statement, the faculty member will note that on the statement and give this to the Program Coordinator. At this point, the faculty member and student may determine an appropriate remedy to the behavior. If they decide on such a remedy, they will write a brief statement (signed by both the student and the faculty member) indicating agreement and submit this statement to the Program Coordinator of the program for which the student is enrolled. If the student and the faculty member do not agree on a course of action, the student or the faculty member may take the issue to the Program Coordinator. The Program Coordinator will refer the concern, including documentation, to the two-member faculty review committee of the respective program. That review committee will then recommend a course of action to the Program Coordinator. This may result in a recommendation that requests the formation of a Faculty Retention Committee to review the matter.

4. Each semester the Program Coordinators for each training program will review student folders containing letters of academic and non-academic concerns for all students in the program. The Program Coordinators will review the folders for indications of repeated incidents, both positive and negative. The Program Coordinators will compose a statement citing positive behaviors in a letter format and will send it to every student who fits the criteria. At the direction of the Program Coordinator, negative statements and accompanying information will be reviewed by the Review Committee for possible additional action by the Program Faculty.

5. Negative statements and accompanying information may form the basis for the following action by the Review Committee:
   a. preparation of a written statement for the student showing the seriousness of the recorded negative behaviors and the expectation of receipt of satisfactory completion of a program to correct or stop the behaviors; or
   b. review of the student’s suitability for the respective profession by the entire Program Faculty who may, in turn, recommend remedial work* for the student; or
   c. referral of the matter to the Department Chair for the formation of a Retention Committee for a formal hearing.

6. The ad hoc retention committee is the last step in the review of a student’s academic and/or non-academic suitability for entering the profession or continuation in the program of study if a problem has been identified. The procedure for the formation and conduct of the ad hoc Retention Committee is as follows:

* Remedial work is any program of activity agreed upon by both the faculty and the student designed to remove or correct negative behaviors within a specified time.
PROCEDURES FOR RETENTION COMMITTEE HEARING

The procedures for the Retention Committee hearing are as follows:

1. The Program Coordinator of the program in which the student in question is enrolled will, after consultation with the Program Faculty and Review Committee of two, request from the Department Chair the appointment of an ad hoc Retention Committee to receive information as regards the suitability of the student for the program.

2. The Department Chair will then appoint three faculty members from the department faculty-at-large who have not had the student in question in any class, or supervised the student in any activity in the department or had any relationship with the student in any other activity. One of the three faculty members will also be appointed Retention Committee Chair.

3. The Department Chair will brief the committee members on the purposes and procedures of the hearing process. Attorneys from the University’s Office of Legal Affairs may be included in these discussions.

4. The purposes of the Retention Hearing are to (a) gather information as regards the student’s behavior, (b) consider the information given in light of the concerns about the student’s suitability for the program and (c) prepare a recommendation for the faculty as regards the student’s future participation in the program.

5. The Department Chair will send a certified letter to the student notifying the student of the formation of the ad hoc Retention Committee to consider the student’s suitability (academic and/or non-academic) for the program. The letter will identify the Retention Committee members and Chair and notify the student that additional information will be forthcoming from the Retention Committee Chair.

6. The Retention Committee Chair will develop a calendar of events for the preparation of the Retention Committee Hearing, the date for the Hearing, and notification of persons to appear for the Hearing. The student will be given notice of the above date and information by certified letter postmarked at least seven days (7) in advance of the hearing.

7. The student will be informed of the information received and the persons who will appear to present information to the Retention Committee. At least seven days (7) prior to the date of the Retention Committee Hearing, the student will be sent copies of all documents and the names of all who will appear. The student should provide to the Retention Committee Chair a copy of all documents that he/she will submit to the Committee at least 24 hours prior to the Retention Committee Hearing. The student may choose to present information at the Hearing or have persons present information relevant to any incidents described in the information received by the Committee.

8. The Retention Committee Chair will be responsible for securing appropriate space for the Hearing, providing the necessary supplies and equipment for recording the Hearing, and notifying persons who are to provide information about the date, time and location of the
9. The student is to be informed that the Hearing will not allow for participation by an attorney or other representative. However, an attorney or representative may accompany and give advice to the student. The student is to notify the Chair of the Retention Committee if an attorney or representative will be present. The Retention Committee Chair will, in turn, notify the University’s Office of Legal Affairs of the expected presence of an attorney or representative and the person’s name.

10. The Retention Committee Chair shall preside over the Hearing and be responsible for recording the Hearing.

11. All oral presentations will be given under oath and recorded; written presentations must be signed by the preparer and have a statement swearing or affirming the truthfulness of the information included with the written material. The student has the right (at his/her expense) to receive a copy of tapes of the Hearing and documents presented.

12. Members of the Committee and the student may ask questions of persons providing information for the purpose of clarifying information; as this is not an adversarial proceeding, no questions can be asked except to clarify material presented to the Committee.

13. At the conclusion of the presentation of the information, the student will be allowed an opportunity to present information to challenge the information presented as well as describe their own understanding of events.

14. After all information has been received, the Retention Committee will meet in closed session to discuss the information received and develop a recommendation to the CPS Faculty. The committee has the following options for framing the recommendation: a) no additional action is necessary; b) the student may continue in the program with stipulations as to corrective measures to remove behavioral deficits; c) the student must leave the program for a prescribed period, take action to correct or remove behavioral deficits, then return to the Retention Committee to present information supporting their return to the program; or d) the student should be removed permanently from the program. The Retention Committee will prepare a written statement of its decision.

The Retention Committee will base its recommendations to the CPS Faculty on professional behaviors expected of all counselors and counselors in training. These professional behaviors are directly related to the Professional Codes of Ethics of the American Counseling Association and the American Psychological Association, licensing laws of Professional Counselors and Psychologists, and the accrediting bodies: American Psychological Association and Council for the Accreditation of Counseling and Related Educational Programs (CACREP). The following list provides examples of behaviors and attitudes expected of successful counseling students. This list is not exhaustive, but rather serves as a guide to the student and to the Retention Committee.
Characteristics expected of a successful student:

a) Integrity
b) Self-Awareness
c) Ability to successfully complete the academic course work required in the program.
d) Sensitivity to individual differences and respect for diversity among fellow students, staff, faculty, and clients.
e) Respect for and adherence to the Code of Ethics of the American Counseling Association (for Professional Counseling students, School Counseling Students and Rehabilitation Counseling students) or the American Psychological Association (for Counseling Psychology students and School Psychology students).
f) The ability to accept and make use of feedback from faculty regarding one’s progress in the program as it relates to academics, interactions with fellow students and faculty, and clinical skills.
g) The commitment to upholding confidentiality with fellow students in interpersonal and supervisory experiences and also with clients in practicum and internship.
h) Awareness of how to maintain appropriate interpersonal boundaries with faculty, fellow students, and clients.
i) Maintain an acceptable presentation that meets university, department, and affiliate sites expectations and standards to include dress, interpersonal skills, and respect of institutional procedures.

15. The Retention Committee Chair will present its recommendation to the CPS Faculty. The faculty will discuss the Committee’s findings and approve, disapprove or modify the Retention Committee’s recommendation. A majority vote of the faculty will be necessary to carry the motion.

16. The Retention Committee Chair will prepare a report of the faculty decision for the Department Chair and the student. The student will receive a copy of the faculty’s decision by certified mail.

17. The student may appeal the CPS faculty’s decision by following the printed appeals procedures described in the College of Education catalog.

(Revised March 2002)
School
PSYCHOLOGY

Ph.D. Program
Student Handbook

Georgia State University
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Introduction

This handbook is designed to provide students with an introduction to Georgia State University’s school psychology program, including information about the procedures and requirements for completing the Doctor of Philosophy (Ph.D.) degree with a Major in School Psychology. We hope your graduate studies in school psychology will be stimulating, challenging, and rewarding.

