SOUTHEASTERN UNIVERSITY

Clinical Mental Health Counselor Education Program

STUDENT HANDBOOK

COUNSELOR EDUCATION

2024 / 2025

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Student Handbook

Welcome Message

Dear Graduate Student,

Congratulations on your acceptance into the Counselor Education Program at Southeastern University. We offer a warm, "Welcome home." You have demonstrated your readiness to begin your studies to acquire a Master of Science in Counseling.

Your time at Southeastern University will be a journey filled with much growth. During your studies, you will be stretched to deepen your spirituality, faith, and knowledge of the counseling profession, develop clinical skills, and promote your personal growth. Welcome to the beginning stages of a lifelong pursuit of knowledge and skills! The focus you place on your studies during your tenure with us will begin to develop your skills as a professional counselor. We are excited to be on this journey with you.

Here at Southeastern University, we value community and relationships. Please take the time to get to know the faculty, staff, and fellow peers. Everyone in this community will play an integral part in your education. Our desire is for you to build lasting relationships and a loving community that advances your career.

This student handbook is designed to provide important information you will need throughout your program, including our mission statement, program objectives, faculty information, degree maps, matriculation requirements, program and university policies, licensure and certification information, and professional organizations. This handbook does not include detailed rules or regulations that pertain to graduate students here at SEU. The Southeastern University Catalog should be referred to in conjunction with this degree-specific handbook.

This handbook constitutes our agreement for your educational journey while here at SEU. In the New Student Orientation Program course in MyFire, you will be asked to read the Handbook and take a quiz. One of the quiz questions asks you to verify that you have read and understand the contents of the Handbook. We appreciate your feedback on how to make our handbook more accessible and user-friendly.

We hope you are as excited as we are about jumping into the upcoming semester. We look forward to meeting with each of you. We aspire to create a learning environment that fosters growth on your journey to discovering your divine design and who you were created to be.

Welcome to SEU. GO FIRE!

Faculty of the Professional Counseling Program

The Graduate Program in Professional Counseling

The Master of Science Program in Counseling with a specialization in Clinical Mental Health Counseling is comprised of 60 hours that include 700 hours of hands-on clinical experience (see Appendix A for a complete list of courses and descriptions). The program equips students with the knowledge, values, and skills needed to improve the mental health of individuals, families, and groups. This holistic, faith-based learning experience includes rigorous academics, dynamic faculty interactions, and customized internships.

Our program practices the art of traditional teaching that stimulates respectful and intellectual debate, dialogue, creative expression, critical thinking, and imaginative inquiry. We accomplish these goals by utilizing interactive classes, relational professors, faculty mentorship, and collaborative approaches. Within our curriculum, the student will experience a reflective-practitioner model. This is specifically designed to enhance intensive clinical practice, resources, research, social advocacy through community engagement, and modern technology that is applicable to a diverse population.

The relationships fostered in our community will build foundational skills transferable to rewarding careers and advanced studies. As a community, we embrace diverse methodologies and practices that promote effective communication and multicultural literacy. We stimulate critical thinking that encourages informed convictions, personal judgements, and an openness to continual growth and learning on the journey to spiritual maturity. SEU's emphasis on faith integration encourages personal integrity and develops an appreciation for faith and spirituality.

We strive to develop servant leaders in a complex world and dedicate time to actively serving in social advocacy. The curriculum for this program was intentionally designed by our faculty members. These faculty are also responsible for moderating program policies and procedures. Our program is designed to prepare students to be competent practitioners as soon as they enter the field. The program complies with the national and state accreditation standards and requirements for certification and licensure in the state of Florida. Additionally, the program provides meticulous coursework and rigorous field training according to the <u>Council for the Accreditation of Counseling and Related Educational Programs</u> (CACREP) Standards.

So, as you begin your journey with us, here are some tips to remember along the way:

- Become familiar with University policies/procedures for graduate students.
- Know your advisor. Personally meet with your advisor early in your coursework.
- Complete a Program of Study Form (which is mandatory for graduation purposes).
- Know the academic calendar, special dates, holidays, etc., both for the University and for the Program.
- Attend synchronous classes and Residency Programs.

Our Commitment to Spirituality, Faith and Diversity

In our program, it is our mission to facilitate diversity processes, programs, and policies that promote social justice, enhance cultural competencies, and develop capacious leaders. Our students, colleagues, and constituents represent diverse peoples and perspectives across multiple generations.

We aspire to bring forth a culture that is filled with compassion that perpetuates growth and change. Through diligence and education, we continually attain appreciation of our differences and strive to develop the attitudes and beliefs, knowledge, skills and action necessary to collaborate among multicultural settings.

Southeastern University strives to integrate spirituality and faith throughout the curriculum. Embodying Christ's love, we recognize that spirituality and faith are essential qualities of our shared humanity and strive to humbly explore and support that in all our endeavors.

Faculty

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Our Mission and Core Values

Mission

Our mission in the Southeastern University Counselor Education Program is to educate and prepare competent professional counselors from diverse backgrounds to advance the profession through practice, scholarship, research, leadership, advocacy, and service. SEU faculty desire to inspire qualities of the mind, heart and soul that will prepare students to reach their full potential. Therefore, we seek to help students become integrative practitioners who understand the power of the therapeutic relationship in the healing process.

Core Values

Faith and Spirituality Integration – We recognize that faith and spirituality are a core part of all humans, and we seek to create a program that recognizes the integration of mental health and faith as part of the healing process.

Advocacy and Servant Leadership - We are committed to advocating for individuals, couples, families, and the counseling profession, and being a servant leader as we contribute to the health of our communities.

Ethical & Competent Practice - We will promote professional and competent practice guided by ethical standards and best practices.

Clinician Self-Care – We strive to maintain holistic and optimal clinician health guided by intentional and meaningful self-care strategies.

Program Objectives

1 To establish and maintain a diverse, supportive and integrative learning community with curricular experiences that promotes a professional counseling identity.

2 To provide opportunities for students to engage in experiences that promote personal and professional growth and self-awareness, resulting in their ability to provide ethically sound and culturally responsive counseling services.

3 To provide curricular experiences whereby students exemplify the knowledge, skills and dispositions needed to counsel individuals, groups and families.

4 To engage students in developing an ethically responsible and theoretically grounded approach to integrating a Christian worldview in their counseling practices.

5 To engage in community partnerships to provide diverse experiential learning opportunities.

Accreditation and Licensure

Southeastern University is accredited by the <u>Southern Association of Colleges and Schools Commission on Colleges</u> (SACSCOC) to award associate, baccalaureate, master's, education specialist, and doctorate degrees. The Counselor Education Program is also working on its self-study in order to apply for national accreditation through the <u>Council for the Accreditation of Counseling and Related Educational Programs</u> (CACREP), the premier accrediting body for Counselor Education. Receiving accreditation by meeting CACREP standards signifies a commitment to excellence in program planning and delivery.

Licensure as a mental health counselor is regulated by state licensure boards, not by an academic institution. Every state provides specific information on the specific master's degree required, academic requirements (course work), number of hours in practicum and internship, necessary assessment, and in some cases, number of hours of supervision.

Licensure requirements differ from state to state, and they may change at any time. Enrollment and completion of the Counselor Education Program at Southeastern University does not guarantee licensure in your state. The program at Southeastern University is designed to meet the licensure requirements set forth by the Florida Board of Clinical Social Work, Marriage and Family Therapy, and Mental Health Counseling, which is found here <u>https://floridasmentalhealthprofessions.gov/licensing/licensed-mental-health-counselor/</u>.

For planning purposes before enrolling in the program at Southeastern University, it is suggested that you check out your state's licensure requirements on either your specific state's licensure board's website or through the link found in the <u>American Counseling Association</u>: <u>https://www.counseling.org/knowledge-center/licensure-requirements</u>.

Admitted students can also consult with their assigned advisor to determine licensure requirements for their state.

Written Endorsement Policy

Written endorsements are provided to students upon request at the discretion of the faculty member. The faculty member will only endorse for career positions that the student is qualified to fill with their professional counseling degree.

Student Rights and Responsibilities

Student Responsibilities

Students are responsible for choosing behaviors supportive of the integration of professional ethics and faith in their counseling practice. Graduate school is an opportunity to identify a professional identity congruent with a responsible, ethical counselor. Students are responsible for reading, asking questions about, and following the policies and procedures provided in the program's Student Handbook and Field Manual.

Students are required to abide by the <u>ethical standards</u> of the American Counseling Association. If desired, the student may also join a faith integrated association that follows their personal values and ethics. However, the ACA's code of ethics must be followed in all practices.

<u>American Counseling Association Code of Ethics and Standards of Practice</u>
https://www.counseling.org/knowledge-center/ethics

Student Rights

The program's Student Handbook and Field Manual outline policies specifically associated with the rights of counseling students. Those policies include, but are not limited to:

1. Students have the right to be treated, in all aspects of the program, without discrimination on the basis of age, color, disability, ethnicity, gender, national origin, race, religion, and sexual orientation.
2. Students have the right to privacy of personal information especially those as outlined by <u>FERPA</u> and the ACA Code of Ethics.
3. Students have the right to express grievances and make appeals within the program and through the university.
4. Students have the right to an environment that is free of harassment or any other unreasonable interference with the student's performance per Title IX requirements.

