

Clinical Counseling Program

The Citadel

Program Handbook

2018-19

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INTRODUCTION

This Handbook is intended to assist students in progressing toward the Master of Arts in Psychology: Clinical Counseling Program at The Citadel. The Handbook does not replace the official catalog, but supplements that document with a detailed presentation of both the Program and the faculty's expectations of students.

Students are expected to be familiar with the contents of the Handbook in order to gain maximum benefit from their studies and make expeditious progress towards the degree. The Handbook is the primary reference source for the Clinical Counseling Program, and consists of a description of the curriculum, sequence of courses, comprehensive examination, field placement requirements, and core competencies. Additionally, important information regarding academic policies, support services, and expectations of students among others are described. A good measure of responsibility for completing The Program rests with students during their studies at The Citadel. Students are assigned a faculty advisor who should be consulted at least once each academic year to review progress toward the degree. It is the responsibility of the student to maintain contact with their advisor throughout the course of study.

The Master of Arts in Psychology: Clinical Counseling

The Citadel's Clinical Counseling Program offers a 57 semester hour master's degree in psychology for those interested in becoming professional mental health counselors. Our graduates have obtained employment in diverse settings such as community mental health centers, college counseling centers, hospitals, substance abuse programs, correctional facilities, and social service agencies. Most of our graduates complete licensure requirements in South Carolina or other states, and many pursue private clinical practice. The Program is accredited by the State Department of Education in South Carolina, the Masters in Psychology and Counseling Accreditation Council (MPCAC), and is a member of the Council of Applied Masters Programs in Psychology (CAMPP). The curriculum is consistent with requirements for a license as a Professional Counselor (LPC) in South Carolina.

History

In the mid 1970's The Citadel gained approval from the South Carolina Commission on Higher Education to initiate graduate study in the area of counseling. The early intent was to provide a first rate program in the area of school counseling with particular emphasis on the secondary school. A need for counselors in elementary schools as well as in agencies outside of the school structure subsequently was identified. As a result, the original design in the area of counseling was altered and three tracks were developed and implemented within the Department of Education: Secondary School Counseling; Elementary School Counseling; and Clinical Counseling. The Clinical Counseling program subsequently was changed to the Community Counseling program to address the need for counselors in community agencies.

In 1993, the Community Counseling program was relocated from the Department of Education

to the Department of Psychology. An extensive review of curriculum, accreditation standards, community needs, and employment issues was undertaken. It was determined that the title Clinical Counseling more accurately depicted the nature of the program and of services that students and graduates were providing to individuals in the community. Major curriculum changes were made during the 1994 - 1995 academic year to preserve the license eligibility of graduates and to conform to training standards set forth by CAMPP and endorsed by the NAMP. In 1997, the program degree was changed from a Master of Education to a Master of Arts in Psychology. The program was initially accredited by Masters in Psychology Accreditation council (MPAC) and reaccredited by MPCAC (council changed its name) in 2012.

Enrollment

The most desirable approach to obtaining a graduate degree in psychology is full-time resident study with 9 credit hours per semester. Full-time study allows the student to focus time and energy on the important tasks of professional and personal development required to become a competent counselor. We recognize that students may have family and/or employment responsibilities that preclude full-time study, and many do complete the Program on a part-time basis with 3 to 6 credit hours per semester. Either form of enrollment requires that students become actively involved in the rigors of graduate education, and meet all academic requirements regardless of the nature of their other obligations.

Philosophical Perspective

The Citadel's program curriculum and training has been developed according to the guidelines/publications of professional organizations such as the Council of Applied Masters Programs in Psychology, the American Psychological Association, and the American Counseling Association. The program espouses a philosophical perspective of training and practice that is based on psychological, evidence-based principles, and it promotes a scientifically informed and culturally relevant approach to diagnosing, conceptualizing, and treating client problems.

The mission of the Program at The Citadel is to prepare students to become scientific practitioners of psychological counseling in a variety of community agencies. The Program's training model emphasizes the application of theories of human development, psychopathology, and behavior change to psychosocial problems. The training model blends didactic and practice-based experiences that facilitate the acquisition of an empirical approach to assessment, goal development, case conceptualization, intervention, and evaluation of services. The Program advocates a scholarly perspective that integrates the development of evidence-based and professional competencies with a compassionate, culturally sensitive and ethical orientation to clinical work.

PROGRAM OVERVIEW

The Clinical Counseling curriculum provides instruction in the theory and practice of counseling from a psychological perspective. The emphasis of the program is to prepare students as

counselors in community agencies. The program addresses the development of counseling skills in a variety of modalities, including individual, family and group. Students who successfully complete this program meet the educational requirements for licensure as a Professional Counselor in South Carolina. While some graduates have successfully pursued doctoral study, the program is designed as a terminal degree program.

The curriculum focuses on theoretical, practical, and legal/ethical issues that are essential for good clinical practice. Courses focus on creating a knowledge base for:

1. the process of human development, especially how each person is influenced by and influences several systems (e.g., family of origin, culture) with an emphasis on how "disabling" or dysfunctional patterns arise and are reinforced;
2. basic foundations of psychology, including biological, learned, social/cultural, and individual bases and influences on behavior, cognition, and emotions;
3. methods of acquiring and contributing to knowledge in counseling, including assessment and diagnostic procedures, statistics/research, use of published literature to inform clinical practice, and critical thinking;
4. the process of counseling, with focus on applying theories of behavior change, effective approaches to treatment, and professional issues affecting the counseling process; the contemporary practice of counseling and psychotherapy covering the assessment, diagnosis, and treatment of the broad range of clinical problems seen in clients, couples, families, children;
5. cultural and lifestyle factors that may impact the development and treatment of clinical problems;
6. ethical and legal issues that are common in human services activities, with particular attention to the ethical and legal responsibilities of the counselor in terms of the client, the client's family/relationships, the employing agency, the profession, and society in general; and
7. understanding and applying theoretical models of substance-use disorders, with an emphasis on evidence-based assessment, diagnosis, and treatment skills.

All students receive supervised experiences as counselors in at least two community settings during their field placement courses: practicum and internship. Students select from a list of approved sites within the Tri-county area. All field experiences are monitored jointly by Citadel faculty and an approved on-site supervisor. With permission, qualified students may take their internship experience at an approved site in another location.