Georgia State University

Since its founding in 1913, Georgia State University (GSU) has experienced remarkable growth. Today, it is the largest urban research university in the Southeast, with over 25,000 students enrolled in undergraduate, graduate, and professional degree programs. Georgia State University features six academic colleges and an educational philosophy that combines teaching, research, and service into one learning experience.

Georgia State University’s main campus is located in the heart of downtown Atlanta, in a six-block area that lies within the heart of the business, government, and retail districts. Because of its location, the campus is relatively easy to access. It is located within a few blocks of all three major interstate highways, and mass transit service is available (bus service and rapid rail system) with routes that stop directly at the university.

Department of Counseling and Psychological Services

Mission Statement: Based on our commitment to diversity, advocacy and the belief that changes are possible, the mission of the department is to prepare competent professionals in counseling and psychological services, to contribute to the body of knowledge that undergirds these professions, and to provide service to the profession and the community.

The Department: The School Psychology Program is part of the Department of Counseling and Psychological Services (CPS) within the College of Education. The CPS department offers master’s degree programs in community counseling, rehabilitation counseling, elementary/middle school counseling, and secondary school counseling, and a combined Masters (M.Ed.)/Educational Specialist (Ed.S.) degree in school psychology and counseling. Finally, Ph.D. degrees are offered in school psychology, counseling, and counseling psychology. The school psychology and counseling psychology doctoral programs are fully accredited by the American Psychological Association (APA).

The CPS department prepares students for employment in settings such as rehabilitation clinics, public and private schools, correction agencies, colleges and universities, and mental health facilities. A concerted effort is devoted to providing students with the knowledge and skills to work in these particular environments. The CPS department recognizes that the attainment of such skills may extend beyond courses offered within
the department. Therefore, students may also take courses related to their interests from other departments and programs at GSU.

The CPS department is located on the ninth floor of the College of Education. The department has been recently renovated and most classrooms are equipped with the latest technological features. Small conference rooms, observation areas, playrooms, and special classrooms were specifically designed for graduate level education. One of the most active rooms on the ninth floor is the CPS library, which houses an extensive collection of assessment materials and equipment for the school psychology program.

School Psychology Program

As one of the oldest APA accredited school psychology programs in the nation, the school psychology program at Georgia State University has long been dedicated to training highly skilled school psychologists. This dedication produces the largest number of school psychologists in the state of Georgia, many of whom deliver mental health and educational services to students and their families in diverse ethnic, cultural, and geographic settings.

The school psychology program offers programs of study leading to the combined Masters of Education (M.Ed.)/Educational Specialist (Ed.S.) and the Doctorate of Philosophy (Ph.D.) degrees. Predoctoral-level training is primarily oriented toward developing highly skilled practitioners who will promote the academic and social development of children and adolescents through the delivery of school psychology services. For this reason, predoctoral students acquire knowledge and skills that are particularly salient within the school setting (e.g., assessment, consultation, prevention/intervention). While research methods are incorporated into predoctoral training, students at this level are more apt to be consumers, rather than producers, of research. Thus, predoctoral students develop expertise in basic research methodologies and in the psychometric theories and properties of assessment instruments.

In comparison, doctoral-level training is oriented toward developing students who are proficient practitioners and researchers. At the doctoral-level, students refine their knowledge and skills in assessment, prevention/intervention, and consultation. In addition, doctoral students develop a cognate that reflects their particular interests and intended area of specialization. Moreover, doctoral-level school psychology students are trained to be producers of research. Thus, doctoral students learn to critically
evaluate empirical studies, conduct original research, and contribute to the knowledge base in school psychology through scholarly publications and presentation.

Admission to the Ph.D. Program

Attainment of a Doctor of Philosophy (Ph.D.) degree ranks among the most respected accomplishments in any field. This reality imposes serious professional responsibilities upon doctoral students in school psychology. Such responsibilities demand that students maximize rather than minimize program obligations. For this reason, the program seeks students who are willing to expend additional effort beyond the basic requirements of the program. The School Psychology Ph.D. Program is interested in students who are committed to and capable of advancing the field of school psychology.

Admission to the program is highly competitive, with an average of five students accepted each year out of a pool that typically ranges from about 10-20 applicants. The faculty places primary emphasis on a number of criteria when considering an applicant for admission. Specifically, major consideration is given to applicants who: a) have completed predoctoral training in school psychology (i.e., masters and specialist degree requirements equivalent to those at GSU; see Appendix A) or a closely related field, b) aspire to become proficient clinicians and researchers, c) demonstrate high aptitude for graduate work, d) excel in an undergraduate major appropriate for doctoral studies in school psychology, e) are willing to complete a rigorous course of study, f) demonstrate awareness of multicultural perspectives, g) provide evidence of oral and written language skills, h) have a satisfactory work history in a helping profession, and i) have outstanding potential for applied research as well as research interests that are congruent with the expertise available at Georgia State University.

Based on these criteria, students accepted into the program over the past three years have obtained a mean Graduate Record Examination (GRE) score of approximately 1200; a mean undergraduate grade point average of 3.3; and a mean graduate grade point average of 3.8. Of current students, 82% are females, 91% are European-American, and 9% are ethnic minorities. All doctoral students are registered as full-time students, and many compliment their training by working as part-time graduate research assistants or graduate teaching assistants within the department. The program actively recruits ethnic minority students and strongly encourages their application. Students in the school psychology program come from many different backgrounds and represent a variety of different cultures and geographic regions.

Upon admission to the program, student performance is evaluated continuously and involves consideration of academic progress, as well as performance in laboratory, practica, and internship experiences. A student may be dropped from a course and/or the program if, in the judgement of the school psychology faculty, the student’s clientele or the functioning of a school or agency was put in jeopardy because of the student’s behavior. The minimum length of time for completion of the Ph.D. requirements for students entering the program with a specialist’s degree in school psychology is
approximately three years. This includes two years of academic coursework (with two consecutive semesters of residency), satisfactory completion of the doctoral comprehensive examination or National Licensing Exam, and acceptance of the dissertation prospectus and subsequent dissertation research. Students complete their doctoral internship and dissertation during their final year of the program. Students should consult the Georgia State University Graduate Bulletin and the College of Education Guide for Doctoral Students for the year in which she or he is admitted for specific guidelines. The requirements outlined apply throughout the maximum seven years allowed for program completion.

**School Psychology Ph.D. Program**

**Ph.D. Program Philosophy**

The School Psychology Ph.D. Program at Georgia State University embraces a researcher-practitioner model of training doctoral-level school psychologists. The philosophy of the program holds that research and practice are mutually beneficial activities. Through faculty mentoring, coursework, and practical experiences, doctoral students gain an understanding of how their clinical skills are enhanced by their research experiences, and how their research ideas are influenced by their experiences working in schools, clinics, and other settings. Doctoral students are educated to be highly skilled practitioners and researchers. The School Psychology Ph.D. Program is dedicated to training school psychologists with a high level of expertise in both areas.

Successful integration of research and practice enables doctoral students to appreciate how both components are essential to providing the most effective educational and mental health services to children, adolescents, and their families, and the most insightful consultation services to teachers, parents, and others. It also enables doctoral students to draw from many different knowledge bases and apply this information to solving difficult problems and unanswered questions. The integration of researcher and practitioner serves as the foundation for assuming leadership roles within the field of school psychology.

While a range of different theoretical orientations is accommodated (e.g., behavioral, cognitive, developmental), the school psychology program primarily espouses an ecological perspective. This perspective emphasizes how the reciprocal relationships among various components in an individual’s environment may influence her or his perceptions, cognition, and behaviors. This perspective provides the lens through which the School Psychology Ph.D. Program fosters the development of expertise in assessment and diagnostic procedures, preventive and remedial interventions, consultation and program evaluation, and research methodologies. Most importantly, a major emphasis is placed on understanding the multicultural factors that may influence these areas.