Online Learning Strategies for Success

Essential Equipment

The Counselor Education Program at SEU is delivered online. Therefore, before classes begin, students are required to have access to and be proficient in utilizing a computer, webcam, microphone, external camera, and printer. Additionally, a stable, high-speed internet connection and up-to-date operating system with the latest version of a web browser are also required. Smartphones, tablets and other handheld devices can be helpful on a limited basis. However, they are not sufficient for successfully completing the requirements of the program.

Computer Literacy

Students must be proficient in using MyFire, SEU's Learning Management System (LMS), for course activities, assignments, assessments, and communication. Students must also know how to use major programs like Google Workspace Apps (Gmail, Docs, Sheets, Slides, etc.), Microsoft Word, Excel, and PowerPoint. A vital component of the program is the ability to navigate these systems, share information, upload documents and videos, and actively participate in MyFire.

Students must use their university-provided Gmail accounts for all official communications, and MyFire must be accessed regularly. Students are expected to keep login information secure. Misuse of university systems or resources, including but not limited to plagiarism, unauthorized access, or sharing of proprietary materials, is strictly prohibited and may result in disciplinary action.

Technology Support

The MyFire Student Resources Page provides information and technical support on the use of MyFire. Students can also contact email idttraining@seu.edu with questions.

Online Conduct and Etiquette

Students are required to engage in online classes and forums respectfully and professionally. Any form of cyberbullying, harassment, or inappropriate behavior will not be tolerated and may result in disciplinary action. Participation in online discussions should be constructive and relevant to the course material.

Accessibility

Course materials in MyFire are designed to meet accessibility standards. Students requiring accommodations should contact the Office of Academic and Auxiliary Services.

Social Media Guidelines

The Faculty are not responsible for any posts and/or misinformation spread through communications on social media. Peers may or may not set up unofficial groups for community support. Each student is responsible for checking program guidelines, school policies, and assignment requirements. Please contact your academic advisor, professor, and/or department administrator for any programmatic or course related questions.

Counselors have the ethical and legal responsibility to maintain professional dispositions, displaying professional behavior towards supervisors, peers, clients, and professors. A culture of respectful communication is expected among counseling students, and any unprofessional behavior, even on unofficial social media groups, will be seen as a dispositional issue and immediately addressed accordingly.

Personal Growth Experiences

Because this Program is competency and performance-based, coursework frequently invites students to deal with personal and professional issues, both situational and developmental in nature. Some courses will allow students the opportunity of taking psychological assessment instruments in order to learn how to interpret them. Others will contain small group activities that may foster self-disclosure.

These tests and experiences are considered to be an integral part of the student's total growth process. Therefore, students will be required to take part in these experiences as training components of the program. If there are concerns regarding these experiences, seek the counsel of your faculty advisor. If personal and professional issues arise during such in-class experiences that students feel a need to explore more fully, it is recommended that they seek personal counseling with an appropriate counselor, in addition to the two mandated times of counseling in the program.
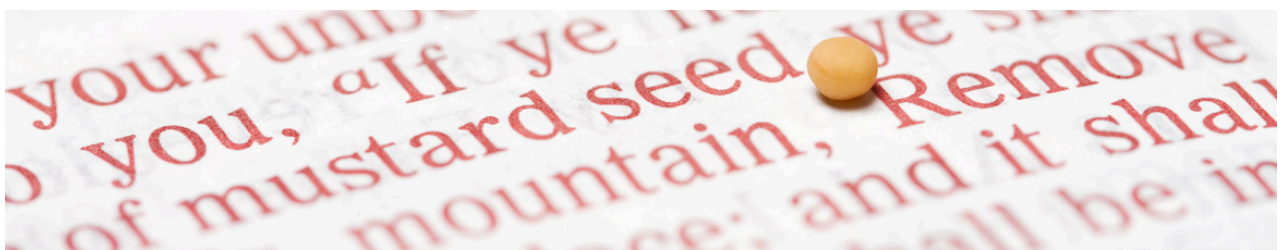
Program Evaluation

Students have regular, systematic opportunities to formally evaluate program faculty and site supervisors. Course evaluations are administered through Southeastern University at the end of each class. Students enrolled in Practicum, Internship I and Internship II will complete a site supervisor and faculty supervisor evaluation. This information is used at both the course and programmatic level, along with student assessment data to help program faculty reflect on aspects of the program that work well and those that need improvement. Completion of all assessment data (course evaluations, site supervisor evaluations, and the PCPE) is integral to informing programmatic and curricular decisions.

Note: Upon graduation from the program, graduates and employers of program graduates will be asked to complete a survey designed to evaluate the program's overall effectiveness as related to the Southeastern University Program Outcomes.

Study Abroad in Greece

During the first summer of the program, students have the opportunity to complete a study abroad program in Greece. This class is a two to three week trip that completes the requirements for PCOU 5123 – COUNSELING SPECIAL POPULATIONS AND GROUPS.

The funds for the trip will be filed through the student financial services, allowing for the use of student loans. This class is an immersive experience into another culture in order to broaden the student's multicultural perspective. Detailed information is provided about the Greece trip during the first class.

Photo by Patrick on Unsplash

Admission and Matriculation

➡ Admission Requirements ———

Step 1: Complete the <u>SEU Graduate Application</u>, then submit the following required documentation:

- Proof of Earned Bachelor's degree
- Proof of a minimum GPA of 3.0 earned from a regionally accredited institution
- Resume
- Written essay describing the current and future impact of your faith in your personal and professional life and the reason for your desire to pursue this degree
- Official college transcripts
- Professional Reference
- Academic Reference
- Christian Character Reference

Step 2: The completed application and supporting documentation will be reviewed and evaluated by the faculty committee using the Program Admission Rubric. Selected applicants will be invited for a virtual interview. Students will be notified of the admission decision within 72 hours after the completion of the interview.

➡ Transfer Credit Policy ———

Up to 12 hours of the graduate credits required for the degree earned at CACREP universities may be transferred for courses in which the student earned a grade of "B" (3.0) or better. If the program is not CACREP accredited, the faculty will review the syllabus(i) and learning objectives for the course, and make determinations on a case-by-case basis. Only credits earned in the seven years before admission will be eligible for transfer.

- New transferring students must submit an official transcript from all previous institutions by the end of the first semester. An official transcript is submitted in a sealed envelope from the college or university. Southeastern University will not accept an opened transcript as official.

- Once accepted into the program, students must obtain a transient letter to have credits accepted from another institution.
- All transfer credits must be approved by the end of the first semester in which the student is enrolled at Southeastern University.
- Credits accepted in transfer must be graded with a "B" (3.0) or higher.
- Grades for courses accepted in transfer are calculated into the student's GPA.

➡ Time Limit to Complete Program

Students must complete their degrees within seven (7) years of being accepted into the master's program. When coursework becomes 7 years old, the credit hours become invalid. Therefore, additional coursework will be required and added to the program of study or previously taken courses may have to be repeated.

➡ Faculty/Student Communication

Students are expected to check their SEU webmail account and course announcements daily during the course term. All written correspondence between faculty and students must be handled through the SEU email and MyFire systems.

➡ Academic Advising

Admitted students are assigned counseling faculty members as advisors. Students also receive guidance from the Program and Field Directors. Responsibilities include:

- Advising throughout the field placement process is provided by the Field Director.
- The Program Director provides assistance with university policies and procedures related to academic courses and non-academic concerns.
- Assigned faculty advisors provide academic advising and professional mentoring. They are also available to discuss career planning, professional development, licensure process, and doctoral program interests.

➡ Course Registration

Open registration dates for each term are identified on the <u>academic calendar</u> and are communicated via email. Students must complete course registration for the semester before the end of the drop/add period. Late registration and changes of classes are permitted through the drop/add period of each semester. Students considering late registration should contact the program coordinator for program-specific details.

All tuition and fees for the semester must be paid by the drop/add deadline unless other arrangements have been made. Financial arrangements are complete only when the student has reached an agreement with Accounts Receivables of the Business Office via method of payment. This is in regards but not limited to payment plan, payment in full or an agreed arrangement of total cost owed. In the event a student does not comply with financial obligations owed, a financial hold is placed on the student's account. This hold prevents registration for continued enrollment until the account balance is paid.

Below find a video and document on how to register:

https://drive.google.com/file/d/12Bkl9psiQHjZnMNJWXtw4f8SqVPjVl5Z/view?usp=sharing

➡ Additional Financial Costs

In addition to course tuition and fees, students are also responsible for the costs associated with program requirements:

- Textbooks and any additional fees pertaining to course materials
- Personal counseling sessions in PCOU 5003 and PCOU 5103
- Professional membership dues
- Practicum/internship liability insurance (Included with ACA membership.)
- Travel, housing, and dinners for the two Residency Programs.

➡ Course Sequencing

The table below provides students with a roadmap for scheduling classes each semester. Varying from the schedule may result in extended times for completing the program.