Additionally, students have the opportunity to gain additional knowledge in many specific areas

of counseling by taking elective courses and selecting specific clinical placements (e.g. interventions with children, couples and families).

Curriculum

Coursework has been developed according to guidelines set forth by the Council of Applied Masters Programs in Psychology. The curriculum reflects current knowledge and perspectives concerning the counseling and human development needs of a diverse multicultural society. Curricular experiences and demonstrated knowledge and skill competence in each of nine common core areas are required of all students in the program.

1. **HUMAN GROWTH AND DEVELOPMENT.** The student will learn about characteristics and needs of individuals at developmental levels across the life span. Courses focus on normal and abnormal behavior, theories of personality development, learning theory, and both biological and environmental (familial/cultural) influences on individual development.
2. **SOCIAL AND CULTURAL FOUNDATIONS.** The student will become aware of principles of social psychology and their application to understanding societal, ethnic, gender, life-style, and cultural issues impacting the individual. Attention is directed toward attitude development, social stereotypes, societal changes and trends, human roles, societal subgroups, cultural norms, interpersonal interactions, differing lifestyles, and understanding of counseling issues as they apply to culturally diverse clients.
3. **HELPING RELATIONSHIPS.** Coursework facilitates an understanding of philosophic and theoretical perspectives on the helping process and fundamental/advanced skills of assessment, diagnosis, and intervention. Students are exposed to theoretical and practical issues associated with several major counseling and personality theories and learn the process of assessing and treating a range of presenting problems based on principles of these theories. Additionally, courses focus on the process of facilitating change through the process of counseling from assessment through termination. Such coursework addresses treatment planning, selection of intervention, and evaluation of treatment efficacy.
4. **GROUP.** The student will become familiar with group development, dynamics, and theories. Students receive instruction on group counseling interventions and skills.
5. **APPRAISAL.** Students become familiar with the philosophical and statistical properties of measurement instruments and are expected to develop an understanding of the advantages and limitations of assessment approaches. Coursework is designed to enhance student sensitivity to social and ethical issues in assessment, and facilitate the use of an integrative approach for applying the results of assessment to diagnosis, case conceptualization, and the clinical decision-making process.
6. **RESEARCH AND EVALUATION.** Students are instructed in basic research design and statistical methods. Students will learn descriptive and inferential statistics essential for

understanding quantitative research studies. Coursework facilitates the student's ability to critically evaluate research studies and provides a foundation for students to complete their own research projects. Ethical issues related to research are also addressed.

7. **PSYCHOPATHOLOGY.** Coursework focuses on an understanding of the major mental disorders, with particular attention given to differential and overlapping symptoms within and across the major classifications. Students learn to recognize the emotional, behavioral, and cognitive manifestations of major mental illnesses. Models of assessment are matched with specific diagnostic symptom patterns. Continuity and overlap of normal and deviant behavior are addressed, along with epidemiological and etiological information.
8. **DIAGNOSTICS OF PSYCHOPATHOLOGY.** Coursework addresses the process of assessment and diagnosis of major mental illnesses described in the major diagnostic classification systems. Particular attention is given to utilizing the results of the assessment process to develop a conceptual formulation of the problem behaviors, cognitions, and emotions including their development and maintaining conditions within a functional analytic model. This model then allows for the development of treatment plans, intervention strategies, and their evaluation.
9. **PROFESSIONAL ORIENTATION.** The student learns the roles and functions related to the profession of counseling. Students are instructed in ethical and legal standards and the process of ethical decision-making. Licensing, credentialing, membership in professional organizations, and involvement in the development of the profession are also discussed in courses.
10. **CAREER AND LIFESTYLE DEVELOPMENT.** Coursework provides an understanding of career development and related life factors by addressing career development theories and decision-making models, career-related information resources, program development and evaluation, interrelationships among work, family, life roles, and multicultural issues related to career choice, assessment and counseling procedures, and ethical considerations in career counseling.

Clinical Instruction

The Program includes courses that provide clinical instruction beginning with simulated role-playing exercises with other students and professional actors and progressing to training at practicum and internship sites. These courses and practical field experiences focus on the development of psychological counseling skills under the supervision of faculty and field placement supervisors. This clinical counseling instruction builds upon the core areas listed above.

Course Progression

The MA in Psychology: Clinical Counseling is awarded after successful completion of 57

semester hours. It is the mission of this program to prepare students to function as scholarly-practitioners who used evidence-based practice. In order to achieve this goal, the program is divided into a progressive sequence of three blocks of courses.

The first core block focuses on training students as scholars, and consists of courses designed to enhance student understanding of individual differences, theories of development and behavior change, and professional roles and functions from a scholarly perspective. To that end, courses address biological and environmental factors influencing normal and abnormal human development, theories of personality and counseling, learning theory and application, social/multicultural influences on behavior, assessment and diagnosis, scientific approaches to understanding human behavior, and ethical/professional issues.

All courses emphasize an empirical approach toward the acquisition and evaluation of knowledge. Students completing this core of courses should have a firm theoretical grasp of normal and abnormal development and of factors influencing such development. They should understand the major theories of personality and behavior change, and ways of measuring these constructs. Students will be expected to demonstrate knowledge of foundations of psychology and counseling, basic assessment skills, and good communication and listening skills. Additionally, students will appreciate the importance and utility of the scientific method for advancing knowledge and clinical practice. Finally, students will have a firm grasp of ethical/legal and other issues essential to professional practice.

Block I -- Core Courses

PSYC-500 Human Growth and Development

PSYC-501 Principles of Cognitive and Behavioral Change

PSYC-507 General Psychopathology

PSYC-508 Counseling and Personality Theories

PSYC-514 Ethics and Mental Health Law

PSYC-523 Statistics and Research Design

PSYC-526 Clinical-Counseling I: Basic (prerequisites or concurrent registration: 500, 501, 507, 508)

PSYC-549 Foundations of Psychometrics

PSYC-553 Introduction to Family Dynamics

PSYC-561 Cultural Issues in Psychological Practice

Following a demonstration of competency in the content of core courses as indicated by a passing score on a comprehensive examination, students will move on to the second block of advanced courses. These courses prepare students to be practitioners and specifically address the diagnostic process, case conceptualization and interventions designed to facilitate behavioral, cognitive and affective functioning. Students will be exposed to theory and practice of group and individual counseling. They will learn about the process of counseling from diagnostic assessment, case conceptualization and treatment planning through selection/evaluation of intervention strategies and termination. Students also learn about psychopharmacologic approaches to treatment as well as the theory and practice of substance abuse treatment. The

courses in this advanced clinical block are applied, and blend didactic and experiential components to facilitate the development of therapeutic skills.