Multicultural issues and perspectives are an integral part of students’ education and training. As an urban research university Georgia State University is surrounded by the rich ethnic and cultural diversity of metropolitan Atlanta. Thus, the school psychology program is uniquely situated to provide multicultural training to its students. Moreover, Georgia is comprised of a diverse ethnic, cultural, and linguistic population, living in a wide range of urban, suburban, and rural communities across the state. This diversity affords students the opportunity to acquire clinical and research experience in a variety of different settings.
Finally, the school psychology program encourages students to develop their own educational and career goals. Thus, each doctoral student formulates a cognate that reflects her or his particular interests within school psychology. Throughout their doctoral program, students work closely with faculty in designing their program of studies, providing psychological services in school and clinical settings, and conducting applied research in the field of school psychology. The GSU School Psychology Ph.D. Program prepares graduates to work in a variety of settings including colleges and universities, public and private schools, state agencies, and clinics.

The School Psychology Ph.D. Program Embraces a Researcher-Practitioner Model of Training.

**Researcher.**

In order to understand and advance basic knowledge in the field of school psychology, students must have a solid foundation in research principles and methodologies. Students are educated to be highly skilled consumers of both basic and applied research. Training in research is applied across all areas of the School Psychology Ph.D. Program. As practitioners, graduates must be able to interpret published and unpublished writing and research. As consumers of psychological and educational assessment instruments and intervention methods, students must have extensive background knowledge to determine the utility and efficacy of such procedures. Through faculty mentoring, students acquire an understanding of the scientific method, and learn the research skills necessary to conduct and evaluate research.

**Practitioner.**

At the doctoral level, the practitioner is expected to demonstrate a high-level of expertise in the practice of school psychology. Thus, doctoral students are required to work toward completing all coursework, practica, and internship experiences (or their equivalents) of the Masters and Educational Specialist degrees in school psychology prior to beginning doctoral requirements. The practitioner component of the program encompasses over 2,000 hours of school-based practica and internship, in addition to coursework in assessment, intervention, consultation, and related areas. A total of 600 hours is required in pre-internship practicum experiences in school settings and over 1500 hours are required for the doctoral internship. Qualified school psychologists supervise all practica and internship experiences. This extensive commitment to applied training represents the core of the program and taps the expertise of the faculty in school psychology.
The School Psychology Ph.D. Program
Objectives are:

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<td>1.</td>
<td>To ensure that our graduates are prepared to secure employment as professional psychologists with particular expertise regarding schools and learners.</td>
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<td>To ensure that our graduates can not only make use of research findings but can properly conduct research as well, particularly research about practice.</td>
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<tr>
<td>3.</td>
<td>To ensure that our graduates understand theories of human growth and development, cognitive development, personality development, psychopathology, and social/ecological systems.</td>
</tr>
<tr>
<td>4.</td>
<td>To ensure that our graduates are proficient at providing preventive intervention, remedial intervention, consultation, and psycho-educational diagnoses as professional strategies targeted to the needs of learners, their parents and their schools.</td>
</tr>
<tr>
<td>5.</td>
<td>To ensure that our students are properly prepared to work with people who are culturally and individually different.</td>
</tr>
<tr>
<td>6.</td>
<td>To ensure that our students are well informed regarding the tenets of ethical practice.</td>
</tr>
<tr>
<td>7.</td>
<td>To ensure that our students are educated sufficiently in the sub-disciplines of psychology to pass the state licensing examination for applied psychologists.</td>
</tr>
<tr>
<td>8.</td>
<td>To ensure that each student, in addition to professional preparation as a school psychologist, has a subspecialty. This specialization will provide additional expertise related to particular goals/problems of schools and/or learners that will help them provide outstanding psychological services and will offer the graduate an edge when seeking employment. The program refers to these subspecialties as cognates.</td>
</tr>
</tbody>
</table>
Mentoring of Students

**Academic Advisor.** New students are assigned an academic advisor from the school psychology faculty. All students should meet with their advisor on a regular basis to discuss program planning, research opportunities, professional development, and other program issues. Frequent communication between student and advisor facilitates a well-designed program of study and professional development plan. Students are free to change advisors at any time during their graduate career in the school psychology program. Within the first year, doctoral students form a Program Advisory Committee consisting of their academic advisor (as committee chair) and two other faculty members, one of whom may be from outside the school psychology program. After forming a Program Advisory Committee, students should give committee members a tentative program of study with a projected timeline. This should be submitted to the committee no later than three semesters following admission into the doctoral program. To encourage accountability, doctoral students are asked to meet with their committee and submit an annual summary of progress at the end of each academic year (this meeting will be held until the student begins their internship or graduates). The academic advisor will summarize the student’s progress in writing. This document will kept in the student’s permanent file.

**Dissertation Mentoring.** After the first year, students should begin to identify a faculty member with similar research interests to be the chair of their dissertation committee. The dissertation chair may or may not be the same as the student’s academic advisor. After the dissertation chair is identified, the student should begin to form a dissertation committee according to the College of Education guidelines. The dissertation chair and student should meet on a regular basis to discuss the student’s dissertation research project.

**Research Mentoring.** Faculty members mentor students about research throughout their doctoral programs in a variety of ways. First, faculty members act as role models by conducting research and presenting research findings in peer reviewed journals and at professional meetings. Second, faculty members involve students as paid or volunteer assistants in their research projects. Research collaborations enable students to learn various aspects of the scientific process including research design; data collection, entry, and analyses; writing for publication; and presenting findings at professional conferences. Third, faculty members provide advice to student-initiated research projects through informal mentoring and/or directed reading courses. Finally, faculty members encourage students to collaborate with other faculty and students on research projects, presentations, and publications.

**Peer Mentoring.** New students are assigned to an advanced graduate student as a peer mentor. Peer mentors help new doctoral students acclimate to the Ph.D. program.
Policy on Student Development and Retention

The Department of Counseling and Psychological Services (CPS) is committed to the professional and personal development of students in all of its masters, Ed.S., and doctoral programs. Since completion of all of these programs leads directly to entry into the professions, the CPS faculty members place considerable emphasis on academic performance as well as on students’ suitability for responsible participation in their chosen field. To meet this obligation, CPS faculty members monitor both academic performance and non-academic behavior in order to identify, nurture, and support appropriate behaviors and respond and intervene when inappropriate behaviors are noted. We will implement the following procedures in each of the CPS programs when inappropriate behaviors have been identified. At any time, the seriousness of a given incident or set of behaviors may result in a decision by the program faculty, the program coordinator, and the department chair, in consultation with the university’s Office of Legal Affairs, to bypass intermediate steps and convene the department’s ad hoc retention committee to gather information and recommend departmental action in the matter.

1. At the beginning of each fall semester, program coordinators for each program will name a review committee of two faculty members who will have the responsibility of reviewing the non-academic reports for students in their respective program.

2. Once a student is accepted into a program, the review committee will create a file that contains faculty reports of academic and non-academic behaviors. The respective program coordinators will maintain the files.

3. Department faculty members are charged with the responsibility of continuous evaluation of all student behaviors throughout a student’s enrollment in his/her program. At any time, a faculty member may prepare a statement citing positive or negative behaviors of a student. The student must be informed of the statement and sign an attached statement showing their knowledge of the report and the fact that the report will become a part of a file to be kept in the department for review by the faculty. If the report is negative, the faculty member will write a statement of the incident(s), sign it, and obtain the student’s signature acknowledging the existence and intended use of the information. At this point, the faculty member and student may determine an appropriate remedy to the behavior. If they decide on such a remedy, they will write a brief statement (signed by both the student and the faculty member) indicating agreement and submit this statement to the program coordinator of the program for which the student is enrolled. If the student and the faculty member do not agree on a course of action, the student or the faculty member may take the issue to the department chair and request the formation of a retention committee to review the matter.

