Sul Ross State University

Counselor Education Program Manual

Clinical Mental Health Counseling/LPC Certification

Department of Education

Updated 9/1/2021

SRSU is committed to making all of its programs, services, and activities accessible to persons with disabilities. Students seeking disability services must contact the Disability Services Coordinator in Ferguson Hall, Room 112. The mailing address is P.O. Box C-122, Sul Ross State University, Alpine, TX 79832. Telephone: 432-837-8203. Fax: 432-837-8363.

Sul Ross State University is an Affirmative Action/Equal Opportunity institution with respect to both education and employment. The University's policies, programs, and activities are committed to diversity and conform to pertinent federal and state non- discrimination laws and regulations.

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ETHICAL CONSIDERATIONS:

The ethical standards of the American Psychological Association (which can be found at: http://www.apa.org/search.aspx?query=code%20of%20ethics) and the American Counseling Association (http://www.counseling.org/knowledge-center/ethics). You are to read, understand, and internalize these standards.

Any breach of this code of professional conduct shall provide sufficient grounds for dismissal from the program.

Sul Ross State University

A Member of the Texas State University System

Department of Education *Phone (432) 837-8170*

Box C-115 *Fax (432) 837-8390*

Acknowledgment and Agreement

This is to acknowledge that I have received, read and understood the Sul Ross State University Counselor Education Program Manual. I understand that it is my responsibility to abide by standards, guidelines and policies set forth in the Counselor Education Program Manual.

Student Name (print clearly):_____

Student Signature: _____

A# _____ Date: _____

Return this completed form to alpineeducation@sulross.edu and Ronda Hayes, Program Specialist at rhayes@sulross.edu.

Sul Ross State University
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Welcome to the Counselor Education Program at Sul Ross State University. We are so pleased that you have chosen us to help guide through this next journey of your professional life.

This Counselor Education Program Manual details program curricular and policy matters. Knowledge of the information contained in this manual should result in the students having clear expectations of program requirements and procedures, for which each student will be held accountable. Information contained in this manual does not replace information from your advisor. When in doubt, please contact your advisor with questions or concerns you may have along the way. Your advisor is identified on page 18.

We take pride in the fact that our counselor education program has been preparing graduates for many years to serve in the counseling profession. The **mission of the program** is the development of counseling skills through learning about one's self, a student, the client, and the counselor-student/client relationship. Considerable attention is given to both the acquiring of counseling skills and the professional development of the student. This emphasis reflects our belief that an effective counselor is one who is sensitive to both personal strengths and areas in need of improvement. A comprehensive practicum and internship experience is required which facilitates each student's openness and use of supervisory feedback, enhances self-awareness, and provides a setting in which the transition from student to professional is accomplished. Graduates of our counselor education program receive a Master of Education degree with a major in counseling.

The Counselor Education Program prepares graduates to work as professional counselors in a variety of settings, including:

- public and private schools
- colleges and universities
- mental/behavioral health agencies
- community agencies
- mental/behavioral health hospitals

- private practice

The Counselor Education Program may be viewed as **focusing** on the following:

A. Learning about Self

In order to achieve competence and to further develop personal qualities, the counselor education student must approach the program ready to learn affectively as well as intellectually. In effect, you will find that learning about yourself and your relations with others, honestly and courageously, is fundamental to becoming an effective helping professional. Thus, throughout this program you should seriously and repeatedly examine and explore the following facets of yourself:

Who am I? How do I relate to others? What are my attitudes toward myself and others? How does each of the above affect my relationships with others and especially with clients, individually and in groups? What are my personal strengths and weaknesses, and how am I going to act on this information about myself? How receptive am I to supervisory feedback? What do I believe about counseling? What is the role of a counselor? At this time, what kind of a counselor am I choosing to be? What are my academic or knowledge strengths and weaknesses, and how am I going to remedy my weaknesses?

Throughout this process, you will also increase awareness of your stimulus value the effect you have on others, especially your clients, simply by being present. By understanding your stimulus value you can better understand the behavior of those around you, as well as learn changes you can make in yourself and/or your behaviors to adjust your stimulus value.

B. Learning about Students/Clients

The questions in the previous section may be restated in relation to your clients. You need to be constantly working to understand your client in his or her context. This includes the ability to see clients as interdependent with others; view of self and attitudes and feelings toward self; view of others and attitudes and feelings toward others; ways of coping and defending; ways of managing feelings and relationships; needs, assets, and problem behaviors; objectives–personal and situational; preferred ways of moving toward objectives; assets (particularly social support) and problems relative to personal goals; and understanding of cultural/environmental context.

C. Learning about Counselor-Student/Client Relationships

Over and above learning about one's self and better understanding others and their feelings and behavior, the student must develop a here-and-now sensitivity to and understanding of ongoing relationship(s) in one-to-one, and group situations. Within the counseling relationship, the counselor must foster collaboration, have a multicultural awareness, and be able to attend to his/her own feelings and reactions as well as to the client's in a non-threatened and non-distorting manner. The counselor must learn to approach rather than avoid difficult, sensitive, and painful experiences at those times when the relationship is strong enough to allow this deeper exploration.

Above all, the counselor must learn to avoid allowing his/her own needs to interfere with the client's growth or the development of a healthy, constructive counselor / client relationship.

D. Learning How to Help Students/Clients Learn About Themselves, Their Environment and Their Relations with Others

While this learning is implicit in the earlier sections, giving some emphasis to this objective should serve to indicate that information seeking and information giving is an important facet of counseling. Individual assessment in its many forms (interview, observation, testing, etc.), career exploration activities, and consultation skills are a part of this learning objective. In addition, the importance of community resources and client advocacy need to be addressed.

E. Learning about Stability and Change in Human Behavior

The counselor education student will begin learning how human behavior is maintained and how behavior may be changed. This learning will include an understanding of external and internal factors in human learning. These factors include social forces, group norms and pressures, interpersonal payoffs, cognitive consistency, and anxiety defense dynamics. The counselor's knowledge of behavioral change will be shared with her/his clients. The direction of change as well as the procedures and program for change will ideally be acceptable to, and voluntarily chosen by, the client. However, it is necessary to consider the special needs of involuntary or coerced clients.

F. Learning about the Helping Profession

The counselor education student will begin to identify with the "helping profession." This process begins early in the program as the individual learns about self in relation to helping others and sees the relationship between the varied learning experiences and the development of a competent professional. The practicum is an important stage in this process of professional identification. During the practicum, the counselor education student begins to appreciate more fully his/her responsibility to other professional helpers; internalizes the professional code of ethical conduct; and appreciates the necessity of continuous professional development.