Students should take PSYC-643 and PSYC-644 in the same semester. If this is not feasible, PSYC-643 must be taken prior to PSYC-644.

Block II -- Advanced Clinical Courses

PSYC-611 Clinical and Professional Issues in Counseling

PSYC-643 Contemporary Psychological Assessment and Psychotherapy

PSYC-644 Clinical Counseling II: Advanced

PSYC-645 Clinical Counseling III: Group

The final block of courses consists of two field experiences. The practicum and internship courses reflect the culmination of the program and provide students with structured, supervised experiences with actual clients in community agencies. It is during these experiences that students are able to integrate and apply their coursework to actual clinical problems by conducting psychosocial and/or diagnostic assessments and implementing intervention strategies. Students are expected to develop an awareness of their professional strengths and weaknesses, a personal style of counseling, and a repertoire of professional behavior.

Block III -- Field Placements

PSYC-629 Practicum

PSYC-651/652 Internship: Clinical Counseling (total of six credit hours)

Other Required Courses

PSYC 540 Alcohol and Substance Abuse Counseling (prerequisites: 500, 501, 507, 508)

EDUC-550 Career Counseling

Optional Electives

PSYC-555 Special Topics in Psychology (multiple 1-credit course options will be available)

PSYC-557 Counseling and Psychotherapy for Couples

PSYC-602 Social and Biological Basis of Child and Adolescent Behavior

HESS-548 Psychology of Sport and Motivation

Course descriptions can be found in the latest version of the Citadel Graduate College Catalog.

PROGRAM PROGRESS

Program of Studies

Included in this Handbook (p. 26) is a copy of a Program of Studies. This form functions as a worksheet to ensure that students complete all requirements of the program. Students are expected to review the form with their advisor on a regular basis to plan and track their progress.

Time to complete program

Scheduling of courses in the Program is designed to accommodate full-time and part-time students. Those completing three courses per semester will require approximately three years. Students completing two courses per semester will require approximately 3-1/2 years to complete all requirements. Most students complete the program in 3 to 3-1/2 years. Students have a **maximum of 5 years** to complete all requirements. Students unable to complete all requirements within five years of registering for their first Clinical Counseling course will be released from the program. If any student requires an extension, a formal written request to the Program Director must be made, which will be reviewed by all program faculty at the next faculty meeting. Students who do not enroll in classes for two consecutive semesters without having notified their advisor or program coordinator of plans for an extended leave of absence will be assumed to have withdrawn and will be dropped from enrollment.

Comprehensive Examination

Students are required to take the exam during the semester in which they complete their core course block or the subsequent semester, no extensions are permitted. **Students will not be permitted to enroll in advanced clinical courses until they have successfully completed the comprehensive examination.** Students who do not pass the examination upon first administration will not be permitted to enroll in advanced clinical courses. They **must** retake the examination (an alternate form) **during the subsequent semester.** Students who do not pass the examination upon second administration or who choose not to retake the exam in the subsequent semester will be released from the program. No exceptions will be made to this requirement

The comprehensive examination requires students to define and apply relevant concepts learned in the 10 core courses. Success in the core courses does not insure that students will perform well on the exam. Students are encouraged to prepare for the exam by reviewing the material in the core courses with a decided focus on the application and integration of terms, concepts, and principles. Instructors of each core course provide key words and essay questions that form the basis of the exam. A detailed study guide is available to assist with preparation for the exam and can be found on the program website.

Practicum and Internship

Students complete two field placement experiences, first during the Practicum (PSYC629) and then Internship (PSYC651/652). The Practicum consists of 150 hours at a community agency, and the Internship involves 600 hours of work. Students who have completed all prerequisite courses satisfactorily, who are evaluated by Clinical Counseling faculty as being ready for fieldwork, and who have arranged placement in an approved community agency will be allowed to begin field placement experiences. The Program faculty reserve the right to refuse to approve a site for a particular student who may be judged to require specific types of supervision and field placement training either not available at the site in question or available to a greater degree at another site.

Annual evaluations by faculty are intended to provide opportunities to assess and enhance readiness for clinical work well before the field placement experience. Students have the responsibility to contact field placement sites of interest for practicum and internship. **Students must obtain a signed Field Placement Agreement with their proposed practicum/internship site supervisor and the Supervisor Credential Form that will be turned in to the course instructor.** The appropriate forms can be found on the program's website.

Students should note that field placement supervisors have the right to terminate their contractual relationship if the student is evaluated as being unprepared for the clinical experience. In this event, the site supervisor will refer the student back to The Citadel and the Student Performance Procedure (see page 19) will be initiated to develop a plan for professional/clinical/academic remediation. Such remediation may involve retaking prerequisite courses including the Practicum, completing assignments outside of a class to improve clinical skills, or engaging in personal therapy. Should remediation efforts be unsuccessful, students may be recommended for release from the program.

Students interested in completing their field placement at a site that is not on our approved list must have that site reviewed by the Field Placement Site Coordinator well in advance of placement. In addition, an agency representative must sign the appropriate agreement forms signifying an ability to meet all expected site responsibilities.

Students have the opportunity to meet with representatives of field placement sites at the Field Placement Site Expositions, which are held each fall and spring. The site representatives describe their agencies including the services provided, types of clients, and expectations of the students. Students will be informed well in advance of the Site Expo dates and times and are expected to attend.