4. At the regularly scheduled semester review, the review committee for each program will examine the folders of non-academic behavior for all students in the program. They will review the files for indications of repeated incidents, both positive and negative. The committee will compose a statement citing positive behaviors in a letter format and will send it to every student who fits the criteria. Negative statements and accompanying information will be reviewed by the review committee for possible additional action by the program faculty.
5. Negative statements and accompanying information may form the basis for the following action by the review committee:

a. preparation of a written statement for the student showing the seriousness of the recorded negative behaviors and the expectation of receipt of satisfactory completion of a program to correct or stop the behaviors; or

b. review of the student’s suitability for the respective profession by the entire program faculty who may, in turn, recommend remedial work* for the student; or

c. referral of the matter to the department chair for the formation of a retention committee for a formal hearing.

6. The ad hoc retention committee is the last step in the review of a student’s academic and/or non-academic suitability for entering the profession if a problem has been identified. The procedure for the formation and conduct of the ad hoc retention committee is as follows:

* Remedial work is any program of activity agreed upon by both the faculty and the student designed to remove or correct negative behaviors within a specified time.

Procedures for Retention Committee Hearing. The procedures for the retention committee hearing are as follows:

1. The program coordinator of the program in which the student in question is enrolled will, after consultation with the program faculty, request from the department chair the appointment of an ad hoc retention committee to receive information as regards the suitability of the student for the program.

2. The department chair will then appoint three faculty members from the department faculty-at-large who have not had the student in question in any class, or supervised the student in any activity in the department or had any relationship with the student in any other activity. One of the three faculty members will also be appointed retention committee chair.

3. The department chair will brief the committee members on the purposes and procedures of the hearing process. Attorneys from the university’s Office of Legal Affairs may be included in these discussions.

4. The purposes of the retention hearing are to (a) gather information as regards the student’s behavior, (b) consider the information given in light of the concerns about the student’s suitability for the program and (c) prepare a recommendation for the faculty as regards the student’s future participation in the program.

5. The department chair will send a certified letter to the student notifying the student of the formation of the ad hoc retention committee to consider the student’s suitability (academic and/or non-academic) for the program. The letter will identify the retention committee members and chair and notify the student that additional information will be forthcoming from the retention committee chair.
6. The retention committee chair will develop a calendar of events for the preparation of the retention committee hearing, the date for the hearing, and notification of persons to appear for the hearing. The student will be given notice of the above date and information by certified letter postmarked at least seven days (7) in advance of the hearing.

7. The student will be informed of the information received and the persons who will appear to present information to the retention committee. At least seven days (7) prior to the date of the retention committee hearing, the student will be sent copies of all documents and the names of all who will appear. The student should provide to the retention committee chair a copy of all documents that he/she will submit to the committee at least 24 hours prior to the retention committee hearing. The student may choose to present information at the hearing or have persons present information relevant to any incidents described in the information received by the committee.

8. The retention committee chair will be responsible for securing appropriate space for the hearing, providing the necessary supplies and equipment for recording the hearing, and notifying persons who are to provide information about the date, time and location of the hearing.

9. The student is to be informed that the hearing will not allow for participation by an attorney or other representative. However, an attorney or representative may accompany and give advice to the student. The student is to notify the chair of the retention committee if an attorney or representative will be present. The retention committee chair will, in turn, notify the university’s Office of Legal Affairs of the expected presence of an attorney or representative and the person’s name.

10. The retention committee chair shall preside over the hearing and be responsible for recording the hearing.

11. All oral presentations will be given under oath and recorded; written presentations must be signed by the preparer and have a statement swearing or affirming the truthfulness of the information included with the written material. The student has the right (at his/her expense) to receive a copy of tapes of the hearing and documents presented.

12. Members of the committee and the student may ask questions of persons providing information for the purpose of clarifying information; as this is not an adversarial proceeding, no questions can be asked except to clarify material presented to the committee.

13. At the conclusion of the presentation of the information, the student will be allowed an opportunity to present information to challenge the information presented as well as describe their own understanding of events.

14. After all information has been received, the retention committee will meet in closed session to discuss the information received and develop a recommendation to the CPS faculty. The committee has the following options for framing the recommendation: a) no additional action is necessary; b) the student may continue in the program with stipulations as to corrective measures to remove behavioral deficits; c) the student must leave the program for a prescribed period, take action to correct or remove behavioral deficits, then return to the retention committee to present information supporting their return to the program; or d)
the student should be removed permanently from the program. The retention committee will prepare a written statement of its decision.

The retention committee will base its recommendations to the CPS faculty on professional behaviors expected of all counselors and counselors in training. These professional behaviors are directly related to the Professional Codes of Ethics of the American Counseling Association and the American Psychological Association, licensing laws of professional counselors and psychologists, and the accrediting bodies: American Psychological Association and Council for the Accreditation of Counseling and Related Educational Programs (CACREP). The following list provides examples of behaviors and attitudes expected of successful counseling students. This list is not exhaustive, but rather serves as a guide to the student and to the retention committee.

**Characteristics expected of a successful student:**

1. Integrity
2. Self-awareness
3. Ability to successfully complete the academic course work required in the program.
4. Sensitivity to individual differences and respect for diversity among fellow students, staff, faculty, and clients.
5. Respect for and adherence to the Code of Ethics of the American Counseling Association (for Professional Counseling students, School Counseling Students and Rehabilitation Counseling students) or the American Psychological Association (for Counseling Psychology students and School Psychology students).
6. The ability to accept and make use of feedback from faculty regarding one’s progress in the program as it relates to academics, interactions with fellow students and faculty, and clinical skills.
7. The commitment to upholding confidentiality with fellow students in interpersonal and supervisory experiences and also with clients in practicum and internship.
8. Awareness of how to maintain appropriate interpersonal boundaries with faculty, fellow students, and clients.

15. The retention committee chair will present its recommendation to the CPS faculty. The faculty will discuss the committee’s findings and approve, disapprove or modify the retention committee’s recommendation. A majority vote of the faculty will be necessary to carry the motion.

16. The retention committee chair will prepare a report of the faculty decision for the department chair and the student. The student will receive a copy of the faculty’s decision by certified mail.

17. The student may appeal the CPS faculty’s decision by following the printed appeals procedures described in the College of Education catalog.
CPS Faculty & Support Staff

Dr. JoAnna White, Department Chair  Dr. Gary Evans, Program Coordinator

Primary School Psychology Faculty
Dr. Catherine Fortner  Dr. Richard Gilman
Dr. Joel Meyers  Dr. Robin Perkins-Dock
Dr. Tam O'Shaughnessy  Dr. Kristen Varjas

Other Counseling and Psychological Services Faculty
Dr. Julie Ancis  Dr. Gary Arthur  Dr. Jeff Ashby
Dr. Joy Bailey  Dr. Greg Brack  Dr. Catharina Chang
Dr. Y. Barry Chung  Dr. William Curlette  Dr. Kay Draper
Dr. Dana Edwards  Dr. Joseph Hill  Dr. Susan Katrin
Dr. Roy Kern  Dr. Kenneth Matheny  Dr. Francis Mullis
Dr. Karen Ripley  Dr. Stephen Sampson  Dr. Roger Weed
Major responsibility for the school psychology program is shared by six full-time school psychology faculty members. One additional faculty member is employed by the program on a half-time basis. Other support for the program is provided by the remaining 18 faculty members in the Department of Counseling and Psychological Services (CPS), seven adjunct faculty members, and by the research and statistics faculty in the educational psychology department.