Final Comment:

The above descriptions are intended as a program focus rather than as a complete and comprehensive list of learning objectives. Detailed and specific objectives are to be found in each of the program's courses. **Your eventual goal in this program is to integrate and consolidate your entire specific course experiences in such a way that you will become the best counselor you can become and continue to learn and grow as a person and as a helping professional throughout your life.**

Accreditation

Sul Ross State University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award Associate's, and Master's Degrees. Contact the Commission on Colleges at 1866 Southern Lane Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of Sul Ross State University.

CACREP Aligned and Pursuing Accreditation

In the United States, there are two types of accreditation – institutional and specialized. Institutional looks at the entire institution. Specialized accreditors, such as CACREP, look at professional preparation programs within institutions. Sul Ross State University is accredited by the Southern Association of Colleges and Schools Commission on Colleges (*SACSCOC*).
SRSU M Ed Clinical Mental Health program is in the process of pursing CACREP accreditation and plans to submit the required application and self-study summer 2022. Accreditation timeline is 12 to 18 months.

Faculty

All full-time graduate faculty have or are working toward their Ph.D. in Counselor Education or equivalent in Psychology and/or Counseling and have relevant experience in counseling and/or clinical activities. A small student-faculty ratio (approximately 10:1) ensures individualized attention and close supervision of students.

The Counselor Education Program Committee

The Counselor Education Program Committee includes faculty of the Education Department who are: (1) teaching graduate classes; (2) advising graduate students; and (3) supervising graduate Practicum Students and Interns. The committee consists of Ms. Ronda Hayes (Committee Chair and Counselor Education Program Coordinator), Dr. Barbara Tucker and Mr. Glenn Short.

The Counselor Education Program Committee is the governing body for the Counselor Education program. The committee oversees curriculum development and policy. The Counselor Education Program Coordinator administers the program and chairs the Counselor Education Program Committee. The Counselor Education Program Coordinator and Committee are supervised by the Chair of the Education Department (Dr. Diana Rodriguez).

Resources/Library/Computers

Students have access to the graduate student center, library holdings, and computer labs. The mission of the graduate student center is to increase access to post-baccalaureate programs and to foster graduate student success by developing and providing pro-active support services in a centralized location. The graduate student center is located in BAB 104 and is open Monday through Friday, 8:00 am – 5:00 pm.
https://www.sulross.edu/graduate-student-support-center/

The computer lab located in ACR 106 is available to graduate students and the computer lab on the 2nd floor of Wildenthal Library both available during operating hours. You will

need your SRSU student ID to access these labs. https://www.sulross.edu/computer-labs/

Grievance Procedures

Grievance procedures adhere to the APA Code of Ethics and SRSU policies and can be accessed at: Students are encouraged to express their concerns to faculty as they occur during the semester. (When students only express his/her concerns at the end of the semester on regular student evaluations of faculty, the faculty member does not have the opportunity to effect changes earlier in the semester.) If the student is not satisfied with the faculty member's response, or if the student feels unable to talk directly with that faculty member, or if they wish to talk about it with someone before talking to the faculty member, they should bring their concern to their advisor and/or the program coordinator. If after all of this they are still not satisfied, they should bring their concern to the Chair of the Education Department.

Leave of Absence Policy

If, after beginning the counselor education program, an unexpected event occurs which is believed to temporarily affect your continuation in the program, you may request an Incomplete ("I") if you are in the midst of semester course, which allows the instructor and student to develop a time frame for completion of the course. Request of an "I" does not imply approval. A student may have a maximum of one academic year in which to complete needed work. If the work is not completed by the deadline set by the instructor, the "I" will be converted to an "F" and calculated in the student's grade point average. You may also "sit out", which if longer than one long semester, you will need to re-apply to the program. This does not change the requirement of completing the program within 6 years from the date of the first graduate counseling course.

Provisional Status

Students who are admitted, but who did not meet all of the admission requirements are admitted on a probationary status. Students must meet requirements and gain a 3.0 GPA or higher upon completion of 12 semester credit hours. Any student who is admitted under a probationary status and fails to maintain a 3.0 grade point average during the probationary period will result in dismissal from the counselor education program. If all conditions have been met, the probationary status will automatically change to full admission status (Appendix A).

Program Course Requirements

Grading Criteria: The following grading scale will be utilized in **all** Counseling courses:

A = 91 - 100% B = 90 - 81% C = 80 - 71% F = < 70%

A grade of 'C' will result in the student retaking the course.

Technology Requirements: Since the Counselor Education Program is a predominately web delivered program, students are required to have their own computers and internet that can handle the required technology, including audio, a camera, Chrome, Blackboard, Microsoft TEAMS, youtube, and other applications. Not having the technology at your

disposal at any time is not an excuse for failure to submit an assignment, join in a Zoom or Blackboard session, or take an exam.

APA Style: Unless informed by their professor otherwise, all papers are expected to be written in APA style (7th edition). Students are urged to purchase the Publication Manual of the American Psychological Association 7th Edition. Your writing reflects your professionalism.

Courses: All courses listed as a part of the Master's degree are graduate level courses. The courses are integrated into a comprehensive whole providing an excellent foundation for professional development and practice. Courses reflect the program's focus of the development of counseling skills through learning about one's self, the student/client, and the counselor-client relationship. We attempt to integrate multicultural awareness into all course work in order to enhance counselor competency in working with diverse populations.

Students enrolled in the SRSU Clinical Mental Health program must complete 60 credit hours. Classes are offered in a convenient on-line and weekend format. On-line classes account for 51 of the required 60 hours. The remaining nine hours include the Practicum, Internship and one hybrid course utilizing one of our web platforms and is a weekend format course (ED 7301). The weekend format which is offered only in the Spring and Fall semester classes meet on four designated Saturdays.

Students may enroll in a maximum of 9 semester credit hours during each Fall and Spring term, and a maximum of 6 semester credit hours in each of the two annual summer sessions. Students may join the program at the beginning of any term.

Note that the Board has additional requirements for licensure. Contact the Board directly for additional information. Students may enroll in a maximum of 9 semester credit hours during each Fall and Spring term, and a maximum of 6 semester credit hours in each of the two annual summer sessions. Students may join the program at the beginning of any term.