Additional Issues Regarding Practicum/Internship

Students must have attained at least a grade of **B** in PSYC643 (Contemporary Psychological Assessment and Psychotherapy), PSYC644 (Clinical-Counseling: Advanced), and PSYC645 (Clinical-Counseling: Group) to be permitted to advance to practicum. Students who receive a **C** or lower in any advanced course and whose overall academic performance is within an acceptable level based upon CGC requirements (see the Graduate Catalog) may be permitted a second opportunity to successfully complete the course (i.e., attain a grade of **B** or better). If the student is successful, he or she can be approved for practicum. If the student is unsuccessful on the second attempt, he or she will be released from the program. Any student receiving a **C** or lower in PSYC643 or PSYC644 whose overall academic performance is below CGC standards will be subject to sanctions as listed in the Graduate Catalog.

Students are **not** permitted to complete practicum or internship at a site where they have been, or are currently, employed. Students are **not** permitted to arrange their internship at the same agency as that at which they completed their practicum.

Students will arrange their field placement during the semester before they anticipate enrolling in the course. Approval for enrollment will be based upon successful completion of prerequisite coursework. Students must also have a signed agreement with their selected placement site in order for approval to be given.

Students **must** obtain liability insurance **prior** to beginning their practicum/internship and are required to provide proof of insurance before being approved to begin working with clients on practicum/internship. There are options for student professional liability insurance from the following organizations:

- Healthcare Providers Service Organization (HPSO; www.hpso.com)
- The Northamerican Association of Masters in Psychology
- American Counseling Association (www.counseling.org) - must be a student member of the ACA.

Students are responsible for documenting their hours during the practicum and internship. This documentation will be reviewed regularly during the practicum/internship. Students should keep a copy of this documentation to assist with the licensure application.

Employment during Practicum/Internship

Many students are employed full-time while taking the core and advanced courses. However, the transition to the Practicum and Internship requires a greater time commitment that often makes full time employment difficult. Students should plan on spending at least 16 hours/week during the Practicum and 20 hours/week during the Internship. Those working full-time must carefully plan for this transition, as it is unlikely that field placement sites can provide sufficient hours beyond the normal weekday hours. When placement sites do offer hours at night and on weekends, the nature of the training experience is compromised by limited exposure to a host of learning opportunities occurring during regular hours.

Practicum/Internship Timetable

The following dates are intended to serve as a guide for deciding on a field placement site. Students going on Internship have priority for sites over those desiring a Practicum site.

<u>Task</u>	<u>Timeline</u>	
	<i>For Spring Placement</i>	<i>For Fall Placement:</i>
Field Placement Expo	Mid-September	Mid-February
Identify 3-4 sites to apply	Oct. 1	March 1
Complete interviews	Oct. 15 – Dec. 15	March 15 – May 15
Apply/renew for insurance coverage	Dec. 15	August 1
Secure Agreement contract	Dec. 15	August 1

Practicum Requirements

To enroll in the Practicum course, students must complete each Advanced course (with the exception of PSYC 611: Professional Issues in Counseling) with a grade of B or better and be considered personally and professionally ready for the practical field experience. The practicum requires students to work in a community agency for approximately 15-20 hours/week. There, they provide individual, family, and/or group counseling under the supervision of a mental health professional who has at least a masters' degree in a mental health discipline. Students complete a minimum of 150 hours of work at the agency consisting of 75 hours of direct counseling experience (individual or family), 25 hours of group experience, and 50 hours of other types of experience (supervision, observing others conducting counseling, in-service training, paper work, etc.).

Students in practicum also attend a three-hour per week seminar course conducted on campus by a faculty member. These seminars involve group discussion of counseling issues, logistics of conducting counseling in a community agency, and identification of challenges to beginning counselors. Additionally, the course instructor individually evaluates recordings of student counseling sessions.

The practicum course is offered only during Fall and Spring semesters. Students must complete all required coursework (except PSYC 611) prior to taking practicum. Students who are not successful in their first attempt at practicum (i.e., receive a grade of IP/F) *may* be permitted to retake the course, following discussion with their practicum course instructor and with approval of the Program Director and Department Head. Students who are not successful after repeating the practicum course will be released from the program.

Internship Requirements

To enroll in the Internship course, students must have successfully completed Practicum and be considered personally and professionally ready for the rigors of the internship experience. The internship requires students to work in a community agency under supervision of a mental health professional who has at least a masters' degree in a mental health discipline. Students complete a minimum of 600 hours of work consisting of 240 hours of direct counseling experience (individual or family), including 25 hours of group experience. Internship **may** be completed in one semester (approximately 40 hours/week at the agency). However, students are **strongly** advised to complete the internship over two semesters (approximately 20-25 hours/week), as many agencies will not be capable of accommodating interns for one semester only.

Students on internship also attend a once per month seminar course conducted by a faculty member. Seminars involve group discussion of counseling issues, logistics of conducting counseling in a community agency, and identification of challenges to beginning counselors. Additionally, the course instructor individually evaluates recordings of student counseling sessions.

The full internship is six academic credit hours (PSYC651 and PSYC652). Students may register

for PSYC651 and PSYC652 in the same semester or may register in successive semesters. Students are responsible for assessing the degree to which sites can provide adequate direct contact hours to meet course requirements in the desired time frame. Students have a maximum of **one year** in which to complete all internship requirements. Students who fail to complete the requirements in one year will receive a failing grade for the course.

Students must complete the internship course successfully (i.e., receive a grade of P) in order to complete the program. Students who are not successful in their first attempt at internship (i.e., receive a grade of IP/F) **may** be permitted to retake the course, following discussion with their internship course instructor and with approval of the Program Director and Department Head. Students who are not successful after repeating the internship course will be released from the program.

Clinical Case Presentation

The final requirement for graduation from the Clinical Counseling program is successful presentation of a case seen during the internship experience to a committee consisting of two faculty members and their field placement supervisor. Students will be required to provide a written case formulation, treatment plan, and summary of treatment provided on a client selected from their internship caseload. In addition, students will submit a recording of a counseling session with the case study client (with appropriate permission from the client). Students will be asked questions about their approach by the committee and will be expected to support their course of action in the treatment of the client. Students are to schedule and select faculty members for the clinical case presentation while they are completing internship. Case studies typically should be scheduled prior to the last two weeks of each semester, unless there are extenuating circumstances which will be reviewed on a case-by-case basis. **Panel members should be provided all case study materials at least 2 weeks prior to the case presentation.**

Academic Policies

Faculty advisors and the program director monitor student grades each semester. Students who receive 3 C-letter grades (including C+) will be dismissed from the program as per CGC policy. Students should consult the official Citadel Graduate College catalog for academic policies and appeal information (POLICY INFORMATION: Academic Integrity Policy and Procedures).