FALL START	
Fall YR 1	• PCOU 5003- Foundations of Counseling • PCOU 5043- Counseling Skills Lab – *1 Week Residency in Lakeland in October* • PCOU 5053- Human Growth and Development
Spring YR 1	• PCOU 5023- Research Methods • PCOU 5073- Professional Ethics • PCOU 5013- Counseling Theories & Practice
Summer YR 1	• PCOU 5123 - Counseling Special Populations & Groups – *Optional Study Abroad in Greece* • PCOU 5113- Individual Evaluation and Assessment • PCOU 5083- Psychopathology and Diagnosis in Counseling
Fall YR 2	• PCOU 5093- Human Sexuality – *1 Week Residency in Lakeland in October* • PCOU 5033- Group Theory & Counseling (16 Wks) • PCOU 5263- Treatment Planning in Counseling
Spring YR 2	• PCOU 5153 - Trauma, Disaster, and Crisis Counseling • PCOU 5103- Counseling Practicum (16 wks) • PCOU 5213- Marriage and Family Counseling
Summer YR 2	• PCOU 5143- Substance Abuse Counseling • PCOU 5133- Career & Lifestyle Development • PCOU 5353- Internship I (16 wks)
Fall YR 2	• PCOU 5203- Integration of Counseling & Christianity • PCOU 5363- Internship II (16 wks)

SPRING START

Spring YR 1	- PCOU 5003- Foundations of Counseling - PCOU 5043- Counseling Skills Lab – *1 Week Residency in Lakeland in October* - PCOU 5053- Human Growth and Development
Summer YR 1	- PCOU 5123 - Counseling Special Populations & Groups – *Optional Study Abroad in Greece* - PCOU 5073- Professional Ethics - PCOU 5013- Counseling Theories & Practice
Fall YR 1	- PCOU 5113- Individual Evaluation and Assessment - PCOU 5083- Psychopathology and Diagnosis in Counseling - PCOU 5023- Research Methods
Spring YR 2	- PCOU 5093- Human Sexuality – *1 Week Residency in Lakeland in October* - PCOU 5033- Group Theory & Counseling (16 Wks) - PCOU 5263- Treatment Planning in Counseling
Summer YR 2	- PCOU 5153 - Trauma, Disaster, and Crisis Counseling - PCOU 5103- Counseling Practicum (16 wks) - PCOU 5213- Marriage and Family Counseling
Fall YR 2	- PCOU 5143- Substance Abuse Counseling - PCOU 5133- Career & Lifestyle Development - PCOU 5353- Internship I (16 wks)
Spring YR 2	- PCOU 5203- Integration of Counseling & Christianity - PCOU 5363- Internship II (16 wks)

➡ Residency Requirement

Students are required to complete two classes in person on the Lakeland, Florida campus:

- Counseling Skills Lab (PCOUN 5043)*
- Human Sexuality (PCOUN 5093).

One-week intensive classes provide opportunities for hands-on experience practicing counseling skills. Students also meet their peers and receive in-person mentorship from faculty. Students are responsible for housing and transportation during these weeks; however, breakfast and lunch are provided.

Upon arrival, the students will be provided with a social itinerary for each night after class to connect and build community with peers. Relationship and connection are important values to the SEU community; therefore, we strive to create a culture during these intensives that cultivate long lasting relationships.

For students who start the program in the fall, intensives are held in October during the week of Fall Break. For students who start the program in the spring, their intensives will be held in March during the week of Spring Break.

*Important to note about PCOU 5043 Counseling Skills Lab. In addition to attending the intensive week there will also be asynchronous learning (working on your own) and 5 synchronous classes (3 before the intensive and two after). In addition, you will be practicing your skills with a small group of classmates weekly for 6 weeks online. This course will equip you with the skills you need to move into your clinical work in practicum and internship.

➡ Personal Counseling Requirement

Participating as client in the counseling process is paramount to the personal and professional development of counseling students. Therefore, students are encouraged to seek professional counseling throughout the program. However, this is a **requirement** for students enrolled in the following courses:

- Foundations of Counseling (PCOUN 5003) – Six (6) sessions are required.
- Practicum (PCOUN 5103) – Ten (10) sessions are required.

All sessions must be completed with a licensed therapist, registered intern or a student intern under appropriate supervision. TimelyCare may not be use to satisfy this requirement.

To be an effective counselor, one must first understand what it means to be authentic and integrated. Personal counseling can aid in the self-discovery process during the educational experience. The student is financially responsible for these personal sessions.

→ Professional Organization Membership Requirement

Active membership in professional counseling organizations provides students with valuable resources and support as they travel the journey of becoming a licensed mental health provider. The benefits of membership typically includes access to continuing education opportunities, networking with peers and potential employers, and staying abreast of important legislation and best practices. Annual conferences are excellent venues for expanding knowledge and enhancing skills. Ultimately, professional communities provide a platform for personal and professional growth, which serves to enhance your ability to serve your clients.

The American Counseling Association (ACA) is the largest professional counseling organization in the United States, and students are required to join. Included in the membership fee is professional liability insurance, which is required in practicum and internship. Additionally, ACA is home to 18 speciality counseling are divisions, including the American Mental Health Counseling Association. See Appendix B for contact information and a list of other professional counseling and special interest organizations.

➡ Graduation Requirements ───

The following conditions must be met in order to be awarded the MS Degree in Counseling:

- Complete required coursework, including practicum and internship experiences. with a minimum cumulative grade point average of 3.00 on a 4.00 scale computed on all graduate work taken at Southeastern University or transferred.
- Approval by the graduate faculty for graduation as certified by the dean of the college in which the program is offered by completion of an approved Graduation Degree Audit and filing the audit report with the Registrar.
- Discharge of all financial obligations to the University.
- The filing of all necessary forms including the Application for Graduation in accordance with the timetable provided in the program schedule.
- Successful completion of the graduate program's comprehensive examination(s), if any.
- Successful completion of the residency requirement.

➡ Comprehensive Exam Information ───

Students must successfully complete <u>Counselor Preparation Comprehensive Examination</u> (CPCE) in order to graduate. It is administered during Internship 1. This standardized exam covers the eight CACREP common-core areas as defined by their Standards for Preparation:

- Professional Counseling Orientation and Ethical Practice
- Social and Cultural Identities and Experiences
- Lifespan Development
- Career Development
- Counseling Practice and Relationships
- Group Counseling and Group Work
- Assessment and Diagnostic Processes
- Research and Program Evaluation

The CPCE consists of 160 multiple-choice questions, with 20 items per CACREP area. Students have 3 hours and 45 minutes to complete the exam, which may be taken in-person or online. For more information, see the <u>CPCE website</u>.

➡ Graduation Application

Degree requirements are based on the catalog in effect at the time the student first enrolls as a degree-seeking student. A degree candidate must file an application for graduation through the online student portal by the deadline provided by the Office of the Registrar. A graduation application fee will be incurred and must be paid prior to graduation. Applications for graduation are also available in the Office of the Registrar.

Candidates must clear all "I" grades in courses required for graduation and provide transcripts of all transferred coursework needed for graduation at least eight weeks prior to the end of the semester or term of graduation.

A satisfactory program audit and exit and/or comprehensive exam scores must be on file with the Office of the Registrar, all financial obligations with the University must be satisfied, and all degree program requirements must be met prior to degree conferral. A student on academic probation or otherwise academically deficient will not be eligible to apply for graduation until the condition of probation or deficiency is resolved, and the student is in good standing.

Application for Graduation Process:

- Submit an Application for Graduation form in the online student portal (JICS) prior to the deadlines listed in JICS.

- After the add/drop period of the semester the student applies to graduate, they will be reviewed by the Office of Academic Advising. A second review will be completed by the program coordinator or department chair to confirm that the student is eligible for graduation.

- The student's graduation status will be indicated in JICS on the Graduation Tab once the 2nd review is complete.

Academic Policies

Academic Standing
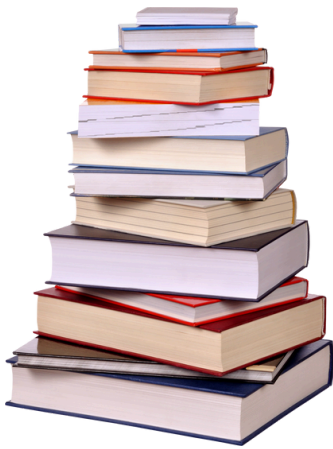
The term "academic progress standards" refers to the minimum standard of progress that graduate students must achieve as they work toward their educational goals. A satisfactory level of academic progress is determined based on the cumulative GPA calculated based on all graduate work attempted. A student meets academic progress standards only if the cumulative GPA is 3.0 or higher. To be eligible for continued enrollment in good standing, a student must maintain a minimum cumulative GPA of 3.0 or higher. Students falling below the minimum GPA will be placed on academic probation and may be suspended.

If a student earns a grade of D-, D, D+ or F in a course, the student will be placed on probation or suspension depending on the circumstances. Courses in which a student receives a grade of less than C- will not be counted toward degree completion. If the course is required for degree completion, the course must be retaken with a minimal grade of C-. A course may be repeated only once.

If the student does not meet the academic policies as stated in the Southeastern University graduate catalog, then the student may be on academic probation or suspension. Infringements of the Academic Integrity policy may also result in a change of academic status and progression through the program curriculum. Students are responsible for reading the University Catalog and knowing the academic progress standards and academic integrity consequences for plagiarism and cheating. The following discussion describes the impact of university-imposed academic probation or suspension related to the student's enrollment in the program.

Academic Probation

If a student is on academic probation, the duration of the probationary period is one semester or term. The student remains on academic probation until a cumulative GPA of 3.0 or higher is attained.

Probationary status permits the student to continue in the program while working with the academic advisor to address deficiencies and take corrective action for improvement. A student placed on academic probation may not enroll for more than 6 semester hours.

- If the proceeding situation occurs, the student collaboratively works with the Program Director and academic advisor to develop a Student Development Plan.

Academic Probation may be imposed when:

- A student fails to attain a cumulative GPA of 3.0, OR
- A student earns a D–, D or D+ in any course, regardless of cumulative GPA

Other remediations may be imposed at the discretion of the program faculty and administration.