Licensed Professional Counselor Course Requirements: (total=60 credits)

These courses must be completed in the first 12 hours

ED 5307 Graduate Research *(Web)*
ED 5314 Personality and Counseling Theories *(Web)*
ED 6308 Advanced Human Growth and Development *(Web)*
ED 7303 Techniques of Counseling (prerequisite ED5 314) *(Web)*

Required Courses

ED 6346 Ethical and Legal Issues in Counseling (prerequisite: ED 5314) *(Web)*
ED 6344 Counseling in a Multicultural Society *(Web)*
ED 7302 Management of Guidance Counseling & Human Services (prerequisite: ED 5314 and ED7303) *(Web)*
ED 7315 Group Processes in Guidance and Counseling (prerequisite: ED 5314 and ED 7303) *(Web)*

ED 5313 Career Development and Life Planning (prerequisite: ED 5314 and ED 7302) *(Web)*
ED 5315 Assessment in Counseling (prerequisite: ED 5314) *(Web)*

These classes may be taken after completing 30 hours

ED 7301 Clinical Practice in Counseling (Advisor Approval) *(Virtual Meetings 4x - Web)*
ED 7316A Practicum in Guidance and Counseling (Advisor Approval) *(at student's site)*

Clinical Mental Health Students must take the following for their LPC license

ED 7316B Practicum in Guidance and Counseling (prerequisite: ED7301 and ED7316A) *(at student's site)*
ED 6341 Psychopathology *(Web)*
ED 6342 Addictive Disorders *(Web)*
ED 6345 Family Counseling *(Web)*
ED 7323 Emotional Intelligence *(Hybrid - Web)*
ED 5322 Behavior Management *(Web)*
ED 7601 Introduction to Play Therapy *(Web)*
ED 7320 Professional Issues and Ethics in Counseling *(Web)*

Practicum Field Experience

Each student will be required to take one practicum for completion of the Master's program*. The *information below gives a brief explanation of the requirements. See the Practicum Handbook for detailed information.

Prerequisites

Prerequisites for ED 7316 Practicum in Counseling ED 7317 Internship in Counseling will include completion of 30 hours of coursework:

Course Requirements

7316 Practicum for LPC

- Completion of 40 direct counseling hours
- Completion of 60 indirect counseling hours
- Complete a total of 100 counseling hours in a minimum of 10 weeks
- Develop Goals and Objectives
- Maintain a counseling activity Log

7317 Practicum LPC Only

- Completion of 240 direct counseling hours
- Completion of 360 indirect counseling hours
- Complete a total of 600 counseling hours
- Develop Goals and Objectives
- Maintain a counseling activity Log
- Complete NCE practice exam(s)

Students are required to maintain an average GPA of 3.0 or better and a grade of "B" or better in the prerequisite courses in order to enroll in practicum courses (Appendix A).

Steps for Practicum Enrollment

Prior to Practicum experience students will be required to:

1. Locate a field site that will accept you as a practicum student and which is appropriate for your program. As you think about your placement, consider potential sites that offer the type of experience needed for your degree emphasis and career goals. Also, consider carefully whether there is an appropriate site supervisor who is willing to provide the required supervision.
2. Consult with your advisor for questions or assistance. Your university practicum supervisor will need to approve the site before you begin your practicum.
3. After enrolling in the practicum, but before class starts, contact your site supervisor to begin the background security check (if required), drug screening (if required) or any preliminary training the site requires. Do not wait until the practicum begins to start these processes as this may jeopardize your ability to obtain the required number of hours required in your practicum. Schedule a start date with your site supervisor for the first week of the semester.

BE AWARE that most students who wish to do field experiences apply to their sites mid-way through the preceding semester. Some sites require on-site training prior to beginning the field experience or only allow one or two students per semester. Further, some sites require criminal background checks. Such checks may take some time to complete. In some circumstances, criminal background checks may be arranged through the site. In others, it falls to the student to obtain the background check.

CMHC/LPC Students:

- If it is necessary to have two agency placements in order to accrue the required hours, both sites must be approved by your university practicum supervisor, and you must submit all forms for each site for approval prior to accruing any hours for that site. (Make copies of the forms for each site supervisor to complete.) At the conclusion of your practicum/internship, both site supervisors must submit the signed On-Site Supervisors Final Report.

A list of possible practicum sites is available in Appendix C of this manual. Sites, site supervisors, and the contact people at those sites can change suddenly, and the site list may not be up-to-date. Responsibility for locating and securing a site is the sole responsibility of the student, as is being sure the site and site supervisor are approved. The site list is provided only as a guide and not as a guarantee of approved site status.

Code of Ethics

During Practicum and Internship, you are required to adhere to "ethical practice" as described by the American Counseling Association's (ACA) *2005 Code of Ethics and Standard of Practice.* You can obtain a copy of the ACA ethical standards by visiting the ACA website at www.counseling.org. You might make a copy of the ACA standards for your on-site supervisor.

Additionally, the Sul Ross State University counselor program abides by the content outlined in this manual, and you are required to adhere to the guidelines provided in this manual throughout your clinical training.

Confidentiality

Students are expected to maintain confidentiality of all information related to clients, as well as all information related to cases presented in practicum classes. This is the student's responsibility regardless of procedures in place at the field placement site. Students are responsible to know and follow legal and ethical confidentiality practices of the field placement site, as well as applicable codes of ethics. Knowledge of HIPAA and/or FERPA is expected. In addition, students shall not use any client identifying information in any practicum documentation. Students shall share client information that may be necessary for class in a way that is secure, legal, and ethical. Any questions regarding confidentiality must be discussed with the university instructor as well as the site supervisor.

PRACTICUM LIABILITY INSURANCE

ALL INTERNS MUST HAVE LIABILITY COVERAGE DURING ALL SEMESTERS OF PRACTICUM. INSURANCE MAY BE OBTAINED FROM MANY INSURANCE COMPANIES, INCLUDING HEATHCARE PROVIDERS SERVICE ORGANIZATION (HPSO) THROUGH THE TEXAS COUNSELING ASSOCIATION,

National Counselor Exam

The National Counselor Exam (NCE) is offered through *The National Board of Certified Counselors*. Successful completion of this exam in addition to 3000 hours of supervised experience and a 60-credit master's degree will qualify you to obtain professional licensure in most states. More information regarding individual state licensing requirements can be accessed through http://nbcc.org.