Students in the Program are working toward a professional degree in counseling and psychology. Both the American Psychological Association and the American Counseling Association have published guidelines concerning ethical behavior, delivery of services, and treatment of research subjects. All students, college, and field supervisors are expected to become familiar with, and abide by, these guidelines. Students who fail to conform to the profession's ethical standards are subject to release from the program.

Students should be familiar with the Department Guidelines concerning plagiarism. Copies of these guidelines can be obtained in the Psychology Department. The Citadel also endorses a

student honor system and students are expected to abide by that honor code as outlined in the Academic Integrity Policy of the Graduate Catalog. Failure to conform to these standards will result in disciplinary actions and/or dismissal. Less severe examples of unprofessional behavior may result in meetings with the faculty advisor, Program Director and/or Department Head to discuss student retention. Students are also expected to be intolerant of violations of these guidelines in their peers and to report such violations to the course professor, the Program Director, or the Department Head of Psychology. The program expects students to behave in a manner consistent with ethical principles of the profession.

Support Services

Under the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation act of 1973, individuals with disabilities are guaranteed certain protections and rights to equal access of programs and services. The Citadel is committed to providing equal access opportunities for individuals with disabilities. Students with disabilities who are in need of academic adjustments and accommodations are required to contact the Academic Support Center on campus (Thompson Hall, Room 107 or 953-1820) to register for services and coordinate all appropriate academic adjustments and accommodations. Students with disabilities who choose not to declare their disability and register with the center waive their rights to academic adjustments and accommodations.

Evaluation of Students

Students are expected to seek out feedback from faculty in order to monitor areas of progress and target areas in need of development. Students are evaluated once each year by program faculty and will receive written notice of this feedback. Students are encouraged to discuss this feedback with their advisors. Students for whom concerns arise will meet with their advisor and one other faculty member to discuss concerns and develop an action plan for success. In some circumstances these concerns may initiate the enactment of the Student Performance Procedure (see page 19).

Expectations for Professional Behavior

Professional behavior is part of adequate performance as a clinical counselor, and students are expected to act in a professional manner throughout their studies. Professionalism is an important component in the evaluation of students and as implications for recommendations for field placement sites and employment. A variety of behavioral parameters make up the domain of "professionalism", including those listed below.

Attendance: Our goal is to prepare students to function as scholar-practitioners, and the MA degree is awarded upon the mastery of a corpus of knowledge and the demonstration of effective clinical counseling skills. Students are expected to attend all scheduled classes in their entirety. The Catalog of the Citadel Graduate College delineates a general policy regarding class attendance. Unless stated differently in the course syllabi, this

attendance policy is in effect and course instructors can fail a student who misses more than 3 classes for any reason. If possible, students should inform the professor prior to the class of their intention to miss a class. Students not returning to class after a “break”, without permission from the instructor, will be marked absent for the entire class.

Many courses concentrate on skill development in order to prepare students to be practitioners. These courses incorporate a variety of practical exercises including demonstrations, role-playing, and group meetings outside of regular class time to facilitate diagnostic and therapeutic skill development. In these courses, a policy of no class absences, except for extreme circumstances, has been adopted by the Clinical Counseling Program faculty to ensure that the learning experience is not compromised. Absences that occur under extreme circumstances will still be evaluated by the instructor to determine if the goals of the course have been compromised at which time the instructor, with approval by the department head, may give the student a “W” for the course, thus requiring the student to repeat the course. This no absence policy also applies to the practicum and internship courses that involve field placements. Courses that fall under the no absence policy are as follows: PSYC 526, PSYC 643, PSYC 644, PSYC 629, PSYC 651, PSYC 652.

Punctuality: Students are expected to be on time for class and to remain for the entire period. Punctuality also refers to timeliness in completing assignments. Students are expected to complete their coursework in the allotted timeframe. Demonstration of responsible attendance and punctuality in an academic setting suggests that students possess adequate personal management/organizational skills to operate appropriately in future professional roles. Repeated attendance and/or punctuality difficulties will be documented and such documentation will be placed in the student’s file. Such repetitive attendance or punctuality problems may impact faculty decisions regarding a student’s annual evaluation, a student’s readiness to register for field placement training, or a faculty member’s willingness to provide letters of recommendation or references.

Preparation: Students are expected to have completed all the reading prior to the class time. Such preparation should be demonstrated by the student in terms of active class participation, responding to inquiries by the professor, etc. In addition, students are expected to meet deadlines and accept the course consequences of failure to do so.

Demeanor: This is a multifaceted behavioral parameter, which includes how a student welcomes and responds to feedback (openness to critical exploration versus defensive, challenging), students' in-class behavior, and overall presentation of self as an individual who is transitioning from the role of student to that, ultimately, of professional counselor.

Skills in Accepting Feedback: Individualized feedback will be the primary vehicle for growth as a student and future counselor. Adopting a defensive posture to feedback will impede development in many important areas. Feedback is given to help students improve skills so that they can be effective in their clinical roles. Faculty members

expect students to receive feedback with an attitude of acceptance and motivation toward change.

Core Student Competencies

Coursework in the Clinical Counseling Program is designed to facilitate student development in eight primary areas of competency. These competencies, described below, are identified as skills critical for development of effective professional and ethical applied practice and will be used as the basis of students' annual faculty evaluation in the program.

1. Effective mastery of comprehensive curriculum

The clinical counseling program is designed to provide a comprehensive overview and general understanding of factors that contribute to mental health problems, theories and diagnostic skills used to conceptualize etiology and intervene with these problems, and techniques utilized by counselors to address these problems. In addition, culturally sensitive considerations and ethical guidelines for clinical counseling are addressed across the curriculum. Students are expected to master the content of all classes and to retain this knowledge so that it can be integrated and applied effectively.