Students receive ongoing mentoring and guidance from the faculty in planning their studies and research, and in writing their dissertations. The faculty-to-student ratio is excellent. Consequently, faculty members are highly involved in the professional and personal development of their students. Above all else, students can look forward to the support of a faculty committed to developing its students.

Upon acceptance into the program, students are assigned an academic advisor from the school psychology faculty. Students meet with their advisors on a regular basis to discuss program planning, research opportunities, professional development, and other issues. Students are free to change advisors at any time during their graduate program.

All doctoral students complete a dissertation that is derived from data-based original research. Doctoral students should identify a faculty member to serve as their dissertation chair whose research interests match their own. The dissertation chair does not have to be the student’s academic advisor. After the dissertation chair is identified, the student should begin to form a dissertation committee based on College of Education guidelines. The dissertation chair and the student meet on a regular basis to discuss the progress of the dissertation.
Dr. Evans received his Ph.D. degree in school psychology from Georgia State University in 1988. He worked for twenty years in the public schools before beginning his university teaching career. He has been a school psychologist and coordinator of psychological services for a large metro Atlanta school system. He has also been a psychologist and administrator for a psychoeducational center. On a part-time basis he has worked as a teacher, counselor, and elementary school assistant principal. In addition to Georgia State, Dr. Evans has taught part-time for Emory University.

Dr. Evans’ major career and research interests lie in the core school psychology areas of psychodiagnostics and consulting with teachers and parents regarding student learning and behavioral/emotional problems. Dr. Evans has presented to a variety of local, regional, and national audiences on the topic of using assessment results to plan better instruction for students.

Selected Publications


Catherine Fortner, Ph.D.  Assistant Clinical Professor,  
School Psychology Program

Dr. Fortner received her Ph.D. in school psychology from Georgia State University in 1994 and obtained her state licensure in 1995. She worked for ten years with the Georgia Psychoeducational Network as a school psychologist and as Associate Director before beginning her university teaching career. In addition to Georgia State University, Dr. Fortner has taught classes at Brenau University and the University of Georgia. She also has a private clinical practice.

Dr. Fortner’s major research interests include the development of prosocial behavior in children and youth with disruptive behavior disorders and the application of school psychology skills in clinical settings.

Selected Publications

Rich Gilman, Ph.D.  
Assistant Professor,  
School Psychology Program  

Dr. Gilman received his Ph.D. in school psychology from the University of South Carolina in 1999. He has been recognized for outstanding work in the field of school psychology by the South Carolina Association of School Psychologists.

Dr. Gilman’s major research interests include assessing quality of life among children, adolescents, and their families, designing interventions to help socially rejected/socially neglected students, and professional issues in school psychology.

Selected Publications


Dr. Meyers received his Ph.D. in educational psychology with a specialization in school psychology from the University of Texas at Austin in 1971. Prior to joining the faculty at Georgia State University, he served on the faculties in school psychology at Temple University and the University at Albany. Dr. Meyers served as the director of the School Psychology Program at the University at Albany, is past president of Division 16 of the American Psychological Association, and is past editor of the Journal of School Psychology.

Dr. Meyers major research interests are as follows: school-based consultation and pre-referral intervention strategies; primary prevention of learning and adjustment problems in children; prevention of school violence and school dropouts; and school reform. In conjunction with his research interests, Dr. Meyers serves as director of Project DOVE, a program that is implemented in schools to prevent dropouts and violence.

Selected Publications


Dr. O'Shaughnessy received her Ph.D. in school psychology from the University of California at Riverside in 1997.

Dr. O'Shaughnessy’s major research interests include interventions for children who are placed at-risk for learning difficulties and associated emotional-behavioral problems, as well as methods of translating research findings into classroom practices. Dr. O'Shaughnessy directs Project Early Literacy-School Engagement, a federally funded longitudinal study of early literacy acquisition and school engagement in K-2nd grade children. She also co-directs, The Bridges to Literacy Project, a study to develop and evaluate a culturally responsive, home-school early literacy program for kindergarten children.

Selected Publications


Dr. Robin Perkins-Dock  Assistant Professor,  
School Psychology Program  
Counseling Psychology Program

Dr. Gordon received her Ph.D. in counseling psychology from the University of Georgia in 1997. She has extensive teaching and clinical experience with children and adolescents who are deaf or hearing impaired. Dr. Gordon is a Nationally Certified Rehabilitation Counselor and holds certificates for Teacher of the Deaf, School Counselor, and Communication Impaired Specialist.

Dr. Gordon’s major research interests include current conceptions in assessment of individuals with hearing impairment, as well as the self-concept and cultural identity patterns of adolescents who are deaf.

Selected Publications


Dr. Kris Varjas  Assistant Professor, School Psychology Program

Dr. Varjas received her Psy.D. in school psychology from the University of Albany, SUNY in 2000.

Dr. Varjas’ major research interests include national and international health and mental health issues in school- and community-based settings, developing, implementing and evaluating culture-specific interventions and multicultural consultation.

Selected Publications


The Ph.D. program of studies includes College of Education and school psychology program requirements. Approximately 88 semester hours of coursework are required beyond the educational specialist’s degree, including doctoral internship and dissertation requirements. A student’s program of study is planned in consultation with his or her graduate advisor and program advisory committee.

The doctoral program typically involves two stages. The first stage consists of fulfilling the requirements established by the College of Education and the school psychology program. This involves successful completion of a series of courses; a predissertation research project, with submission of a research article; a comprehensive examination; and approval of the dissertation prospectus. After meeting these requirements, a student is advanced to candidacy for the Ph.D. degree. The second or in-candidacy stage is devoted to independent research, preparing the dissertation, and doctoral internship in school psychology.

Please note that if any of the courses listed below have been taken prior to admission to the doctoral program, appropriate substitutions may be made with the approval of the student’s doctoral committee.

I. Core Area
   (College of Education requirements; minimum of 33 semester hours)

The purpose of the core area is to develop general research competence including expertise in at least one particular research paradigm appropriate to a student’s major field of study and/or dissertation research. In addition, the core area is intended to develop doctoral student’s awareness of the context in which educational issues can be understood and interpreted. Thus, the core area represents a uniform requirement of the College of Education to provide a common body of knowledge to all doctoral students.

(A) Research Core (minimum of 27 semester hours)

Students are required to take each of these courses.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EPRS 8530</td>
<td>Educational Statistics I</td>
<td>3</td>
</tr>
<tr>
<td>EPRS 8540</td>
<td>Educational Statistics II</td>
<td>3</td>
</tr>
<tr>
<td>CPS 9930</td>
<td>Prospectus Design</td>
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</tr>
<tr>
<td>CPS 9990</td>
<td>Dissertation</td>
<td>9</td>
</tr>
</tbody>
</table>

Students are also required to take each of these advanced-level courses.

(1) EPRS 8550   Educational Statistics III (3)
    EPRS 9550   Multivariate Analysis (3)

and

(2) A minimum of one additional quantitative or qualitative research methods course from a research track (see next page).
**Research Tracks**

The student and his or her doctoral advisory committee select at least one course, beyond those required for the research core (see previous page), from the list below. Course selection is based on the methodology to be used in the student’s dissertation.