NOTE: It would be to your benefit to contact the state board of the state in which you plan to work before graduation to determine their requirements for licensure and/or certification. For the Texas State Board of Examiners of Professional Counselors, information can be found at: http://www.dshs.state.tx.us/counselor/

National Certification

The National Board of Certified Counselors (NBCC) is a non-profit voluntary corporation organized in 1982 to establish a national certification system for professional counselors. NBCC offers the National Counselor Examination (NCE) discussed above. In addition, NBCC offers a specialty certification to become a Master Addictions Counselor (MAC). The purpose of the NCE is to assess professional counselors' knowledge of counseling information and skills viewed as important for providing appropriate counseling services. Many states have adopted the NCE as part of their statutory licensure or certification process, including Texas. In addition, some states do not certify counselors with a Master's degree, and national certification provides a valid professional credential.

Student Employment/Credit Hours

The demands of a graduate student greatly exceed those of undergraduates. In light of the personal, professional, and academic demands, the Counseling Committee recommends that students use the following guidelines in order to determine how many credits are advisable to take. Students must realize that these guidelines are not rigid criteria, but rather each student may need to use these guidelines for consideration. If you have additional questions about determining the ideal number of credit hours based on hours of employment and other time commitments, it would be beneficial to speak with your advisor and/or the Program Coordinator.

20 or fewer	working hours—recommended:	9 credit hours
21-40	working hours—recommended:	6 credit hours
40+	working hours—recommended:	3 credit hours

Role of the Advisor

At the beginning of the student's first semester of study, he/she is assigned an advisor. The advisor plays a key role in the professional development of the student, and is often viewed as a mentor. The advisor is responsible for providing regular formal and informal feedback about the student's progress in the program and professional development, as well as communicating recommendations developed by the faculty. A student may request a change in advisor through the Program Coordinator (who makes advising assignments). Students are encouraged to discuss with their advisor what level of interaction they would like to have with them (ranging from meeting just when there is a specific need to active mentoring). All students should at minimum review their program, personal and career goals, and objectives with their advisor throughout their program.

Advisor: Ronda Hayes – School Counseling and Clinical Mental Health Counselor Students

Student Disruptive Behavior

Students are expected to behave in a professional manner, which is respectful to the other students and faculty. This includes not engaging in activities, which may interfere with learning such as failing to turn off cell phones and pagers, packing up early, and talking in class when the instructor or another student is talking. Sul Ross State University's official policy on disruptive behaviors can be found in the Student Handbook

link: https://d1mg6ms3faoonj.cloudfront.net/wp-content/uploads/2020/09/student_handbook_2019-2020_revision_12.7.2020.pdf

Please see Appendix B for more information concerning student behavior.

Academic Honesty:

The University expects all students to engage in all academic pursuits in a manner that is beyond reproach and to maintain complete honesty and integrity in the academic experiences both in and out of their classroom. The University may initiate disciplinary proceedings against a student accused of any form of academic dishonesty, including but not limited to, cheating on an examination or other academic work, plagiarism, collusion, and the abuse of resource materials. Academic dishonesty of any kind will not be tolerated. Sul Ross State University's official policy on academic honesty can be found in the Student Handbook link: https://d1mg6ms3faoonj.cloudfront.net/wp-content/uploads/2020/09/student_handbook_2019-2020_revision_12.7.2020.pdf

Please see Appendix B for more information concerning student behavior.

Description of Experiential Courses

Experiential courses provide an opportunity for the student to apply and develop skills and techniques in a classroom setting. The class is usually divided into dyads or triads in order to practice. One person will serve as counselor and the other as client; in a triad, one student will be an observer. Student-clients can use real or fictional concerns. Student-counselors tend to benefit most from the sessions when their student-clients choose among personal growth issues they are currently focusing on, concerns they are ready to begin working through, or real issues they have dealt with in the past; however, this is not to be used for actual personal counseling. **Personal counseling should occur in the context of a professional relationship.** Student-clients are to limit the information they disclose to their student-counselors. **Anything the student-client says or does during the practice sessions must be held in confidence by the student-counselor and the observers. Breaking of this confidence can only be made according to Ethical Guidelines subscribed to by the Program.**

During these practice sessions, the instructor and other students may observe. The purpose of the observation is to provide feedback on strengths and areas of improvement in the techniques and style of the counselor. ***Our goal is for students to learn to respond positively to supervision and accept feedback in a thoughtful, non-defensive manner.***

All practice sessions are governed by the ethical guidelines of the American Psychological Association and the American Counseling Association. Be sure that you read these guidelines. They can be found at http://www.apa.org/ethics/code/index.aspx and at http://www.counseling.org/knowledge-center/ethics

Failure to abide by these ethical standards may result in dismissal from the Counselor Education Program.

Academic Regulations and Procedures Including Dismissal

Admission into Counselor Education Program

Clinical Mental Health Counselor's degree plans can be found at: https://www.sulross.edu/courses/med-counselor-education-with-school-counselor-certification-or-lpc-track/

Time Limitations: Failure to complete all your degree requirements within any of the following time limitations will result in dismissal from the University:

- Within six years from the time of completion of the first graduate course.
- Within six years after having been admitted as a degree-seeking student.

If a student has not enrolled in a course for one long semester, they must reapply for acceptance into the program.

Academic Probation: If your cumulative grade point average (GPA) falls below 3.0, you will be placed on academic probation. You have a maximum of two semesters of graduate study to achieve a cumulative GPA of 3.0. If after two semesters (summer sessions counting as one semester) of graduate study you have not achieved a GPA of 3.0, you will be suspended and required to sit out one long semester. Students that are placed on suspension must appeal the suspension prior to being re-admitted to the counseling program. Once re-admitted, students must maintain a "B" average, failure to do so will lead to dismissal from the program (Appendix A).

Course Repetition: Graduate courses with a grade of "B" or below may be retaken. A "B" average (3.0 GPA) must be maintained. Beginning with the Fall 2019 semester, no grade below a "B" will be accepted. A final course grade of a "C" requires that the course be must be retaken. Advising from assigned advisor must occur prior to registering to retake a course (Appendix A).

Ethics: The ethical standards of the American Psychological Association and the American Counseling Association are the standards to which we subscribe. You are to read, understand, and internalize these standards.

Any breach of this code of professional conduct shall provide sufficient grounds for dismissal from the program. Please see Appendix B for more information concerning student behavior.

Appeals: Appeals regarding the enforcement and interpretation of, or exceptions to, graduate studies administrative processes regulations, and procedures are directed to the Education Department Director and the Graduate Program Coordinator.

Dismissal: If you are dismissed from the University for any reason, you may not reapply to the program of study from which you have been dismissed.