2. Define problems through assessment and diagnosis

Competencies in assessment are defined, in part, as the determination of target/domains for intervention, the selection of appropriate measures and techniques, and the evaluation of empirical data to determine the success of interventions. Coursework in Foundations of Psychometrics, Clinical Counseling: Basic, General Psychopathology, Contemporary Psychological Assessment and Psychotherapy, Clinical Counseling: Advanced, and Clinical and Professional Issues are designed to develop and enhance assessment skills. Students have the opportunity to apply these assessment skills in clinical situations during the Practicum and Internship using both standardized and non-standardized assessment techniques.

3. Effective implementation of clinical counseling

The overall mission of the Clinical Counseling Program is to educate students in the effective implementation of clinical counseling. To that end, the curriculum is organized into three discrete blocks of courses: beginning, advanced, and experience-based. In the first block of ten courses, basic clinical counseling skills are taught and evaluated through Clinical Counseling: Basic. Following mastery of a comprehensive exam, the student moves to the second, advanced block of courses. In this second block, clinical counseling skills are taught and evaluated through the sequence of Clinical-Counseling: Advanced, Clinical Counseling: Group, and Contemporary Psychological Assessment and Psychotherapy courses. These courses build on clinical competencies learned in Clinical Counseling: Basic (rapport building, session management, problem exploration, problem receiving, and basic problem

intervention) to develop skills in group and advanced counseling interventions (e.g., cognitive restructuring, exposure therapy, problem solving, behavioral activation). The final courses are designed around field placement experiences wherein students will get direct counseling experience with clients. Practicum provides opportunities for shaping of clinical counseling skills using knowledge bases from all courses via feedback received in individual and group supervision. Students completing Internship are expected to exhibit a higher level of independence and initiative in seeking supervision, which is available as needed but structured once per month.

4. Integration of science and practice

Students are taught the process of critical evaluation of research design in order to develop skills in discriminative consumption of research as professionals. Students also are expected to understand the issues presented in research so that you can apply them to clinical counseling situations. Critical evaluation of research is presented and expected in several courses, including Statistics, Human Growth & Development, and Principles of Cognitive and Behavior Change. Integration of research and practice is emphasized in General Psychopathology, Clinical-Counseling: Advanced, Clinical-Counseling: Group, Practicum and Internship.

5. Establish theoretical foundations of practice

The curriculum develops students' ability to organize clinical data in a meaningful conceptualization that relies on a theoretical and empirical framework. The formal attributes of traditional personality theories and their empirically supported constructs are considered for their contributions to clinical practice. The development of assessment, conceptualization and counseling competencies is emphasized in Counseling and Personality Theories, Human Growth and Development, and Principles of Cognitive and Behavioral Change. These competencies are reinforced and expanded through further coursework in Clinical Counseling: Basic, Introduction to Family Dynamics, Clinical Counseling: Group, Contemporary Assessment and Psychotherapy and Clinical Counseling: Advanced. The comprehensive exam requires a demonstration of the ability to utilize various theoretical constructs and their empirical foundations to formulate approaches to assessment and intervention. The case studies completed in Contemporary Assessment and Psychotherapy, Clinical Counseling: Advanced, Practicum, and Internship provide more specific practice in the refinement of these skills with simulated and actual clients.

6. Effective communication of knowledge to others

Competencies in effective oral and written expression are critical for students given that their future profession will place demands on them in both areas. Students are expected to demonstrate skills in integration of information, organization of delivery, and clarity in expression of ideas. Exposure to technical writing through research and experiences in developing papers and presentations for course and case study requirements are expected to

strengthen skills in communication. Scholarly papers and oral presentations are required in many courses. Students who demonstrate technical problems in their writing will be referred to the Academic Support Center for specific instruction on written communication.

7. Demonstrate ethical and professional conduct

The Clinical Counseling Program recognizes the importance of understanding ethical principles and developing strategies for evaluating and resolving ethical dilemmas and devotes considerable focus to helping students develop ethical competence. The Ethics course is designed to develop student competencies in understanding and applying ethical principles (e.g., confidentiality, boundaries with clients, competence and provision of appropriate standards of treatment, and awareness of role behaviors that may constitute negligence/malpractice). Developing competencies in ethical standards of conduct also receive significant focus in Foundations of Psychometrics, Cultural Issues in Psychological Practice, and applied courses (Basic, Group, and Advanced Counseling, Practicum and Internship). Throughout the program, responsible and effective behaviors are taught and monitored. Feedback is provided to strengthen student understanding of how their behavior might be consistent or inconsistent with ethical values.

8. Demonstrate personal adjustment skills sufficient to meet academic and personal objectives

Faculty view the process of counseling as one in which we contract with people to help them to develop skills to lead richer and more productive lives. Therefore, students are expected to develop their own skills to deal effectively with tasks and people. Students are expected to demonstrate competencies in operating in a structured environment, where program and coursework deadlines exist, and in accepting consequences for failure to do so. Competencies in successfully meeting deadlines are identified as reflective of skills in goal setting, organization, management of resources (e.g., time), responsibility, and ability to conform to boundaries of an organization. Given the importance of boundaries in clinical work, establishment of clear boundaries with others is emphasized in the program, reflective of competencies in independent functioning, social skills, and a respect for the needs of others. While students are given feedback by faculty on an on-going basis, they also are expected to incorporate this information into goals for self-evaluation.

Student Performance Procedure

These procedural guidelines may be enacted in the event that a student's performance interferes with his/her ability to function competently in an academic and/or professional capacity. They are implemented cautiously and judiciously, for the student's benefit, after careful consideration by all Clinical-Counseling faculty. Importantly, these guidelines are in addition to all other policies of The Citadel, which address disciplinary procedures or students' ability to safely participate in Citadel programs.

In those instances where the student's performance has been evaluated as substandard due to reasons of academic or professional suitability (including, but not limited to an inability to perform at the skill level required or an inability to meet the training rigor of the program), the Program will initiate steps to assess the presence and degree of impairment and to effect remediation when necessary. The student will be informed of any claims of such substandard performance and be given the opportunity to address them. Concerns regarding performance may be presented by members of the faculty/staff of The Citadel, field placement supervisors, or students. These concerns should be presented to the student's advisor and Program Director, and then reviewed by all Clinical-Counseling faculty.