Academic Suspension

A probationary student may be on suspension from the program for one semester or term. In this event, the Registrar issues a letter of notification to the student, and the student's transcript shows a permanent entry about the suspension.

While suspended from the program on academic grounds, a student may only attempt to improve the cumulative GPA by repeating courses in which a grade is less than a B–. If the cumulative GPA reaches 2.5 or higher, the student may apply for readmission to the degree program. However, the program requires a cumulative average of 3.0. The student may reapply for admission to the program; however, the readmission process follows the program's Admission Policy.

Academic Suspension may be imposed in the following circumstances:

- A student earns an F, OR
- If a student is on probation:
    - the student fails to attain a semester GPA of 3.0 by the end of a semester or term, OR
    - the student fails to attain a 3.0 in any course while on probation, OR
    - the student's cumulative GPA falls below 2.5.

Academic Remediation

In order to maintain the minimum GPA to graduate, students may repeat a course. A graduate course in which a grade of C-, C, or C+ was earned may be repeated one time; a student must repeat any graduate course taken for which a grade of D-, D, D+ or F was earned. A course may be repeated only once. While a course may only be repeated once for a grade, if a student withdraws from a repeated course, the course may be retaken. Regardless of the GPA, a student will not be allowed to graduate with a final grade of less than a C- in any course. The student must understand that courses are usually offered in a specific sequence; therefore, any repetition of a course may result in a significant delay in the completion of the student's degree program. Directed Study may not be used to repeat a course.

Academic Appeals

Southeastern University has established policies and procedures for appealing (1) final grades, (2) readmission under academic suspension, (3) transfer credit decisions, and (4) unresolved issues related to courses or the program. Students should refer to the <u>University Catalog</u> for more information about the appeals process.

APPEAL OF FINAL GRADE

Section A: Students may appeal a final grade only and under the following circumstances:

1. Coursework was assessed according to a grading policy that differed from the announced and established course grading policy.
2. Grading procedures were applied inaccurately or with error.
3. An alleged deviation from the University syllabus policy that could have impacted the final grade occurred.

The grade assigned by the instructor is assumed to be correct. An instructor's professional judgment in assigning a specific grade will not be considered during an appeals process.

Section B: Students must initiate an appeal of a final grade within thirty (30) business days of the final grade posting and must follow the steps of appeal enumerated as follows:

- **Step 1**. The student must contact, in writing, the instructor who issued the final grade to appeal the final grade. instructor has ten (10) business days to respond to the student's appeal and render a decision. If the student wishes to appeal the instructor's decision, or if the instructor is not available, the student will proceed to Step 2. However, there are the following two exceptions.

If the course instructor is also the department chair, the student will skip Step 2 and proceed to Step 3. The dean of the college will render the final decision for the appeal.

If the course instructor is also the dean of the college in which the course is housed, the student will skip Step 2 and follow the exception clause in Step 3. In only this case, the final appeal level is the provost (see Step 3 exception).

- **Step 2**. If the student wishes to appeal the instructor's decision and the instructor is not the department chair or the dean of the college in which the course is housed, the student must contact the department chair in writing within five (5) business days of receiving the instructor's final grade appeal decision. The written appeal sent to the department chair must identify which of the enumerated circumstances in Section A form the basis of the final grade's appeal. The student must provide all relevant information to support the case for appeal when contacting the department chair. The department chair will make reasonable efforts to work with the instructor and the student to understand the issue before rendering a decision on the final grade's appeal. The written decision of the department chair will be forwarded to the student and the instructor within twenty-one (21) business days from the date of receiving the student's initial written appeal. If the student is dissatisfied with the outcome, the student may proceed to Step 3 of the process, which is the final level of appeal.

- **Step 3**. This final level of appeal must be initiated by the student within five (5) business days of receiving the department chair's decision. The student must contact, in writing, the dean of the college in which the relevant course is housed to appeal the department chair's decision. The dean will review all documentation and consider the student's concerns. The dean may request additional documentation from the instructor, the department chair, and the student. The dean will issue a written decision, including a concise and explicit written statement that explains the basis for the decision, within twenty-one (21) business

days of receiving the student's written appeal or any additional relevant documentation requested by the dean. The dean's decision is final, and no additional level of appeal is available to the student.

Step 3 exception: If the dean is also the course instructor, the final appeal will be addressed by the provost. The provost will review all documentation and consider the student's concerns. The provost will issue a written decision, including a concise and explicit written statement that explains the basis for the decision, within twenty-one (21) business days of receiving the student's written appeal or any additional relevant documentation requested by the provost. The provost's decision is final, and no additional level of appeal is available to the student.

APPEAL FOR READMISSION UNDER ACADEMIC SUSPENSION

The term "academic progress standards" refers to the minimum standard of progress that graduate students must achieve as they work toward their educational goals. A satisfactory level of academic progress is determined based on the cumulative GPA calculated based on all graduate work attempted.

A student meets academic progress standards only if the cumulative GPA is 3.0 or higher. To be eligible for continued enrollment in good standing, a student must maintain a minimum cumulative GPA of 3.0 or higher. Students falling below the minimum GPA will be placed on academic probation and may be suspended.

APPEAL OF TRANSFER CREDIT DECISIONS

A student may appeal a transfer credit decision to the dean of the college in which the program is offered. The student must submit a written appeal with supporting documentation for review.

The student must submit an appeal within five working days of receiving notice of the transfer credit decision. The dean of the college in which the program is offered will inform the student of the decision of the appeal.

APPEAL OF ACCOMMODATION DECISIONS

If a student disagrees with the decision of the Office of Academic & Auxiliary Services regarding a request for an accommodation, the student may submit a request for reconsideration within thirty (30) days of the decision.

A request for reconsideration must be directed in writing to the Director of the <u>Office of Academic & Auxiliary Services</u>. Requests for reconsideration should identify the specific accommodation requested and denied, a statement regarding why the accommodation is reasonable and necessary, relevant supporting documentation from a licensed medical or mental health professional, or a 504 Plan or IEP from High School dated within 10 years.

Upon receipt of the request for reconsideration, the Director of the Office of Academic & Auxiliary Services will undertake a thorough review of the student's documentation and request for accommodations. A follow-up meeting may be scheduled with the student to discuss the request in more detail. The Director of the Office of Academic & Auxiliary Services may consult with other university officials as a part of the decision-making process and may share information about the student's disability with these officials or committees on a limited, need-to-know basis. The Director of the Office of Academic & Auxiliary Services will notify the student in writing of the decision within five (5) working days of receipt of the request for reconsideration.

If a student is dissatisfied with the outcome of the request for reconsideration, the student may submit a formal appeal to the Associate Provost, Anthony Roberts, at arroberts@seu.edu. Appeals must be submitted within seven (7) working days of the reconsideration decision by the Director of the Office of
Academic & Auxiliary Services. The Associate Provost may request a follow-up meeting with the student as a part of the decision-making process. The Associate Provost may consult with other university officials or committees as a part of the decision-making process and may share information about the
student's disability with these officials or committees only on a limited, need-to-know basis. The Associate Provost will issue a written decision on the appeal within ten (10) working days.

If a student is dissatisfied with the outcome of the appeal to the Associate Provost, the student may submit a formal second-level appeal to the Provost. Appeals to the Provost must be submitted by

email within seven (7) business days of receiving the decision from the Associate Provost. The Provost or the Provost's designee may request a follow-up meeting with the student as a part of the decision-making process. The Provost or the Provost's designee may consult with other university officials or committees as a part of the decision-making process and may share information about the student's disability with these officials or committees only on a limited, need-to-know basis. The Provost or the Provost's designee will issue a written decision on the appeal within ten (10) working days.

These appeal procedures do not prohibit students from requesting new or modified accommodations based on a change in circumstances, such as new courses or activities, new medical conditions or disabilities, or changes to existing medical conditions or disabilities. Requests for new or modified

GRIEVANCE PROCEDURES

Students with questions, concerns, or grievances relating to the implementation of an accommodation or the accessibility of academic programs should contact the Office of Academic & Auxiliary Services at adaservices@seu.edu. The Office of Academic & Auxiliary Services will contact the student to discuss the concern and will work collaboratively with the student and the academic program to informally resolve the concern. If a student is still dissatisfied with the outcome of the informal resolution, the student may submit a formal grievance to the Associate Provost, who will also coordinate with the appropriate Department Head and/or Dean's Office to review the grievance. The Associate Provost will issue a written decision on the grievance within ten (10) working days.

If a student is dissatisfied with the outcome of the grievance resolution by the Associate Provost, the student may submit a formal second-level grievance to the Provost. Grievances to the Provost by email. The Provost or the Provost's designee may request a follow-up meeting with the student as a part of the decision-making process. The Provost or the Provost's designee may consult with other university officials or committees as a part of the decision-making process and may share information about the student's disability with these officials or committees only on a limited, need-to-know basis.

The Provost or the Provost's designee will issue a written decision on the grievance within ten (10) working days.

Incomplete Grade Policy

An "I" grade indicates incomplete course work and may be recorded when a student is passing but cannot complete the course due to illness or a serious personal emergency. In order to be granted an "I" grade, a student must have successfully completed 60% of the course, which is 5 weeks of an 8-week term. The student is required to initiate a consultation with the professor to request an "I". An "I" may be recorded for a maximum of one semester and is not computed in the GPA. Students have one semester to complete the coursework. If an "I" is not changed by the end of the immediately succeeding semester, the grade automatically converts to an "F" and is recorded on the permanent record. An "F" is computed in the GPA. Once an "I" grade is awarded, course withdrawal is no longer an option. Students should be aware that an incomplete course may hinder the award of financial aid in subsequent semesters.