Personal Growth Experience

Self-awareness, personal congruence, and continual striving for growth are essential to becoming an effective helping professional. During the program, all students are required to participate in a personal growth experience that has been designed to enhance these qualities. The growth experience must be *a minimum of 6 hours in length.*

Typically, the personal growth experience has been entering into individual counseling (any other method of completing this requirement must be approved ahead of time by the program coordinator). Many students have chosen to remain in therapy beyond the minimum 6 hour requirement. Particularly while interning, students have recognized the need to work through personal issues so these do not interfere with the counseling process. For example, personal therapy may help students identify blocks to growth in areas they have been avoiding. Students learn that they must confront themselves before they can expect clients to do the same. Students also tend to gain a broader perspective of the helping relationship by directly experiencing the role of the client.

At the conclusion of the 6 hours, the student must submit a personal reflection of his/her experience to their advisor.

Receiving counseling services and/or volunteering time at the Sul Ross Counseling Center may eliminate this site as a possible practicum placement because of dual-role relationships. Student must meet with assigned advisor to discuss placement.

Other Personal Considerations

The self-awareness and personal growth encouraged by the counseling program inevitably affect relationships with significant others. Students have noted both the positive and negative effects involvement in the program has had on their personal lives. As a result of their self-development, family and social networks have changed. Students' growth may results in conflict with partners and families, etc. Another area of concern involves balancing the demands of school, employment, and a family. Issues such as stress- management, time-management, and a tendency for students to practice their techniques on significant others have also been noted.

The faculty hopes that informing beginning students of potential concerns, particularly those arising out of the program's emphasis on personal growth, will help minimize some undesired effects of change. Students are encouraged to avail themselves of existing resources such as informal support from other students. Another recommended strategy is for students to use their ability to nurture others in the form of self-care. Students are urged to discuss their concerns with significant others as a preventative measure. The counseling program with limited summer offerings reflects the need for maintaining a balance in your personal and professional life. A recommended strategy would be to use the summers for consolidation and integration of the past nine months into your life and to reevaluate your own sense of balance. For example, have you been

spreading yourself too thin? You may wish to spend your summers devoting time to family, friends, and interests you may not have had time to pursue during the academic year.

Graduation Application

Fill this form out one full semester prior to your **last semester** enrolled. This form should be completed early in the semester, as due dates for these forms are very early.

For this application to be considered you must be

1. Have a degree plan on file
2. Pay your fees(s). Fees may be paid in person in the cashier's office, located in Lawrence Hall, Room 100, or you may pay by phone using a credit card 432 837-8050. Request that a receipt be sent to the Dean's office.
   Mail, fax, email**,** or hand deliver the typed application and your payment receipt to the Dean Barbara Tucker, School of Professional Studies, Box C-91, SRSU, Alpine, TX 79832, or to MAB 203. Fax 432 837-8133. Phone: 432 837-8134.
   Forms can be found at: https://www.sulross.edu/registrar/graduation/

Master's Degree Comprehensive Exam

After meeting with your advisor to ensure all degree requirements are complete, you will then apply for graduation (https://www.sulross.edu/registrar/graduation/), and apply to take the counseling comprehensive exam. **See Appendix E.** (Email your comprehensive exam application to the Counselor Education Program Coordinator Ronda Hayes (rhayes@sulross.edu).

The following requirements must be in place:
1). Application for Graduation on file and all fees paid.
2). At the time of the comprehensive examination, you must be enrolled in your last semester of course work.
3). Cumulative 3.0 grade point average.

Graduate Student Honor Award

One graduating student is selected each year to receive the Graduate Student Honor Award, which is awarded at a University wide ceremony the evening before graduation. Only students with a minimum GPA of 3.5 (graduate courses) are eligible.

Placement Service

The faculty encourages a post-graduate relationship whereby continued service is available to graduates. Faculty are excellent resources for employment. Alumni are also invited to contact faculty for direction and support. Graduates of the Counselor Education program have appreciated this continued guidance, particularly in dealing with ethical issues. For example, a former student may be employed in a setting where the ethical guidelines of the American Psychological Association are being violated.

In another instance, a graduate of our program may be working in a setting where agency concerns do not mesh with her training and personal philosophy of counseling.

Graduates are often the source of information about employment in their own and others' work settings, which are shared with faculty and program students. The Program Coordinator and Counseling faculty value continued feedback from SRSU graduates.

Kappa Delta Pi

International Honor Society in Education

Kappa Delta Pi (KDP), International Honor Society in Education, was founded in 1911 to foster excellence in education and promote fellowship among those dedicated to teaching. For over a century, the Society has consistently grown, starting with a local chapter to become the international organization it is today, with an initiated membership that exceeds 1.2 million!

Using a variety of programs, services, and products , KDP supports and advances educators throughout the phases and levels of their teaching careers.

The Mission

Kappa Delta Pi strives to sustain an honored community of diverse educators by promoting excellence and advancing scholarship, leadership, and service.

The Vision

Kappa Delta Pi desires to help committed educators be leaders in improving education for global citizenship.

To be eligible for membership, you must:

- have graduate standing in an institution offering an education degree and have the
- intent to continue academically and professionally in the field of education;
- demonstrate leadership attributes;
- have completed at least 6 credit hours of graduate course work;
- have at least 12 credit hours in education course work program, in progress, completed; and
- demonstrate a cumulative GPA of 3.25 or higher for all graduate coursework completed.

Graduate students may join through our local institutional chapter. Students may contact Dr. Jeanne Qvarnstrom (jqvarnstrom@sulross.edu) for additional information.

Professional Organizations

Students are encouraged to become involved in professional organizations, which may influence your development as a counselor and/or your future certification/licensure plans. Some organizations that you may want to become involved with are:

1. **American Counseling Association (ACA).** ACA is an educational, scientific, and professional organization dedicated to the professional growth and enhancement

of emerging counselors. The ACA offers many services to graduate students such as student liability insurance. For further information, please go to http://www.counseling.org/

2. **Texas Counseling Association (TCA)**. "Professional Counselors committed to leadership, advocacy, and the promotion of professional excellence". TCA provides counselors with up to date legislation and TEA updates. It also provides continuing education for LPCs and School Counselors through trainings and conferences. A reduced membership fee is also offered for students in Counselor Education Programs. They offer specific membership in specialized divisions https://txca.org/tca_divisions.php and memberships in local organizations https://txca.org/tca_local_chapters.php. For more information, please go to https://www.txca.org/.