When the student's behavior problems are potentially serious enough to jeopardize client/patient welfare at a field placement site, to damage the reputation of The Citadel, and/or to warrant serious disciplinary action (such as limitation of clinical activity, suspension, or termination), the claim will be reported immediately to both the Program director and Department Head. If, at any time, the student's supervisor or Program Director believes that the behavior interferes with the student's ability to complete assigned duties in a professional manner, they may immediately suspend the student from his/her duties and classroom activities until the Program Director and Department Head can be contacted.

When the student's behavior problems are significant but not to the degree described above, an attempt will be made to resolve the situation without disruption of the student's progress through the program. Should problems persist, escalate, or create a risk for the student, classmates, clients, or faculty member, a more formal remediation agreement will be developed to address remediation.

The formal remediation agreement will be created in conjunction with the student and will include a specific timeline for completion of the remediation activities. The plan will be signed by the faculty member(s) and student and placed in the student's file. Remediation activities may include, but are not limited to:

- Recommendation for psychosocial counseling/therapy to be conducted by a professional who does not teach at The Citadel.
 - If counseling or psychotherapy is recommended as a requirement for remaining in the program, the student's advisor (or, if requested by the student, another Clinical Counseling Program faculty member) must be permitted to establish communication with the student's counselor/psychotherapist to ensure that specific concerns and/or areas are addressed and appropriately resolved such that future professional development is likely. Such communication would be then shared with the Clinical Counseling program faculty only to the extent necessary to provide information regarding the student's progress toward appropriate remediation and to plan, if necessary, specific educational and training aspects to enhance the student's professional development in light of noted concerns.
- Recommendation of additional coursework, practicum/internship experience, or more intensive supervision

- Recommendation of written assignments and/or reflective work
- Recommendation of a leave of absence
- Recommendation of a career shift
- Termination from the program

When the student has resolved the concern(s) s/he will present a written request for reinstatement to Program Faculty. Following a favorable review, the student will be reinstated. If the student is unable to complete the remediation agreement within the agreed upon timeline, the student will be terminated from the program.

A student who wishes to appeal this procedure should contact the Department Head who will review the matter. If this does not result in satisfaction, the student should contact the Dean of the Citadel Graduate College. If this still does not result in satisfaction, the student should contact the Provost. The decision of the Provost is final.

DEPARTMENTAL COMMUNICATION

All students will receive a Citadel email address and be included on the program distribution list (pycc_concentration@citadel.edu). Students are expected to check their e-mail regularly for communication from faculty, including important program-related meetings, course offerings, employment and volunteer opportunities, and upcoming educational meetings (e.g., workshops). This distribution list also can be used by students to communicate with their peers.

If any student has a physical disability that makes it impossible to comply with electronic communication requirements (e.g., blindness/visual impairment, inability to type due to physical limitations), such a documented disability should be brought to the Program Director. In collaboration with The Citadel Office of Access Services, Instruction and Support, attempts will be made to assist the student in attaining accommodations to comply with this requirement.

In a similar vein, faculty members also rely on information provided to the Citadel Graduate College regarding phone number and address to communicate with students. Students who change their address or phone number must contact the Citadel Graduate College to ensure prompt communication. Updating information with the College appropriately reflects an investment and responsibility in managing events to maintain open lines of communication in professional life. This is a skill that has direct relevance for an individual's ability to negotiate responsible avenues of communication with clients (e.g., you can be reached where you have given information to others to contact you). Failure to receive essential information because of address or phone number changes does not constitute an acceptable excuse for being unaware of this essential information.

PROGRAM ADMINISTRATION

Program Director

The Clinical Counseling program is administered by the Department of Psychology. The program director has the overall responsibility for the operation of the program. In terms of contact with students, the director's functions include:

1. Providing general information to new applicants
2. Receiving suggestions for program improvement
3. Coordinating orientation programs for new students
4. Acting upon student special requests and requests for waivers from normal procedure after discussion by student with advisor
5. Processing student complaints and appeals
6. Determining program scheduling and assignment of courses
7. Coordinating faculty meetings for students experiencing academic difficulties or emotional problems affecting program completion
8. Approving transfer of courses

Faculty Advisor

Each student will be assigned a faculty advisor, and students are responsible for maintaining regular contact with their advisors. The advisor's responsibilities include:

1. Program of study planning
2. Monitoring student academic progress each semester
3. Evaluating clinical and professional development

ADDITIONAL INFORMATION

Licensure

Many students desire to obtain licensure as a Licensed Professional Counselor (LPC) upon graduation. The practice of professional counseling in a private, for-fee practice is controlled by the Board of Examiners of Counselors, which is responsible for awarding this license.

Upon graduation students will meet the requirements for a license as a Professional Counselor (LPC) in South Carolina. If a student has the intention of seeking employment or licensure outside of South Carolina, the student is strongly encouraged to investigate licensure requirements for that state, as requirements vary from state to state. Many states currently require 60-hours for licensure, while South Carolina requires 48-hours.

Students initiate the licensure process upon completion of their degree by submitting an application and a request to take the licensing exam. The application is available on the state licensure website (www.llr.state.sc.us/POL/Counselors), and students should contact the licensing board prior to graduation with questions so that they can be ready to submit their application after completion of their degree. Review and approval of an application and licensure requirements typically takes 4-6 weeks. Upon approval, students may take the licensure exam. Following successful completion of the examination and submission of a supervision plan, the graduate receives the designation Licensed Professional Counselor Intern (LPC-I). The LPC-I works under supervision and must complete a total of 1500 clinical hours to include 150 supervision hours over a minimum of a two-year period. Upon successful completion of the supervised work, the LPC-I receives full licensure as a professional counselor. Students should contact the licensing board directly with specific questions:

Department of Labor, License and Regulations
Board of Examiners for Counselors
110 Centerview Drive
Columbia, SC 29210
803-896-4300
www.llr.state.sc.us/POL/Counselors/

Professional Associations

Students are strongly encouraged to become student members of the Northamerican Association of Masters in Psychology (www.enamp.org). NAMP promotes education for both individuals who are training or were trained at the masters level in psychology and consumers/potential consumers of psychological services. NAMP advocates for recognition of those who have obtained a masters degree in psychology with professional organizations (e.g., APA) and legislators. Additionally, affordable student liability insurance is available to NAMP members.