Writing Style Requirement

Selected assignments must be written using the guidelines set forth in the *APA Style Guide* (7th ed) – professional version standards.

Grading Scale

The following grading scale is used to determine grades for each assignment, as well as the final grade:

Point Range	Grade	Point Range	Grade	Point Range	Grade
94.00-100	A	80.00-83.99	B-	67.00-69.99	D+
90.00-93.99	A-	77.00-79.99	C+	64.00-66.99	D
87.00-89.99	B+	74.00-76.99	C	60.00-63.99	D-
84.00-86.99	B	70.00-73.99	C-	0-59.99	F

Late Work Policy

All written work is due on Tuesdays at 11:59pm for the previous week's assignments. Initial posts on discussion boards are due by Saturday at 11:59pm, and responses to your classmates are due by Tuesday at 11:59pm. For every day an assignment is late, 10% will be deducted from your grade. Late work will not be accepted more than a week after the assignment is due. After one week, you will receive a zero for that assignment. NO WORK will be accepted after the last day of the semester.

Academic Integrity

The Graduate School strives to maintain and enforce the highest standards of academic integrity. Accordingly, plagiarism and other forms of academic dishonesty are unacceptable and will result in disciplinary action. By accepting admission to the Graduate School, a student has also accepted to be governed by the stated regulations of academic conduct, and indicates a willingness to accept disciplinary action, if behavior is deemed to be in violation of those rules or in some way unacceptable or detrimental to Southeastern University. Professed ignorance of what constitutes academic dishonesty does not excuse violations of these regulations.

Integrity is a value of the counseling profession. The ACA Code of Ethics requires that counselors should be trustworthy, honest, and responsible within all areas of counseling practice. In other words, counselors should respect the work of others by giving credit where credit is due. Students can face up to immediate dismissal from the program for an incidence of plagiarism or cheating, whether intentional or unintentional.

The university identifies two types of violations of academic integrity. Those infringements include cheating and plagiarism. The program uses the definitions of academic integrity, cheating, and plagiarism as provided in the Southeastern University graduate handbook.

Plagiarism, cheating, or any other form of academic dishonesty is a form of theft and is a serious offense and ethical abuse. It undermines the educational process and, when done intentionally, violates the integrity of the community and the social work profession. Plagiarism and cheating occur when a writer uses someone else's language, ideas, or other original material without acknowledging its source.

Students should consult the <u>APA Style Guide</u> or use a reliable online source, such as <u>Purdue OWL</u>, for the proper referencing and citation of sources.

Plagiarism includes unattributed use of any source, in any medium, published or unpublished. Some examples of plagiarism include:

- Quoting or paraphrasing material without attributing it to its source
- Copying segments from the work of others without giving proper credit
- Submitting as original work written entirely by someone else

Widely known facts do not require citation and do not count as plagiarism as long as they are communicated in the writer's own words. Ideas and observations original to the writer also do not require citation. Work previously submitted for a grade in one course may not be submitted for another course unless the professor specifically states otherwise.

Each time an instance of plagiarism occurs in a class, the professor will:

- Determine the level of the offense and the appropriate consequences according to the guidelines listed in the student handbook;
- Communicate with the offending student to discuss the nature of his or her plagiarism, the plagiarism policy, and the consequences to be assigned; and c. Submit a plagiarism report to the Academic Integrity Office.

Please refer to the plagiarism policy in the Southeastern University graduate handbook for further information.

Program Policies for Student Retention and Progression

Qualities & Expectations of Effective Counselors

In addition to academic performance, students need to demonstrate personal qualities, dispositions, and behaviors that are consistent with becoming an effective counselor. Students need to communicate an awareness of personal values, attitudes, beliefs and behaviors and their influence on the counseling process. Students are also required to demonstrate the ability to avoid imposing personal values on clients and a commitment to understanding the diverse backgrounds of others.

Students need to demonstrate emotional stability, a commitment to personal and professional growth and development, and the ability to identify personal strengths and areas for growth. They must also communicate with respect, effectively manage stress, and tolerate ambiguity.

Our program values connection and relationship. Our students need to show the ability to integrate faith and spirituality into their counseling skills. A graduate of SEU will demonstrate the ability to love others well and to help people find healing through the use of connection and relationship in building the therapeutic relationship.

Students are expected to uphold ethical, academic and conduct standards, and demonstrate success in the areas of counseling knowledge, skills, professional dispositions, and interpersonal behavior. These areas must be mastered in order to successfully complete all program requirements.

The Counseling Program adheres to the 2014 ACA Code of Ethics, and students and faculty are expected to follow these ethical guidelines in all activities. The Code of Ethics can be found on the ACA website:

http://www.counseling.org/resources/aca-code-of-ethics.pdf.

At all times throughout the program, students will be expected to:

- Demonstrate effective listening skills.
- Demonstrate realistic expectations in regard to academic planning.
- Show a developed sense of self-awareness regarding skills and talents.
- Demonstrate an ability to develop and sustain rapport with clients.
- Demonstrate an awareness of cultural, gender, and spiritual issues.
- Demonstrate appropriate boundaries: sexual, ethical, and professional.

Counseling dispositions and professional behaviors are based on the CACREP Standards for entry-level counseling professionals (CACREP 2024, Section 3; Section 5.C) and the American Counseling Association (ACA) 2014 Code of Ethics.

Appropriate behaviors include:

- Respecting divergent points of view and experiences
- Expressing thought/knowledge effectively.
- Using personal power and authority appropriately.
- Working collaboratively with others.
- Demonstrating the ability to receive, give, and integrate feedback, including clinical supervision regarding my work with clients.
- Demonstrating ability to articulate and regulate one's emotions (emotional awareness and stability)
- Exhibiting the ability to take responsibility for one's actions.
- Interacting appropriately with authority.
- Contributing to a positive classroom environment.
- Exhibiting dependable behaviors with regards to assignments, group activities, and attendance.

Knowledge, Skills, & Professional Dispositions Assessment

CACREP requires faculty to continuously and systematically assess how students demonstrate progress toward and mastery of defined knowledge, skills, and professional dispositions. Therefore, the program has established procedures and benchmarks for monitoring student progress throughout the program.

Included in the ongoing evaluation will be the CACREP curriculum area <u>standards</u> for the Clinical Mental Health Counseling Program:

Foundational Knowledge (CACREP, Sec. 3)
- Professional Counseling Orientation and Ethical Practice
- Social and Cultural Identities and Experiences
- Lifespan Development
- Career Development
- Counseling Practice and Relationships
- Group Counseling and Group Work
- Assessment and Diagnostic Processes
- Research and Program Evaluation

Clinical Mental Health Counseling Knowledge (CACREP, Sec.5-C)
- etiology, nomenclature, diagnosis, treatment, referral, and prevention of mental, behavioral, and neurodevelopmental disorders
- mental health service delivery modalities and networks within the continuum of care, such as primary care, outpatient, partial treatment, inpatient, integrated behavioral healthcare, and aftercare
- legislation, government policy, and regulatory processes relevant to clinical mental health counseling
- intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management
- techniques and interventions for prevention and treatment of a broad range of mental health issues
- strategies for interfacing with the legal system regarding court-referred clients
- strategies for interfacing with integrated behavioral healthcare professionals
- strategies to advocate for people with mental, behavioral, and neurodevelopmental conditions
- third-party reimbursement and other practice and management issues in clinical mental health counseling.

KEY PERFORMANCE INDICATORS (KPIs)

Key Performance Indicators (KPIs) are student learning outcomes that are connected to the curriculum that represent student knowledge and skills related to program objectives (see Appendix C). Students are evaluated regularly as they advance through the program. KPIs are evaluated using a range of assessment tools including skills-based assignments, written papers, presentations, formal examinations, and self- reflection papers.

KPIs are graded by faculty in all core and specialty courses. At the conclusion of each semester faculty analyze data to determine student performance on completed KPIs to determine their progress.

PROFESSIONAL COUNSELOR PERFORMANCE EVALUATION (PCPE)

Students are required to exhibit the counseling skills and professional dispositions outlined on the PCPE. The PCPE assesses the development of students' professional dispositions, awareness, behaviors and skills (see Appendix D).

The evaluation is completed by students, instructors, and site supervisors at intermittent times during core courses and during field experiences. Faculty may also evaluate students with the PCPE at other instances throughout the program, as deemed appropriate/necessary.

PCPE is slightly modified for Basic, Intermediate, and Advanced students so that items are only scored if they are relevant for students (e.g. students at the basic level are not assessed on items that they have not yet learned). The PCPE is administered as follows:

- Basic: During the Counseling Skills Lab Class
- Intermediate: During the Human Sexuality Class
- Advanced: At the completion of Practicum and Internship 1

COUNSELING AND COUNSELOR SCALE – REVISED (CCS–R)

The <u>CCS–R</u> assesses skills development and professional competencies. Additionally, it provides direct feedback regarding the demonstrated ability to apply counseling skills and facilitate therapeutic conditions, and the professional dispositions and behaviors. The CCS–R provides practical areas for improvement to support development as an effective and ethical professional counselor. It is administered during practicum and internship.

Benchmarks for Success

Knowledge, skills and professional dispositions are assessed by KPIs, the PCPE, and the CCS–R at established points in the program. The benchmarks for meeting the expectations of each evaluation are listed below, along with guidelines for remediation plans.