Appendix A

ACADEMIC PROBATION AND SUSPENSION POLICY

The Scholastic policy on probation and suspension is designed to alert students to deficiencies in their academic progress, to encourage them to give serious attention to their study habits and goals, and to provide them an opportunity to improve their work. A cumulative grade point average of 3.0 (**"B"**) must be maintained for a student to remain in good standing academically. Should a student drop to below a 3.0 grade point average or fail to make satisfactory progress, the student will be subject to suspension in accordance with the Grade Point Average Requirement Table.

Scholastic probation or suspension is determined at the end of each Fall and Spring semester by calculating the grade point average based on cumulative hours attempted and cumulative grade points earned on all courses taken for which a grade of **"A"**, **"B"**, and **"C"**, and **"F"** is recorded. For transfer students, hours attempted and/or completed at other schools are added to Sul Ross hours undertaken for purpose calculation of the total collegiate grade point average. An overall grade point average of 3.0, including courses taken other than at Sul Ross, is required for graduation.

GRADE-POINT AVERAGE REQUIREMENT TABLE

	Cumulative GPA for	**Cumulative GPA for**
Classification	**Scholastic Probation less than**	**Scholastic Suspension and possible Dismissal (Applied only to those on or have been on Scholastic Probation) less than**
Graduate Student	**3.0**	**3.0**

No student will be suspended until after having been on academic probation for one semester. The first suspension for a student will be for one long semester; the second suspension will be for two long semesters; and the third suspension will be for three years. A fourth suspension will result in permanent dismissal from the university.

Students who have been placed on academic probation or suspension by Sul Ross State University will be permitted to enroll during the summer terms to repeat courses and/or to endeavor to raise their cumulative grade point average.

Students will be notified in the semester grade report when they are placed on probation or suspension.

APPEAL PROCEDURE FOR SUSPENDED GRADUATES

A student who has been placed on academic suspension may appeal in writing for reinstatement. The letter should be addressed to the Dean of Education and Professional Studies and received one week prior to the first day of registration. The Dean of Education and Professional Studies, Education Department Chair, and the Counseling Program Coordinator will consider documented extenuating circumstances affecting the student's previous academic performance, and whether, in their judgment, the student has a reasonable chance of achieving desired educational goals. If the student is reinstated, the Committee may impose certain conditions regarding courses, course load limits counseling, etc. If reinstatement is allowed, the suspension will appear on the student's permanent record. If the committee denies reinstatement, the student may then appeal in writing to the Provost and Vice President for Academic and Student Affairs.

Students who are suspended and who register for enrollment at the University do so at their own risk. Monies paid for fees and tuition is subject to the refund regulations as stated in the Sul Ross State University Bulletin.

Appendix B

STUDENT CONDUCT and DISCIPLINE

Acquaintance with Policies, Rules, and Regulations

Each student is expected to be fully acquainted and comply with all published policies, rules, and regulations of the University and of the Texas State University System, copies of which shall be available to each student in the Student Life office and on-line. Students are also expected to comply with all federal and state laws.

ACADEMIC HONESTY

The University expects all students to engage in all academic pursuits in a manner that is beyond reproach and to maintain complete honesty and integrity in the academic experiences both in and out of their classroom. The University may initiate disciplinary proceedings against a student accused of any form of academic dishonesty, including but not limited to, cheating on an examination or other academic work, plagiarism, collusion, and the abuse of resource materials. “Cheating” includes:

1. Copying from another student’s test paper, laboratory report, other report, or computer files, data listings, and/or programs, or allowing another student to copy from same.
2. Using material, during a test, not authorized by the person giving the test.
3. Collaborating, without authorization, with another person during an examination or in preparing academic work.
4. Knowingly, and without authorization, using, buying, selling, stealing, transporting, soliciting, copying, or possessing, in whole or in part, the contents of an non-administered test.
5. Substituting for another student; permitting any other person, or otherwise assisting any other person to substitute for oneself or for another student in the taking of an examination or test or the preparation of academic work to be submitted for academic credit.
6. Bribing another person to obtain a non-administered test or information about a non-administered test.
7. Purchasing, or otherwise acquiring and submitting as one’s own work any research paper or other writing assignment prepared by an individual or firm. This section does not apply to the typing of a rough and/or final version of an assignment by a professional typist.
8. "Plagiarism" means the appropriation and the unacknowledged incorporation of another’s work or idea in one’s own written work offered for credit.
9. "Collusion" means the unauthorized collaboration with another person in preparing written work offered for credit.
10. "Abuse of resource materials" means the mutilation, destruction, concealment, theft, or alteration of materials provided to assist students in the mastery of course materials.
11. "Academic work" means the preparation of an essay, dissertation, thesis, report, problem, assignment, or other project that the student submits as a course requirement or for a grade.

12. “Falsification of Data” means the representation, claim, or use of research, data, statistics, records, files, results, or information that is falsified, fabricated, fraudulently altered, or otherwise misappropriated or misrepresented.

All academic dishonesty cases may be first considered and reviewed by the faculty member. If the faculty member believes that an academic penalty is necessary, he/she may assign a penalty but must notify the student of his/her right to appeal to the department chair, the dean and eventually, to the Provost and Vice President for Academic and Student Affairs before imposition of the penalty. At each step in the process, the student shall be entitled to written notice of the offense and/or of the administrative decision, an opportunity to respond, and an impartial disposition as to the merits of his/her case. The decision of the Provost and Vice President for Academic and Student Affairs shall be final. In the case of flagrant or repeated violations, the Vice President for Academic and Student Affairs may refer the matter to the Dean of Students for further disciplinary action. No disciplinary action shall become effective against the student until the student has received procedural due process except as provided under Interim Disciplinary Action.

DISCIPLINARY ACTION CODES

Each student is expected to act in a manner consistent with Sul Ross State University’s functions as an educational institution, including off campus conduct that is likely to have an adverse effect on the University or on the educational process. Specific examples of misconduct for which student me be subject to disciplinary action include, but are not limited to the following:

1. Commission of an act that would constitute an offense under appropriate federal, state, or municipal law.
2. Violation of any Regents’ rule, regulation, or order or University policy, rule, or regulation, including any rule or regulation governing residential living in University-owned facilities or breach of a residential living contract.
3. Failure to comply with the direction of a University official acting in the performance of his/her duties, or failure to heed an official summons to the office of a University official within the designated time.
4. Giving false testimony or other evidence at a campus disciplinary or other administrative proceeding.
5. Failure to meet financial obligations to the University.
6. Unauthorized use or possession of ammunition, firearms or items that resemble firearms, illegal knives (knives with blades longer than five and one-half inches, hand instruments designed to cut or stab another by being thrown, stilettos, poniards, Bowie knives, swords, and/or spears), or other illegal weapons on University property.
7. Conduct that significantly endangers the health or safety of other persons, including members of the University community or visitors on the campus, including, by way of example, unauthorized throwing of any objects in or from University facilities.
8. Stealing, destroying, defacing, damaging, or misuse of University property (including misuse of fire or life-safety equipment or property) or property belonging to another.