1. **Quantitative Methodology**
   - **EPRS 8550** Educational Statistics III (3)
   - **EPRS 8620** Educational Evaluation (3)
   - **EPRS 8830** Survey, Research, Sampling Principles, and Questionnaire Design (3)
   - **EPRS 8840** Meta Analysis (3)
   - **EPRS 9550** Multivariate Analysis (3)
   - **EPRS 9560** Structural Equation Models (3)
   - **EPRS 9570** Hierarchical Linear Models (3)
   - **EPRS 9990** Advanced Research (3)

2. **Qualitative Methodology**
   - **EPRS 8500** Ethnographic Approaches to Educational Research I (3)
   - **EPRS 8510** Ethnographic Approaches to Educational Research II (3)
     *(EPRS 8500 and EPRS 8510 are a two course sequence)*
   - **EPRS 8640** Case Study Methods (3)
   - **EPSF 9280** Interpretive Inquiry in Education (3)
   - **ANTH 8010** Qualitative Methods in Anthropology (3)

3. **Single-Case Methodology**
   - **EPY 8850** Introduction to Single-Case Methodology (3)
   - **EPY 8860** Applications of Single-Case Methodology (3)
   - **PSY 8011** Single-Case Research Methodology (3)

4. **Historical/Sociological/Philosophical Approaches**
   - **EPSF 9750** Historical Research in Twentieth Century American Education (3)
   - **EPSF 9930** Philosophical Analysis and Method (3)
   - **HIST 8000** Introduction to Historical Research (3)

5. **Measurement Methodology**
   - **EPRS 7920** Educational Measurement (3)
   - **EPRS 8410** Introduction to Item Response Theory (3)
   - **EPRS 9330** Advanced Measurement Theory (3)
   - **EPRS 9360** Advanced Item Response Theory (3)
B. Social Foundations and Psychology of Learning Core
(minimum 6 semester hours)

Social Foundations
A Ph.D. degree from the College of Education requires not only highly specialized research skills in specific areas, but also a deep understanding of theoretical principles and broad ideological conceptualizations. Through historical, philosophical, sociological, and anthropological inquiry, the social foundations core fosters this understanding.

Select one of the following courses:

- EPSF 8270 Philosophy of Education (3)
- EPSF 8280 Anthropology of Education (3)
- EPSF 8310 Sociology of Education (3)
- EPSF 8340 History of American Education (3)
- EPSF 9260 Epistemology and Learning (3)

Psychology of Learning
The psychology of learning core is based on the following two guiding principles:

1. Educational leaders make judgments that affect learning;
2. Doctoral students should have a substantial understanding of the psychology of learning.

Select one of the following courses:

- EPY 8050 The Psychology of Instruction (3)
- EPY 8180 Development During School Age (5-18 years) (3)
- EPY 8200/CPS 8200 Advanced Developmental Psychology I: Cognition and Intellect (3)
- EPY 8220/CPS 8220 Advanced Developmental Psychology II: Personality and Socialization (3)
II. Major Area
(School psychology program requirements; minimum of 40 semester hours)

The major area requirements complete the basic body of knowledge needed for applied professional practice as a school psychologist. This knowledge builds on the foundation developed during earlier predoctoral studies in school psychology. Eligibility for professional certification in school psychology must be attained either prior to admission to the doctoral program in school psychology or in addition to the course work specified below.

A minimum of 40 semester hours must be earned in the school psychology major area, and these must include the courses listed below.

Students are required to take each of these courses:

- CPS 8650 Advanced Counseling Theory (3)
- CPS 8680 Internship in School Psychology (3)
- CPS 9350 Biopsychology and Medication (3)
- CPS 9630 Advanced Consultation (3)
- CPS 9640 Functional Assessment and Behavior Modification (3)
- CPS 9650 Prevention and Intervention Strategies for Learning Problems (3)
- CPS 9670 Diversity and Culture-Specific School Psychology (3)
- CPS 9920 Research and Publication (4)
- CPS 9961 School Psychology Seminar (6)
- CPS 9680 Doctoral Internship (9)

Doctoral Internship. Internship is an essential part of doctoral training in school psychology. It provides students with the opportunity to assume substantial responsibility for carrying out the major roles and functions of a practicing school psychologist. Throughout internship, students receive extensive supervision and professional role modeling. The internship is distinguished from the practicum experience by the increased responsibility and independence afforded the student. Internships in school psychology require a full-time experience for one calendar year, or a half time experience for two academic or calendar years.
III. Cognate Area
(School psychology program requirements; minimum of 18 semester hours)

The cognate area requirement provides students with an opportunity to enrich their preparation as a school psychologist with further study in a related area. Thus, each doctoral student develops a cognate that reflects her or his particular interests and area of specialization within school psychology.

(A) Foundations

Students are required to take this course. (If this course has been taken previously as a graduate or undergraduate, a substitution may be made in the Cognate area.)

PSY 8500 History & Systems of Psychology (3)

(B) Cognate

Students develop their own cognate area (minimum of 15 semester hours)

Examples of cognates:

Advanced Topics in Ethnic, Cultural, and Linguistic Diversity

EPRS 8500 Ethnographic Approaches to Educational Research I
EPRS 8510 Ethnographic Approaches to Educational Research II
EPS 9260 Issues of Race, Class, and Gender in Education
EPSF 8260 Sociology of Inner-City Children
CPS 8810 Directed Readings: 
    Research on Alternative Assessment Practices for Ethnolinguistically Diverse Students

Advanced Topics in Learning Difficulties

EPRS 8840 Meta-Analysis
EPRS 9570 Hierarchical Linear Models
EXC 8270 Advanced Studies in Learning Disabilities
EXC 8310 Advanced Studies in Language Development
CPS 8810 Directed Readings: 
    Research on Prevention/Intervention of Learning Problems with particular emphasis on Reading Disabilities
Examples of cognates continued:

**Prevention/Intervention of Social and Emotional Problems**

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<tr>
<td>EXC  8290</td>
<td>Advanced Studies in Behavior Disorders</td>
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<tr>
<td>EPY  8030</td>
<td>Advanced Applied Behavior Analysis</td>
</tr>
<tr>
<td>EPY  8860</td>
<td>Applications of Single-Case Methodology</td>
</tr>
<tr>
<td>CPS  8810</td>
<td>Directed Readings: Research on Prevention/Intervention Strategies for Students With, or At-Risk for, Emotional/Behaviors Disorders</td>
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**School Administration and Supervision**

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<tr>
<td>EPEL  8000</td>
<td>Effective Leadership in Schools</td>
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<tr>
<td>EPEL  8020</td>
<td>Issues in Educational Leadership</td>
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<td>EPEL  8330</td>
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<td>EPEL  8420</td>
<td>Advanced Supervision</td>
</tr>
<tr>
<td>EPEL  8360</td>
<td>Educational Policy Making and Analysis</td>
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</tbody>
</table>
Sample Ph.D. Program of Study

The following is a sample program of study based on a student with, or the equivalent of, an Ed.S. degree in school psychology. It includes College of Education and school psychology program requirements. Students choose a cognate in their area of specialization.