KPIs

KPIs will be assessed in each core course and a speciality course. Specific criteria outlined in each assessment activity addressing the KPI will be evaluated and assigned one of the following scores:

- 1 = Below Expectations
- 2 = Meets Expectations
- 3 = Exceeds Expectations

Students receiving a score of "1" will be assigned a remediation plan.

PCPE

Students receive one of the following scores for each knowledge, skill and/or professional disposition measured by the PCPE:

- N – Not applicable/No opportunity to observe
- O – Does not demonstrate this skill
- 1 – Demonstrates this skill minimally
- 2 – Demonstrates this skill variably
- 3 – Demonstrates this skill consistently

Students not earning a score of "2" in Skills Lab and "3" in Practicum, Internship and Human Sexuality may be subject to a remediation plan.

CCS-R

Students receive one of the following scores for each skill, therapeutic condition, counselor disposition, and behavior:

- 5 = Exceeds Expectations / Demonstrates Competencies
- 4 = Meets Expectations / Demonstrates Competencies
- 3 = Near Expectations / Developing towards Competencies
- 2 = Below Expectations / Unacceptable
- 1 = Harmful

Students receiving a score less than "4" may be subject to a remediation plan.

Remediation Plan

The counseling faculty score each student according to how the student performs against the benchmarks of the completed KPIs, PCPE and CCS-R. The scores will dictate responses, which may include meeting with the assigned advisor, faculty member, chair, or dean, establishing a remediation plan, and/or dismissal from the program. Potential actions are outlined in the Remediation Plan Action Steps.

If students fail to meet a benchmark for a third (or more) instance, faculty will meet with the student and the chair or dean to discuss the appropriate next steps. This may include an adjustment to the student's Professional Development Plan or a recommendation to dismiss. If a student fails to meet a benchmark due to egregious ethical violations, termination from a site, and/or inappropriate professional/dispositional behaviors, the student may be (1) stopped immediately from progressing in the program, and/or (2) immediately removed from the program.

Remediation Plan Action Steps

Action Steps	Possible Responses (May include one or any combination of options listed.)
STEP 1	• Meeting with Assigned Advisor and/or Professor • Academic Alert • Note in File
STEP 2	• Meeting with Assigned Advisor and/or Professor • Academic Alert • Note in File • Formal Remediation Plan Using the Professional Development Plan • Delay to Beginning of Field Work
STEP 3+	• Meeting with Assigned Advisor, Professor, Graduate Chair and/or Dean • Academic Alert • Note in File • Adjustments to Formal Remediation Plan Using the Professional Development Plan • Delay to Beginning of Field Work • Dismissal from Program

Transition Options

If students are dismissed from the counseling program for any reason, there are several directions they may pursue. They can apply for the Pastoral Counseling and Care program, the Human Services degree with a counseling emphasis, or the Counseling Certificate Program. Upon completion of the Certificate Program, if the appropriate GPA of 3.0 has been achieved, students may re-apply to the Counselor Education Program. Readmission will be determined by the faculty.

Practicum and Internship

Students in the program must complete a minimal total of 700 hours comprised of direct services, indirect services, and supervision over the courses PCOU 5103, PCOU 5353, and PCOU 5363.

Prerequisites for Beginning Clinical Field Experiences

Approval of the Clinical Director and at least 32 hours of graduate courses must be completed before clinical field experiences can begin.   Course work must include:

- PCOU 5043* (Counseling Skills Lab)
- PCOU 5033 (Group Theory and Counseling)
- PCOU 5073* (Professional Ethics)
- PCOU 5083* (Psychopathology & Diagnosis in Counseling)
- PCOU 5263 (Treatment Planning in Counseling)

* Course must be passed with a 'B' or better
All "I" grades must be completed before beginning Practicum.

Program Requirements for Beginning Clinical Field Experiences

In addition to the prerequisite courses and minimum credit hour requirement, students must attend a mandatory Practicum Orientation meeting one semester before the desired enrollment in PCOU 5103 Practicum. Students are required to purchase an access code to Tevera and complete all application and documentation in Tevera so that the Coordinator of Practicum and Internship may grant final approval.

Live Supervision Requirements

Required Class Meetings
- CACREP requires that you attend weekly live supervision classes and be fully engage in the discussion. If the student is unable to attend the synchronous class, they will not receive credit for that week's class.

Presence and Participation
- To be seen and heard and to see and hear others in virtual class meetings, you must be in a quiet place where outside noise and visual distractions are limited.
- Presence (camera on) and participation in supervision is not optional. Students cannot simply be on camera, but must be face-forward, not watching other screens or devices, and not doing other work during supervision. Similarly, avoid multiple exits from and re-entries into the virtual class meeting.
- Students cannot be driving or riding in a vehicle (or otherwise transit) during a meeting.
- Students must be fully present and attentive to the screen as though it were an on-ground classroom.
- Participation includes adding additional input to your peers' discussions, offering insights that add to the material, and engaging with prompts/questions posed by the professor.

Confidentiality
- Confidentiality is essential in counseling, and counselor training as well. By wearing earbuds or a headset, meeting in non-public places, and limiting at-home distractions you can protect your and your classmates' confidentiality. Because discussions will involve client issues and concerns, you must be in a place that guarantees confidentiality.

Field Course Experience and Supervision Requirements

	Practicum PCOU 5103	Intern 1 PCOU 5353	Intern 2 PCOU 5363
TOTAL HOURS	100	300	300
Direct Hours	40	120	120
Minimal Supervision Hours Individual	15 (site)	15 (site)	15 (site)
Minimal Supervision Hours Group	25 (SEU)	25 (SEU)	25 (SEU)

Internship 3 may be scheduled to reach the above numbers if additional time is required.

Note: Students unable to obtain the minimum direct hour requirement for Practicum will be assigned an "I" grade. The student will have 30 days to complete the hours and have the "I" removed. Pending approval of the Coordinator of Practicum and Internship, the student may enroll in Internship I (PCOU 5353) while finishing the Practicum hours. As soon as those hours are complete, the student may begin the required Internship hour requirements. Surplus Practicum hours cannot be transferred to the Internship hour requirement. A minimum of 600 total hours, of which 240 must be direct services to clients, must be completed during Internships I and II (and possibly III) (cumulative). Practicum and Internship hour requirements are guided by Florida statutes and CACREP Standards (2024).

Liability Insurance Requirement

Prior to beginning Practicum, students must purchase liability insurance, regardless of whether the site provides coverage. Students will not be allowed to count any hours prior to the start date of the insurance policy.

Student liability insurance can be purchased through many organizations and must be a minimum of 1 million/1 million coverage. The ***Proof of Coverage Certificate*** must be uploaded to Tevera as part of the Practicum application tasks, as well as each semester of Practicum and Internship.

Most professional counseling organizations provide some level of liability insurance for students at varying fee levels. Liability insurance is included in the student membership dues for the American Counseling Association (ACA).

SEU Policies
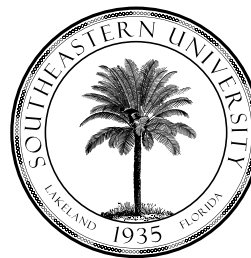
➡️ **SEU Handbook**

For detailed information on all SEU graduate student policies and procedures please see the most recent <u>Southeastern University – Graduate Catalog</u> at https://catalog.seu.edu/index.php?catoid=50.

➡️ **Nondiscrimination Policy**

The Counselor Education Program at Southeastern University maintains a policy of nondiscrimination based on race, color, gender, age, ethnicity, national origin, sexual orientation, or disability. This policy is consistent with the rich tradition and values of the counseling profession, which celebrates diversity and stands against social injustice.

The universally accepted "Golden Rule" proclaimed by Jesus Christ, "Do unto others as you would have them do unto you" (Luke 6:31) is the foundational principle which informs the program's nondiscrimination policy. This principle precludes exclusion of people based on their differences and encourages the acceptance of all people groups on the basis of their ultimate oneness under God. In the New Testament, Paul writes, "There is neither Jew nor Greek, there is neither bond nor free, there is neither male nor female; for you are all one in Jesus Christ" (Galatians 3:28). In addition, the Kingdom of God consists of people "out of every tribe and tongue and people and nation..." (Rev. 5:9).

The program's policy of nondiscrimination is congruent with Southeastern University's nondiscrimination policy. As an Assembly of God Institution, Southeastern University's religious standards are exempt from the Civil Rights Act of 1964.

➡️ **Social Media & Technology Policy**

Counseling students who use social media (e.g. Facebook, X, and Instagram) and other forms of electronic communication (e.g. email and blogs) must be mindful about how others perceive their communication. Because of this, counseling students should manage security settings at their most private levels and avoid posting information or photos or use any language that might jeopardize their professional image.

Social Media & Technology Policy (cont.)

Students should consider the amount of personal information posted on these sites and block any client access to their social networks. Students should not mention client information in any form of electronic media, including any information that might lead to the identification of a client or compromise client confidentiality in any way.

Additionally, students must critically evaluate any material that is posted regarding all professional relationships, as certain material could violate the standards set by the Counseling Program at Southeastern University. Students should consider that they are representing professional counseling practice and Southeastern University while in the classroom, the university, and broader communities.