9. Engaging in hazing or voluntarily submitting to hazing, including an initiation by an organization that involves any dangerous, harmful, or degrading act to a student. Violation of this policy renders the student(s) involved and the organization subject to discipline.
10. Possessing and/or using, without authorization according to University policy, intoxicating beverages in a classroom building, laboratory, auditorium, library building, or faculty or administrative office, residence hall or apartment, intercollegiate and intramural athletic facility, or any other public campus area, or being intoxicated in any public area of the campus.
11. Gambling in any form on University property.
12. Illegal possession, use, sale, or distribution of any quantity, whether usable or not, of any drug, narcotic, or controlled substance.
13. Advocating or recommending either orally or in writing, the conscious and deliberate violation of any federal, state, or local law. Advocacy means addressing an individual or group for imminent action and steeling it to such action as opposed to the abstract espousal of the moral propriety of a course of action.
14. Forgery, alteration, or misuse of University documents, forms, records, or identification cards, or issuance of a check to the University or its contractors without sufficient funds.
15. Unauthorized possession, ignition, or detonation of any explosive device, fireworks, liquid, or object that is flammable or which could cause damage by fire or explosion to persons or property on University property.
16. Unauthorized entry into or use of University buildings, facilities, equipment, or resources, or possession or use of University keys for unauthorized purposes.
17. Failure to maintain a current official mailing address in the Office of the Registrar or giving a false or fictitious address to such University office or official.
18. Making false alarms or reports where the person knowingly initiates, communicates, or circulates a report of present, past, or future bombing, fire, offense, or other emergency that s/he knows is false or baseless and that would ordinarily cause action by an official or volunteer agency organized to deal with emergencies; place a person in fear of imminent serious bodily injury; or prevent or interrupt the occupation of a building, room or aircraft, automobile, or other mode of conveyance.
19. Harassment where the individual intentionally threatens, in person, by telephone, electronically, in writing or by other means, to take unlawful action against any person and by this action intentionally, knowingly, or recklessly annoys or alarms the recipient or intends to annoy or alarm the recipient.
20. Academic dishonesty. (See section above).
21. Campus disruptive activities or disorderly conduct on University-owned or controlled property or at a University-sponsored or supervised function which inhibits or interferes with the educational responsibility of the University community or the University's social-educational activities shall include but not be limited to: using abusive, indecent, profane or vulgar language; making offensive gestures or displays which tend to incite a breach of the peace; perpetrating fights, assaults, acts of sexual violence, abuse, or threats; or evincing some obviously offensive manner, or committing an act, that causes a person to feel threatened. Such prohibition includes disorderly classroom

conduct that obstructs, interferes with, inhibits, and/or disrupts teaching and/or classroom activities.
22. Using authority granted by state law, system rule, or University policy to deprive any person of his or her civil rights.
23. Violation of University policy relating to electronic network facilities such as local area networks and the Internet.
24. Failure to acquire and maintain a Sul Ross-issued student photo identification (I.D.) card; failure to replace a lost/stolen I.D. card; and/or any falsification, misrepresentation or other misuse of the student I.D. card
25. Any attempt to commit these prohibited acts.
26. Sexual Misconduct *(Chapter III Paragraph 22 and Appendix A-6)*

Suspended, Expelled, and Dismissed Student Restriction

No student who has been suspended, expelled, or dismissed for disciplinary reasons from a component of the System shall, during the period of discipline, be eligible to enroll at any other System component. The registrar of a component is authorized to make an appropriate notation on the student's transcript to accomplish this objective and to remove the notation when the student's disciplinary record has been cleared.

ADMINISTRATION OF DISCIPLINE PROCEDURE

The Dean of Student Life shall have primary authority and responsibility for the administration of student discipline at Sul Ross State University and for investigating allegations that a student has violated System and/or University rules and regulations, or specific orders and instructions issued by an administrative official of the University. Any action taken is subject to review by the University president and the Board, and either of whom may approve, amend, or disapprove any action taken by the Dean of Student Life. The Dean of Student Life may designate an appointee to carry out disciplinary functions. The Dean of Student Life or his/her appointee hereto referred to as officer, will investigate the alleged violations. During the investigation, if the student is available, the officer will give the student an opportunity to explain the incident. If the officer concludes that the student has violated a System or University policy, the officer will determine (but not assess) an appropriate disciplinary penalty.

The officer will discuss his or her findings and his or her determination of an appropriate penalty with the student, if the student is available, and in any case will provide the student an opportunity either to accept or reject the officer's decision.

1. **Administrative Disposition**. If the student accepts the officer's decision, the student will so indicate in writing and waive his or her right to a hearing. The officer may then assess the disciplinary penalty. If the student does not accept the officer's sanction but does accept the officer's decision of guilt, the student may appeal to the administrative official who is the next highest person in the chain of command. By appealing to the next highest administrative official, the student waives all right to a formal hearing with the Disciplinary Hearing Committee.

2. **Disposition through a Formal Hearing.** If the student does not execute a written waiver of the formal hearing process and disputes the facts upon which the charges are based, such charges shall be heard and determined by a fair and impartial committee, hereinafter called the Disciplinary Hearing Committee. The Committee consists of five (5) members of the University faculty and two (2) students. The students shall be nominated by the Student Government Association Senate and selected by the President for one-year terms. Faculty members are selected by the President and serve three-year rotating terms. The President also selects a faculty member of the Committee to serve as chair for a one-year term.

Such charges shall be heard and determined by the Disciplinary Hearing Committee or by the Provost and Vice President for Academic and Student Affairs, but not by both.

FORMAL HEARING PROCEDURES

The Dean of Student Life or a designated appointee initiates the formal hearing process after meeting with the student by preparing a written statement of charges, a statement of the evidence supporting such charges, including a list of witnesses and brief summary of the testimony to be given by each, and sending notification of such charges and statement to the accused student by certified mail, return receipt requested, addressed to the address appearing in the office of Admissions and Records, or by hand delivery of said document with the student signing a receipt.