**Year One**

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<tr>
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<td>Research and Publications</td>
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<td>Advanced Consultation (3)</td>
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<td>CPS 9961</td>
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<tr>
<td>EPRS 8550</td>
<td>Educational Statistics III</td>
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<td>Biopsychology and Medication</td>
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<td>CPS 9420</td>
<td>Research and Publications</td>
</tr>
<tr>
<td>CPS 9650</td>
<td>Prevention and Intervention Strategies for Learning Problems (3)</td>
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<td>CPS 9961</td>
<td>Doctoral Seminar</td>
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<td>Research and Publications</td>
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**Year Two**

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<td>Research and Publications</td>
</tr>
<tr>
<td>EPRS 9550</td>
<td>Multivariate Analysis</td>
</tr>
<tr>
<td>CPS 9640</td>
<td>Functional Assessment and Behavior</td>
</tr>
<tr>
<td>CPS 9680</td>
<td>Doctoral Internship</td>
</tr>
<tr>
<td>CPS 9961</td>
<td>Doctoral Seminar</td>
</tr>
<tr>
<td>CPS 9930</td>
<td>Prospectus Design</td>
</tr>
<tr>
<td>CPS 9961</td>
<td>Doctoral Seminar</td>
</tr>
<tr>
<td>CPS 9990</td>
<td>Dissertation</td>
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**Year Three**

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<td>CPS 9961</td>
<td>Doctoral Seminar</td>
</tr>
<tr>
<td>CPS 9990</td>
<td>Dissertation</td>
</tr>
</tbody>
</table>
Key Steps in Ph.D. Program

1. Admission to the School Psychology Ph.D. Program
2. Assignment of an academic advisor
3. Formation of a Program Advisory Committee
4. Completion of Predissertation Research Project, with submission of a research article.
5. Identification of Dissertation Committee Chair/Formation of Dissertation Committee
6. Completion of Written Comprehensive Examination
7. Approval of Dissertation Prospectus
8. Recommendation for advancement to candidacy for Ph.D. degree
9. Completion of doctoral internship
10. Completion of dissertation research
11. Oral defense of dissertation
12. Recommendation for Ph.D. degree
Residency Requirement

The purpose of the residency requirement is to provide students with a set of extended experiences beyond those offered by formal coursework. During this time, students should spend considerable time on campus involved in activities related to research, scholarship, teaching, service, and professional development. Some examples of these activities include a) attending dissertation defenses scheduled within the department, b) attending colloquia and/or symposia offered in the department, on campus, or in the metropolitan area, c) working with faculty members on research projects, and/or d) assisting in developing instructional curricula for predoctoral-level school psychology training. Please note that these examples are not exhaustive and that a student’s doctoral advisory committee and the director of the school psychology program may approve other activities.

A minimum of 18 semester hours over a period of two consecutive semesters, or 27 hours over three non-consecutive semesters is necessary to fulfill the doctoral residency requirements. During this time, doctoral students must restrict any outside employment to no greater than 20 hours per week. It is highly recommended that students complete their residency requirements within the first six semesters (three years) following admission into the doctoral program.
Comprehensive Examination

A comprehensive examination is required of all doctoral students. Two options are available:

Option A: Comprehensive Examination

The comprehensive examination is designed to provide doctoral students with an opportunity to demonstrate their expertise and integration of knowledge across the school psychology program content areas. These areas include: (a) Theoretical Foundations of Psychology and Education; (b) Professional Issues in School Psychology; (c) Research Design and Methodology; (d) Psychological and Behavioral Assessment; (e) Consultation. The comprehensive examination consists of three days of written examination and is offered twice each year. It is recommended that the examination be scheduled soon after the completion of the residency requirements.

A recommended reading list is provided to students on an annual basis to help focus review materials in preparation for the examination. It is highly recommended that doctoral students participate in study groups well in advance of the exam date to help them prepare for the examination. More information concerning the comprehensive examination is found in the Guide for Doctoral Comprehensive Examination, which is available in the CPS department.

Option B: National Licensing Examination

At any time during his or her doctoral studies, a student can present to the director of the school psychology program a passing score on the National Licensing Examination in Psychology. A passing score will exempt the student from having to take the written comprehensive examination (i.e., Option A above).

Please note: no student will be allowed to apply for internship prior to successful completion of either option A or option B.
Internship

Doctoral internship is an essential component of doctoral training in professional psychology. It provides students with the opportunity to assume substantial responsibility for carrying out the professional roles and functions of a school psychologist. Throughout the internship experience, extensive supervision, ongoing training, and professional role modeling is provided. The internship is distinguished from the practicum experience by the increased independence and responsibility given to the intern and by the more intense nature of client contact. Internships in school psychology require a full-time experience for one academic or calendar year or a half time experience for two academic or calendar years. Two thousand (2,000) documented hours are required.

Internship is undertaken after successful completion of coursework; predissertation research project, with submission of a research article; and comprehensive examination. Doctoral students are strongly encouraged to defend their dissertation prospectus prior to beginning their internship.

The coordinator of doctoral internships, Dr. Joe Hill, in the CPS department assists students in securing appropriate placements for internship. The coordinator also assists students by providing them with resources and materials about internship, certification, and licensure policies and procedures.

The most comprehensive listing of internship offerings is provided by the Association of Psychology Postdoctorate & Internship Centers (APPIC) Directory of Internship Programs in Professional Psychology. In this directory, over 400 internship programs (both APA-accredited and non-APA-accredited) are described. In addition, the American Psychological Association (APA) and the National Association of School Psychologists (NASP) provide a joint directory of approved internship sites in school psychology. These directories, as well as individual announcements and brochures received directly from internship sites, are kept in the CPS department library.

Doctoral students in the school psychology program can satisfy their internship requirement in either APA-accredited or APA non-accredited internships. They may also choose to carry out their internship in a school setting or a mental health setting with an educational focus. For non-APA accredited programs, a brief statement of its conformance to standards established by the Council of Directors of School Psychology Programs (CDSPP), the Association of Psychology Postdoctorate & Internship Center (APPIC), and the American Association of State Boards of Psychology (AASBP) must be filed with the Coordinator of Doctoral Internships. The student’s doctoral advisory committee and the director of the school psychology program must approve this statement.

Please note that there is no school-based APA-accredited internship cite in Georgia. Thus, interested students should consider completing their internship in an out-of-state location. For example, a number of school-based APA-accredited programs are available in Texas, Louisiana, and Nebraska. For students who wish to
In 1987, APPIC resolved that all internship applicants must complete 600 hours of supervised practice prior to beginning the internship, and a recommended total of 800 hours. In order to assure that these standards are met, students are asked to document their earned hours of supervised practice prior to their internship in the manner established in the form *Documentation of Supervised Practice* attached at the end of this handbook. Please note: completion of the Ed.S. internship (1,200 hours) at Georgia State University meets this requirement.

A close liaison is maintained between the school psychology program and the internship agency in order to evaluate the student’s progress throughout their internship experience. The coordinator of the doctoral internship, the student’s doctoral advisor, and the student’s on site internship supervisor are actively involved in monitoring student progress. In addition, students evaluate their internship agency’s adequacy and appropriateness as an internship site.

Students may obtain further information regarding the internship experience by consulting these references:

American Psychologist: June and December issues. Annual Listing of APA-Accredited Doctoral and Predoctoral Internship Training Programs in Psychology.


Dissertation

Successful completion of the dissertation is the culmination of extended and meaningful research under the supervision of the student’s graduate advisor and dissertation committee. It is a time of celebration, and a time for reflection on the professional and personal growth attained by the student during his or her doctoral training. Successful completion of the dissertation does not mark an end to such growth, but serves as a springboard towards future contributions to the field of school psychology.

The first step towards a dissertation is for students to develop a prospectus of their intended research study and then present the prospectus to their Dissertation Committee for approval. The prospectus serves as a contract between the student and the committee members by which the final product is judged. The doctoral dissertation involves original research in the student’s chosen area of specialization. The student’s doctoral committee determines the acceptability of the dissertation and requires the student to defend its contents in an oral examination. The dissertation is expected to demonstrate extensive expertise in a particular area and extend existing literature in that area. It is also expected to contain an appropriate research design and analyses for the particular research questions investigated. Finally, the dissertation is expected to include a thorough review of the literature, a well-supported rationale, and excellent writing skills.

Students must successfully defend their dissertations before the faculty and other interested persons. This oral dissertation defense typically lasts about two hours during which students present a summary of their research study and defend its design, procedures, and conclusions.

The latest edition of the Publication Manual of the American Psychological Association (4th edition: 1994) must be used to govern the style of the dissertation. Format requirements can be found in a guide entitled Instructions Related to the Preparations of Dissertations and Theses in the College of Education. Copies of this document are provided to students upon their admission to the program. Further, a Thesis and Dissertation Assist Unit, established by the Counseling Center, employs a writing specialist to help students organize, develop, and compose their thoughts related to the dissertation. Finally, copies of all dissertations are available in the CPS department library for students to see.