Title IV

Please know the majority of other Southeastern University employees, including faculty members, are considered to be "responsible employees" under the law and are required to report sexual harassment, sexual assault, dating violence, domestic violence, stalking, and/or sexual exploitation. If a student reveals a potential situation reflecting these reportable areas, the faculty member is required to report it to the Title IX Coordinator and possibly the police. The student will have options about how the case will be handled, including whether or not they wish to pursue a law enforcement or complaint process. Additional information, resources, support and the Southeastern University protocols for responding to sexual violence are available at https://seu.edu/about/title-ix/reporting/.

Generative Artificial Intelligence Policy

The program strictly adheres to to SEU's Generative AI Policy. Students utilizing these tools should first familiarize themselves with this policy in Appendix

Campus Services and Resources

➡️ **Counseling**
- Virtual counseling available 24/7 through TimelyCare*, which can be accessed here: https://app.timelycare.com/auth/login. (*Please note that TimelyCare cannot be used to satisfy the personal counseling requirements of the program.)
- If you live near the Lakeland campus you can participate in up to 6 therapy sessions through the on-campus counseling center. Appointments can be scheduled through your student portal.

➡️ **SEU Tutoring and Writing Support**
Students receive free tutoring and writing support through our partnership with Smarthinking. This service can be accessed through the MyFire homepage.

➡️ **SEU Career Services**
Information about the SEU Career Services that are available of tall students can be found at the following link: https://seu.edu/academics/career-services/

➡️ **SEU Disability Accommodations**
Students requesting accommodations must:
- Self-Identify through the Office of Academic & Auxiliary Services at adaservices@seu.edu or 863-667-5283.
- Complete the New Student Registration Packet.
- Provide appropriate documentation that includes a diagnosis by a certified professional (licensed medical physician, psychiatrist, psychologist, or counselor), an IEP or a 504 plan from a public school system. The document must be on official letterhead and include a description of the limitations that are a result of the diagnosis and the recommended accommodations.
- Provide a copy of the current semester schedule.
- Meet with the Director of Academic & Auxiliary Services for a final accommodation meeting.
- Once requested accommodations are approved by the Director of Academic & Auxiliary Services, a Letter of Accommodation will be electronically delivered to the student's instructor(s).
- Students may request academic accommodations anytime during the semester; however, academic accommodations are NOT retroactive.
- Students are responsible for notifying Academic & Auxiliary Services of any changes regarding courses or scheduling.
- Students should discuss their requested accommodations with each instructor to clarify expectations.
- Students are responsible for requesting and signing the Multi-Semester Consent Form after their first semester in order to continue their accommodations for the subsequent semesters.

APPENDICIES

Course Descriptions

PCOU 5003 – FOUNDATIONS OF COUNSELING

This course examines the foundations of the counseling profession. The history, philosophical, and research bases of counseling profession, theory-practice, and application are addressed. Development of interpersonal skills, counselor self-awareness, and opportunities for development, growth, and advocacy in the counseling profession are emphasized.

PCOU 5013 – COUNSELING THEORIES AND PRACTICE

This course broadens the student's perspective of and introduces a general approach to the field of counseling including secular and Christian concepts and approaches. Included are basic skills of attending, empathy, acceptance, and authenticity necessary for effective counseling. Additional insights include confrontation, counselor self-awareness and self-disclosure, maintenance of ethics, and referral. The role of faith in the ministry of counseling will be explored.

PCOU 5023 – RESEARCH METHODS

This course introduces students to the research process in counseling (and related social sciences). It is designed to enable students to understand concepts, purposes, and methods that are fundamental to conducting systematic inquiry and appropriate application to practice.

PCOU 5033 – GROUP THEORY AND COUNSELING

The course examines group counseling theory and types of groups, as well as descriptions of group practices, methods, various approaches, dynamics, and facilitative skills for various group settings. Group participation is required in this course.

PCOU 5043 – COUNSELING SKILLS LAB

This course provides a laboratory setting in which students practice and master basic skill sets that are fundamental for effective communication, counseling, and therapy. The course allows students the opportunity to create, discover, and/or examine and expand their personal counseling style through observation of self, fellow students, and instructors in simulated practice and through serious consideration of both their own thoughts and responses as well as information from the professional literature. A primary focus is on being conscious and intentional in interpersonal communication and subsequently in the counseling process. During this course students are introduced to and will use the program's procedures and resources to establish a relationship with an appropriate site and site supervisor for the practicum field experience to begin the following semester.

Course Descriptions (cont)

PCOU 5053 – HUMAN GROWTH AND DEVELOPMENT

This course examines the nature and needs of individuals at all developmental levels. Areas such as human behavior, personality development, family relations, and life cycle issues are emphasized as a basis for understanding the counseling process.

PCOU 5073 – PROFESSIONAL ETHICS

This course examines goals and objectives of professional counseling organizations, codes of ethics, standards of preparation, certification, licensing, and impact of legislation. The role identity of counselors, impact of supervision and self-reflection and self-evaluation are addressed. The impact of technology and other trends that affect ethical and legal implications within the counseling profession are considered.

PCOU 5083 – PSYCHOPATHOLOGY AND DIAGNOSIS IN COUNSELING

This course is designed to prepare students to assess and diagnose specific clinical problems (i.e., anxiety disorders, personality disorders, mood disorders) as defined by the most recent edition of the Diagnostic Statistical Manual of Mental Disorders. The focus will be on assessment, diagnosis, differential diagnosis, decision-making, and evidence-based interventions in counseling.

PCOU 5093 – HUMAN SEXUALITY

This course examines the theories of human sexuality including the physiological, psychological, and sociocultural variables associated with gender, sexual identity, behavior, and sexual disorders. Application of counseling theories to sexual issues will be addressed.

PCOU 5113 – INDIVIDUAL EVALUATION & ASSESSMENT

This course examines the various frameworks for understanding the individual, including methods of data collection and interpretation, and the application and use of assessment data in the counseling profession. Individual and group testing, case study approaches, and the study of individual differences are addressed. Cultural, ethnic, and gender issues are considered.

Course Descriptions (cont)

PCOU 5123 – SOCIAL AND CULTURAL FOUNDATIONS IN COUNSELING

This course examines the impact of the cultural context of relationships and provides an analysis of the issues and trends related to a multicultural society. This course examines some of the major cultural groups in the United States and the implications of cultural diversity for counseling practice.

PCOU 5133 – CAREER AND LIFESTYLE DEVELOPMENT

This course examines such areas as vocational choice theory, the relationship between choice and lifestyle, sources of occupational and educational information, approaches to career decision-making processes, and career development exploration techniques.

PCOU 5143 – ADDICTIONS COUNSELING

This course examines the motivation, addiction, and behavior patterns of the substance user. Different approaches to substance abuse counseling will be investigated. A portion of the course will be devoted to substance abuse assessment, and the evaluation of the series and programs available to the substance user and the impacts on society. Process addictions will be addressed.

PCOU 5153 – TRAUMA, DISASTER, & CRISIS COUNSELING

This course examines the theories and counseling strategies related to trauma and crisis intervention and management with diverse populations. Students will gain an understanding of how crisis and trauma can impact cognitive, emotional, behavioral, spiritual, and community functioning. Issues covered will include natural disasters, domestic abuse, sexual trauma, school violence, suicide, terrorism, and war. Students will also complete training in Psychological First Aid.

PCOU 5203 – INTEGRATION OF COUNSELING AND CHRISTIANITY

This course explores and critically examines the contemporary evangelical efforts to integrate Counseling and Christianity, focusing on the value of an integrative approach to both disciplines. Topics include behavior, cognition, emotion, and motivation.

PCOU 5213 – MARRIAGE AND FAMILY COUNSELING

This is a professional counseling course that examines the issues of marriage and family counseling. The focus of this course is on the theories and practices of marriage and family counseling, identification of family structures and communication patterns, the development of treatment plans, and identification of the ethical, legal, and professional issues related to marriage and family counseling.

Course Descriptions (cont)

PCOU 5263 – TREATMENT PLANNING IN COUNSELING

This course is designed to prepare students to utilize clinical assessment tools and case conceptualization skills to develop comprehensive treatment plans based upon current evidenced-based interventions for various mental disorders. The most recent edition of the Diagnostic Statistical Manual of Mental Disorders is used in practice, and attention is given to the mental status exam, risk assessment, multicultural issues, and other clinical information relevant to diagnosis and treatment planning.

PCOU 5103 – COUNSELING PRACTICUM

This course will give students experience providing counseling and counseling-related services in an approved setting under a licensed or certified supervisor. Appropriate supervision must be available on site.

Students complete supervised counseling practicum experiences that total a minimum of 100 clock hours over a full academic term that is a minimum of 10 weeks including at least 40 clock hours of direct service with actual clients that contributes to the development of counseling skills. Practicum students have weekly interaction with supervisors that averages one hour per week of individual and/or triadic supervision and participate in an average of 1 ½ hours per week of group.

PCOU 5353 – INTERNSHIP I

This course will give students experience applying diagnostic, counseling and therapeutic skills in an approved setting under a licensed or certified supervisor. The appropriate setting depends on the student's desired area of specialization. Appropriate supervision must be available on site. Three hundred (300) hours of clinically related experience are required.

PCOU 5363 – INTERNSHIP II

This course will give students experience applying diagnostic, counseling and therapeutic skills in an approved setting under a licensed or certified supervisor. The appropriate setting depends on the student's desired area of specialization. Appropriate supervision must be available on site. Three hundred (300) hours of clinically related experience are required.