Students also are encouraged to become members of the American Counseling Association (www.counseling.org). Student members of ACA receive valuable information related to current issues in the counseling field through their membership in this organization.

Student Representatives

The Clinical Counseling Program will have a minimum of three student representatives. These students will meet regularly with the Program Director and attend monthly program meetings to engage in discussions concerning academic, institutional and social concerns. These representatives provide a resource for advanced student-beginning student mentor relationships, organize social events and professional opportunities, and keep the student body updated on academic issues. Any student can email (CCP@citadel.edu) or meet with representatives with ideas, concerns, or for support. If you are interested in becoming a CCP student representative, contact the Program Director.

Student Associations

Psi Chi

Psi Chi is the National Honor Society in Psychology, founded in 1929 for the purpose of encouraging, stimulating, and maintaining excellence in scholarship and advancing the science of psychology. Membership is open to graduate students who are making study of psychology one of their major interests and who meet the minimum qualifications. Psi Chi is a member of the Association of College Honor Societies (ACHS) and is an affiliate of the American Psychological Association (APA) and the American Psychological Society (APS).

Psi Chi serves two major goals. The first of these is the Society's obligation to provide academic recognition to its inductees by the mere fact of membership. The second goal is addressed by the dedication of the Society's local chapters to nurture students' academic accomplishments by offering a climate congenial to students' professional growth and development. To that end, The Citadel's chapter of Psi Chi sponsors programs that enhance the regular curriculum. To qualify for acceptance into Psi Chi graduate students must have completed a minimum of 12 hours in psychology courses and achieved a minimum grade point average of 3.7 (overall as well as in psychology courses). Dr. Genelle Sawyer is the faculty advisor for Psi Chi and can be contacted for application materials.

Employment Opportunities

The Citadel has a very active career center and job placement service (www.citadel.edu/root/career). This office can assist you in developing a resume, identifying potential employment opportunities, and setting up employment interviews. In addition, program faculty maintain good relationships with public and private agencies in the tri-county area and often are informed directly of job openings. When available, information on job, volunteer, and other professional development opportunities are emailed through the program list serve.

Psychology Department Faculty

Department Head:	Lloyd A. Taylor,, Ph.D.
Clinical Counseling Faculty:	Julie A. Lipovsky, Ph.D., ABPP Alexandra Macdonald, Ph.D. Genelle K. Sawyer, Ph.D. (Program Director) Lloyd A. Taylor, Ph.D.
Additional Faculty:	Lori Fernald, Ph.D. Timothy A. Hanchon, Ph.D. Kerry S. Lassiter, Ph.D. T. Darrin Matthews, Ph.D. Steve Nida, Ph.D.

Audrey Parrish, Ph.D.
Mike Politano, Ph.D.
Conway F. Saylor, Ph.D., ABPP

Planning Your Program of Studies

Name:

*Note: Some courses have prerequisites. Be sure to check with your advisor and the catalog before registering. Also courses must have minimal enrollments in order to be offered.

Block I- Core Courses

Indicate semester completed or when you plan to register.

- PSYC-500 Human Growth and Development _____
- PSYC-507 General Psychopathology _____
- PSYC-526 Clinical Counseling I: Basic _____
- PSYC-501 Cognitive & Behavioral Change _____
- PSYC-514 Ethics and Mental Health Law _____
- PSYC-523 Statistics and Research Design _____
- PSYC-508 Counseling and Personality Theories _____
- PSYC-553 Introduction to Family Dynamics _____
- PSYC-561 Cultural Issues in Psychological Practice _____
- PSYC-549 Foundations of Psychometrics _____

Block II- Advanced Courses

- PSYC-645 Clinical Counseling: Group _____
- PSYC-611 Clinical and Professional Issues in Counseling* _____
- PSYC-643 Contemporary Psych Assessment & Therapy _____
- PSYC-644 Clinical Counseling: Advanced _____

Block III- Field Placements

- PSYC-629 Practicum _____
- PSYC-651/652 Internship: Clinical Counseling _____

Other Required Courses (to be taken at any point in the program)

- PSYC-540 Alcohol and Substance Abuse Counseling _____
- EDUC-550 Career Counseling _____

*note that PSYC 611 is a summer only class and is not required before starting practicum

Planned Schedule for Clinical Counseling Coursework

CORE COURSES

Fall	Spring	Summer I	Summer II
PSYC500-HG&D	PSYC500-HG&D	PSYC500-HG&D	-----
PSYC501- Cognitive/Behavioral	-----	PSYC501- Cognitive/Behavioral	-----
PSYC507- Psychopathology	PSYC507- Psychopathology	-----	-----
-----	PSYC508-Personality	-----	PSYC508-Personality
-----	PSYC514-Ethics	-----	-----
PSYC523-Stats	-----	PSYC523-Stats	-----
PSYC526-Clinical Counseling: Basic	PSYC526-Clinical Counseling: Basic	-----	-----
PSYC549-Foundations of Psychometrics	-----	-----	PSYC549-Foundations of Psychometrics
PSYC553-Intro to Family	PSYC553-Intro to Family	-----	-----
	PSYC561-Cultural Issues in Psych Practice	-----	PSYC561-Cultural Issues in Psych Practice

ADVANCED COURSES

PSYC645-Clinical Counseling: Group	-----	-----	PSYC645-Clinical Counseling: Group
-----	-----	PSYC611-Professional Issues in Counseling	-----
PSYC643- Contemporary Assessment	PSYC643- Contemporary Assessment	-----	-----
PSYC644-Clinical Counseling: Advanced	PSYC644-Clinical Counseling: Advanced	-----	-----

FIELD PLACEMENT COURSES

PSYC629-Practicum	PSYC629-Practicum	-----	-----
PSYC651/652- Internship	PSYC651/652- Internship	PSYC651/652- Internship	-----

OTHER REQUIRED COURSES

	PSYC540-Alcohol and Substance Abuse Counseling		
		EDUC550-Career Counseling	EDUC550-Career Counseling