Students in the doctoral program attend informal program meetings during the academic year and the summer to help them formulate research ideas for their dissertation. In addition, students are expected to attend dissertation defenses within the department in order to understand how the process works. Attendance
Prospectus and Dissertation Timelines

Prospectus Timeline

1. The prospectus and the abstract must be submitted to the doctoral student’s Chair and committee members at least 2 weeks (not including semester breaks) prior to submission to the Office of Academic Assistance (OAA). Some dissertation chairs may request more than two weeks for review of the documents. It is the student’s responsibility to clarify this deadline with the dissertation chair and the individual committee members.

2. After receiving a student’s prospectus, if a faculty member does not respond to the student within two weeks (not including semester breaks), the student can assume that the faculty member is in agreement with the proposed defense date. This does not mean that the committee member will have no questions or edits for the student at the defense meeting.

3. The prospectus abstract must be submitted to the Department Chair at least 7 days before submission to OAA.

Dissertation Timeline

1. Students must submit their dissertations to their committee members at least 2 weeks (not including semester breaks) prior to their projected defense date. Some dissertation chairs may request more than two weeks for review of the dissertation. It is the student’s responsibility to clarify this deadline with the dissertation chair and the individual committee members.

2. After receiving a student’s dissertation, if a faculty member does not respond to the student within two weeks (not including semester breaks), the student can assume that the faculty member is in agreement with the proposed defense date. This does not mean that the committee member will not have questions or edits for the student at the defense meeting.

3. The Dissertation Defense Announcement Form must be submitted to the Chair of the student’s committee for approval. Then the student should submit it to the Department Chair at least 7 days prior to turning it in to OAA.

4. After successfully defending the dissertation, the student and the committee chair are responsible for completing edits required by the committee. The committee chair does not sign the dissertation until all edits are complete.

5. After all edits are completed, the student submits the dissertation to the department chair for review two weeks prior to submitting it to the Dean’s Office.
As professional school psychologists, doctoral students are expected to stay abreast of current developments in the field of school psychology. One way of doing this is to belong to professional organizations. Students are encouraged to become members of, and attend conferences sponsored by, various school psychology organizations. The two major organizations in the field of school psychology are Division 16 (School Psychology) of the American Psychological Association (APA) and the National Association of School Psychologists (NASP). Other worthwhile organizations to consider joining include the Georgia Psychological Association (GPA), the Georgia Association of School Psychology (GASP) and the American Educational Research Association (AERA).

Students are not only expected to become members of school psychology professional organizations, but also to be actively involved in presenting papers and posters at local, state, and national conferences sponsored by these organizations. Doctoral students’ independent research and collaborations with faculty members (e.g., predissertation research project) generate data for such presentations and stimulate worthwhile dissertation research topics.

**APA Division 16**

The American Psychological Association (APA) is the major national organization devoted to advancing the field of psychology as a science, as a profession, and as a means of promoting the mental health and welfare of all people. With over 65,000 members, APA fosters communication among psychologists and the public by publishing psychology journals, holding annual conferences, and disseminating current research findings. Division 16 has a membership of over 2,500 members and is the leading voice of school psychology within the broader realm of psychology. Division 16 publishes a professional journal, *School Psychology Quarterly*, and a newsletter, *The School Psychologist*. All GSU school psychology students are strongly encouraged to become student members of APA Division 16.

**NASP**

With over 16,000 members, the National Association of School Psychologists (NASP) is an important school psychology organization. NASP is committed to enhancing psychological services to children and adolescents in the schools by improving the effectiveness and stature of school psychologists across the country. NASP publishes a professional journal, *School Psychology Review*, and a newsletter, the *Communique*. NASP also publishes an extensive array of edited books for school psychologists. All GSU school psychology students are strongly encouraged to become student members of NASP.
Appendix A

Prerequisites of the Ph.D. Program

The programs of study for the Masters of Education (M.Ed.) and Educational Specialist (Ed.S.) degrees at GSU are listed below as a reference. Further information about these programs may be obtained in the College of Education Graduate Bulletin and the Combined M.Ed./Ed.S. Student Handbook. Students who enter the Ph.D. program without specialist-level training in school psychology must complete all requirements of the GSU Educational Specialist (Ed.S.) degree program either prior to or concurrent with their doctoral studies. Please note that GSU has a combined M.Ed./Ed.S. degree program in which students initially undertake M.Ed.-level training in preparation for more advanced Ed.S.-level training.

Master of Education (M.Ed.) Degree Program of Study

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>EPY 7080</td>
<td>Psychology of Learning and the Learner</td>
</tr>
<tr>
<td>EPRS 7900</td>
<td>Methods of Research in Education</td>
</tr>
<tr>
<td>EPSF 7120</td>
<td>Social and Cultural Foundations in Education</td>
</tr>
<tr>
<td>CPS 6040</td>
<td>Introduction to School Psychological Services</td>
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<tr>
<td>CPS 6150</td>
<td>Ethical and Legal Standards in Counseling and Psychological Services</td>
</tr>
<tr>
<td>CPS 6410</td>
<td>Interpersonal Skills</td>
</tr>
<tr>
<td>CPS 7260</td>
<td>Counseling Systems and Interventions</td>
</tr>
<tr>
<td>CPS 7340</td>
<td>Social/Cultural Issues in Counseling and Psychological Services</td>
</tr>
<tr>
<td>CPS 7490</td>
<td>Psychological Assessment I: Intelligence</td>
</tr>
<tr>
<td>CPS 7510</td>
<td>Psychological Assessment II: Achievement</td>
</tr>
<tr>
<td>CPS 7570</td>
<td>Consultation in School Psychological Services</td>
</tr>
<tr>
<td>CPS 7660</td>
<td>Applied Practice I: School Psychology</td>
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</tbody>
</table>

Educational Specialist (Ed.S.) Degree Program of Study

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<tr>
<td>CPS 6450</td>
<td>Group Counseling Systems</td>
</tr>
<tr>
<td>EXC 7110</td>
<td>Characteristics of Students with Behavioral and Learning Disabilities</td>
</tr>
<tr>
<td>CPS 8200</td>
<td>Advanced Developmental Psychology: Cognition and Intellect</td>
</tr>
<tr>
<td>CPS 8220</td>
<td>Advanced Developmental Psychology: Personality and Socialization</td>
</tr>
<tr>
<td>CPS 8380</td>
<td>Family Systems and Interventions</td>
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<tr>
<td>CPS 8440</td>
<td>Social/Emotional Assessment of Children and Adolescents</td>
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<td>EPRS 8530</td>
<td>Educational Statistics</td>
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<tr>
<td>CPS 8530</td>
<td>Professional Issues and Decisions</td>
</tr>
<tr>
<td>CPS 8540</td>
<td>Child/Adolescent Psychopathology</td>
</tr>
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<td>CPS 8580</td>
<td>Child/Adolescent Development in Family</td>
</tr>
<tr>
<td>CPS 8640</td>
<td>Administration and Supervision in Pupil Personnel Services for School Psychologists</td>
</tr>
<tr>
<td>CPS 8680</td>
<td>Internship in School Psychology</td>
</tr>
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- Fall Semester-- 6 semester hours
- Spring Semester-- 6 semester hours
Prospectus and Dissertation Timelines

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4. After successfully defending the dissertation, the student and the committee chair are responsible for completing edits required by the committee. The committee chair does not sign the dissertation until all edits are complete.

5. After all edits are completed, the student submits the dissertation to the department chair for review two weeks prior to submitting it to the Dean’s Office. Students are strongly encouraged to have their dissertations bound. A bound copy should be given to the committee chair and to the CPS Library.