Professional Organizations

American Counseling Association
- 6101 Stevenson Ave, Suite 600. Alexandria, VA 22304, Phone: 800.347.6647 www.counseling.org

American School Counseling Association
- 1101 King Street, Suite 625 Alexandria, VA 22314 Phone: 703.683.2722, www.schoolcounselor.org

Association for Play Therapy
- 401 Clovis Avenue, Suite 107, Clovis, CA 93612. Phone: 559.298.3400, http://www.a4pt.org

International Association for Marriage and Family Counseling
- 112 South Alfred Street, Alexandria, VA 22314-3061, Phone: 703.838.9808, www.iamfconline.org

American Association for Sex Educators, Counselors and Therapists
- 1444 I Street NW, Suite 700, Washington, DC 20005 . Phone: 202.449.1099, www.aasect.org

The American Art Therapy Association
- 225 North Fairfax Street, Alexandria, Virginia 22314. Phone: 888.290.0878 www.arttherapy.org

American Mental Health Counseling Association
- 801 N. Faifax Street, Suite 304 Alexandria VA 22314, Phone: 703.548.6002 www.amhca.org

Association for Creativity in Counseling
- 6101 Stevenson Ave, Suite 600. Alexandria, VA 22304, Phone: 800.347.6647 www.creativecounselor.org
- 6101 Stevenson Ave., Alexandria, VA 22304, www.iamfconline.org

American Dance Therapy Association
- 10632 Little Patuxent Parkway, Suite 108 Columbia, MD 21044-3263, Phone: 301.589.3300, www.adta.org

American Music Therapy Association
- 8455 Colesville Road, Suite 1000 Silver Spring, MD, Phone: 301.589.3300, www.musictherapy.org

Certification Board for Addiction Professionals
- 1715 South Gadsden Street Tallahassee, FL 32301, Phone: 850.222.6314, www.flcertificationboard.org

National Board for Certified Counselors
- 3-D Terrace Way, Greensboro, N.C. 27403, Phone: 336.547.0607, www.nbcc.org

CACREP STANDARD	KEY PERFORMANCE INDICATORS
Professional Counseling Orientation and Ethical Practice **Social and Cultural Identities and Experiences**	Demonstrate knowledge and application of professional ethical standards and legal considerations in the practice of counseling. Demonstrate knowledge and application of professional ethical standards and legal considerations in the practice of counseling
	Employ multicultural awareness, knowledge, and skills in working with, advocating for, and counseling individuals with diverse cultural identities, worldviews, values, and beliefs.
Lifespan Development	Describe how various factors influence development across the lifespan and impact functioning, resilience, wellness, and coping as well as counseling implications in work with diverse clients.
Career Development	Utilize career development theories and models to employ developmentally appropriate interventions for career development with diverse client populations.
Counseling Practice and Relationships	Demonstrate the knowledge and skills including theoretically sound and evidence-based practices necessary to develop an effective therapeutic relationship.
Group Counseling and Group Work	Demonstrate the knowledge and skills required for group development and counseling.
Assessment and Diagnostic Processes	Identify effective assessment strategies for the use of counseling research, diagnosis, treatment planning, and consultation.
Research and Program Evaluation	Apply counseling research to inform evidence-based practice.
CMHC	Illustrate the necessary skills to develop culturally sustaining interventions and treatment plans. Demonstrate knowledge of practice management, including third-party reimbursement, court-referred clients, and integrated care.

Appendix D

Professional Counseling Performance Evaluation (PCPE)

Student Name: _____   Course Number: _____
Faculty: _____   Semester & Year: _____

Ratings:
- N – Not applicable/No opportunity to observe
- O – Does not demonstrate this skill
- 1 – Demonstrates this skill minimally
- 2 – Demonstrates this skill variably
- 3 – Demonstrates this skill consistently

Skill/Disposition	Skill/Disposition Description	R A T I N G	Comments
Professional Skills & Dispositions			
Multicultural Competency	Demonstrates awareness, appreciation, & respect of cultural differences (e.g., ethnicity, spirituality, sexual orientation, SES, etc.). Engages in broaching when appropriate.		
Attendance & Participation	Attends all class meetings & supervision sessions in their entirety, is prompt, & is engaged in the learning process.		
Appearance & Grooming	Practitioner is dressed professionally and groomed appropriately for class and sessions.		
Professional Ethics	Adheres to the ethical guidelines of the ACA, ASCA, & AAMFT. Demonstrates consistent ethical behavior & judgment.		
Personal & Professional Boundaries	Maintains appropriate boundaries with supervisors, peers, & clients.		

Emotional Stability	Demonstrates emotional stability and self-control in relationships with supervisors, peers, & clients.		
Confidence	Demonstrates appropriate levels of self-assurance and trust in own ability.		
Record Keeping and Class Assignments	Completes all required records (e.g., session notes, Tx plan, etc.), client documentation, and assignments in a timely & comprehensive fashion.		
Adherence to Site Policies	Demonstrates adherence to all classroom, clinic, and site policies & procedures.		
Adaptability and Flexibility	Demonstrates ability to adapt to changing circumstances, unexpected events, & new situations.		
Consultation and Professional Development	Takes initiative to seek consultation, supervision, outside resources, and professional development opportunities to get personal learning needs met and improve counseling skills..		
Openness to Feedback	Responds non-defensively & changes behavior in accordance with supervisory feedback.		
Motivation	Demonstrates enthusiasm for professional and personal growth & development.		
Basic Counseling Skills & Dispositions			
Therapeutic Relationship Building	Demonstrates ability to create a therapeutic alliance (e.g., safety, connection, trust, respect) with client in such a way that therapeutic work can take place in accordance with their developmental level		

Empathy	Warmly communicates an accurate understanding of the client's perception of their world.		
Unconditional Positive Regard	Communicates positive regard to client and that regard is not dependent on client behavior or feelings.		
Non-Verbal Skills	Demonstrates effective use of nonverbal skills (e.g., open posture, head nods, leaning forward)		
Invitational Skills	Demonstrates appropriate use of minimal encouragers and door openers (e.g., "Tell me more about…"), which invite clients to open up further.		
Reflecting Content/ Paraphrasing	Demonstrates appropriate use of paraphrasing what the client has verbally communicated. Avoids parroting.		
Reflecting Feeling	Demonstrates reflection of feeling when client has expressed a feeling verbally or nonverbally. Avoids under or overshooting.		
Reflecting Meaning	Demonstrates reflection of clients' values, core beliefs, and the deeper meaning of what clients communicate. Avoids jumping to conclusions.		
Immediacy	Demonstrates ability to be present with clients, process here-and-now experiences in the counseling room, and use immediacy to point out client patterns and dispositions in the moment.		
Summarization	Demonstrates ability to focus and summarize client content, feelings, behaviors, and meaning at appropriate times during the session (e.g., beginning, middle, and end of session).		

Recognition of Client Resources	Identifies and acknowledges individual client strengths (e.g., resilience, determination) and external client resources (e.g., social support system, medication, hobbies) to support client success.		
Challenging Skills	Demonstrates ability to challenge clients by identifying inconsistencies & discrepancies in the client's words or actions in a supportive manner.		
Redirection	Redirects client as needed to focus on clinical goal. Discusses reasons for redirecting or interrupting clients in relation to the clinical goal.		
Questions	Demonstrates appropriate use of open-ended and closed-ended questions, with an emphasis on open-ended questions.		
Emphasizing Process Over Content	Demonstrates ability to focus on patterns and processes rather than overemphasizing content.		
Advanced Counseling Skills & Dispositions			
Structuring Session	Demonstrates ability to initiate, plan, conduct, and terminate a session. Maintains time limits for session.		
Goal Setting	Collaborates with client to establish realistic and measurable goals that address the presenting problem. Facilitates movement toward goals.		
Treatment Planning	Demonstrates ability to construct & adhere to a comprehensive & appropriate treatment plan.		
Application of Theory	Demonstrates understanding and appropriate application of a counseling theory.		

Interventions	Utilizes appropriate and timely interventions that allow clients to express themselves verbally and nonverbally, and that facilitate movement toward goal.		
Intentionality	Able to articulate rationale for therapeutic interventions and goals based on counseling theory.		
Trauma-Informed Care	Demonstrates awareness of traumatic experiences and responses to trauma. Responds sensitively to client disclosures. Avoids victim-blaming. Utilizes trauma-informed care, such as regulation strategies, to support client wellness.		
Case Conceptualization	Presents & summarizes client history & demonstrates an appreciation of the multiple influences on a client's level of functioning. Incorporates counseling theory and systems framework.		
Suicide/Risk Assessment	Assesses client for suicidal ideation, child or elder abuse and neglect, intimate partner violence, or other risk factors when client has indicated potential risk.		
Assessment	Demonstrates ability to appropriately administer, score, & interpret clinical assessments.		
Follow Up	Communicates with clients when they miss an appointment, follows up with clients following risk assessments, and follows through on agreements made in session.		
Referrals	Identifies and provides resources and referrals to support client success during counseling and at termination.		

Professional Counseling Performance Evaluation

Comment and Signature Form

Comments

_____   _____
Faculty Signature   Date

_____   _____
Student Signature   Date

Student Acknowledgement Form

This certifies that I, _____,
have read and understood the Professional Counseling Handbook.
I acknowledge that I am responsible for the contents of this
Handbook and am required to follow the policies and procedures
contained within. If there are changes made to policies, those
changes will be communicated to me in a timely manner, and
those changes will go into effect immediately.

Student Name:

_____

Student Signature:

_____

Date: _____