Except in those cases where immediate interim disciplinary action has been taken under authority of Interim Disciplinary Action, the accused student shall be given at least five (5) class days written notice by the Dean of Student Life or a designated appointee of the date, time, and place for a formal hearing and the names of the current Disciplinary Hearing Committee members. When immediate interim disciplinary action (such as interim suspension) has been taken, hearings will be held under the procedures set forth below but will be held as soon as practicable within twelve (12) class days after the disciplinary action has been taken unless otherwise agreed to by the student.

Upon a hearing of the charges, the University representative has the burden of going forward with the evidence and the burden of proving the charges by the greater weight of the credible evidence. The hearing shall be conducted in accordance with the procedures adopted by the University that assure both parties (University representative and the accused student) the following minimal rights:

1. Both parties will exchange lists of witnesses, expected testimony, copies of documents to be introduced, and notice of intent to use legal counsel, at a reasonable time prior to the hearing. Each party shall have the right to appear and present evidence in person and to be advised during the hearing by a designated representative or counsel of choice. Each party shall limit its presentation to relevant evidence. The accused student must attend the hearing if the student desires to present evidence. If the student fails to appear, the hearing may proceed.

2. Both the University representative and the accused student shall have the right to question witnesses. The accused student may question witnesses with the advice of his/her designated representative or counsel. All questions shall be limited to relevant evidence.
3. The hearing will be recorded. If either party desires to appeal the finding, a copy of the recording will be produced at the expense of the party appealing the finding and both parties will be furnished a copy for appeals purposes only.

Students Right to Challenge Impartiality

The accused student may challenge the impartiality of the Hearing Officer or a member of the Disciplinary Hearing Committee at any time prior to the introduction of any evidence. The Hearing Officer or member of the Committee shall be the sole judge of whether he or she can serve with fairness and objectivity. In the event the challenged member of the Hearing Committee chooses not to serve, the Provost and Vice President for Academic and Student Affairs will choose a substitute.

DETERMINATION of HEARING (Penalties)

The hearing officer or hearing committee shall render a decision to both parties as soon as practicable as to the guilt or innocence of the accused student and shall, if necessary, assess a penalty or penalties. These penalties, which are not exclusive but may be imposed together with other penalties, include, but are not necessarily limited to:

1. Verbal or Written Warning – The student is notified that he or she is in violation of university policies and that additional violations may result in more severe disciplinary sanctions.
2. Requirement that the student complete a special project that may be, but is not limited to, writing an essay, attending a special class or lecture, or attending counseling session. The special project may be imposed only for a definite term.
3. Cancellation of Residence Hall or Apartment contract.
4. Disciplinary Probation imposed for a definite period of time, which stipulates that future violations may result in discipline suspension.
5. Ineligibility for election to student office for a specified period of time.
6. Removal from student or organization office for a specified period of time.
7. Prohibition from representing Sul Ross in any special honorary role.
8. Withholding of official transcript or degree.
9. Bar against readmission.
10. Restitution whether monetary or by specific duties or reimbursement for damage to or misappropriation of University, student, or employee property.
11. Denial or non-recognition of a degree.
12. Suspension of rights and privileges for a specific period of time, including access to electronic network facilities and participation in athletic extracurricular or other student activities.
13. Withdrawing from a course with a grade of W, F, or WF.

14. Failing or reduction of a grade in test or course, and/or retaking of test or course, and/or performing additional academic work not required of other students in the course.
15. Suspension from the University for a specified period of time. During suspension, a student shall not attend classes, participate in any University campus activities, or be allowed on any campus property.
16. Loss of or ineligibility for student grant or loan.
17. Expulsion from the University. A student who is expelled from the University is not eligible for readmission to the University or to any other Texas State University System institution.
18. Dismissal from the University. A student, who is dismissed, is separated from the University for an indefinite period of time.
19. Recording sanctions in Subsections 5.9(9), (11), (13), (14), (15), (17), and (18) may be made on a student's permanent transcript. The University may maintain confidential records of all other sanctions and may consider any prior sanction received by a student in assessing a subsequent sanction. The University shall develop a procedure for expunging those records not transcribed on a student's permanent transcript within a reasonable time not to exceed five (5) years after the student ceases to be enrolled. A student who, by a preponderance of the evidence, under the Rules and Regulations, Texas State University System, is found to have illegally possessed, used, sold or distributed any drug, narcotic, controlled substance, or drug paraphernalia including residue, whether the infraction is found to have occurred on or off campus, shall be subject to discipline, ranging from mandatory, university or college approved counseling to expulsion. Students for whom there is a reasonable suspicion of involvement with drugs or controlled substances will be required to submit to an appropriate drug test administered by the University's Coordinator of Health Services or other qualified university official. Mitigating or aggravating factors in assessing the proper level of discipline shall include, but not necessarily be limited to, the student's motive for engaging in the behavior, disciplinary history; effect of the behavior on safety and security of the university or college community; and the likelihood that the behavior will recur. The university will exercise their right as a result of being found guilty of a violation of the drug policy and placed on probation to perform random drug tests on students at any time during the probation. If at any time the student is found to test positive for any illegal drugs, the student will be suspended per the duration above. A student who has been suspended, dismissed, probated, or expelled from the university shall be ineligible to enroll at any other Texas State University System university during the applicable period of discipline. The registrar is authorized to make an appropriate notation on the student's transcript to accomplish this objective and to remove the notation when the student's disciplinary record has been cleared. A second infraction for a drug-related offense shall result in permanent expulsion from the University and from all other institutions in The Texas State University System.

APPEALS

Neither party may appeal if the Dean of Student Life or a designated appointee or the Disciplinary Hearing Committee determines that the allegations against the accused

student are true, but the only punishment assessed is verbal or written warning. In those cases, the determination of the Dean of Student Life or a designated appointee or the Disciplinary Hearing Committee is final. However, in all other cases, either party may appeal. If the hearing officer has been an appointee designated by the Dean of Student Life, the appeal will be made to the Dean of Student Life. If the Dean of Student Life has been the hearing officer or if the Disciplinary Hearing Committee has made the determination, the appeal will be made to the Provost and Vice President for Academic and Student Affairs. Written notice of appeal must be received by the Dean of Student Life, or, as appropriate, by the Provost and Vice President for Academic and Student Affairs within five (5) business days after the decision.

An appeal is not simply a rehearing of the original case. An appeal must be based on:

1. Whether or not a fair hearing was afforded. A fair hearing includes notice of the alleged misconduct, and an opportunity to present evidence;
2. Whether or not the sanctions levied were appropriate to the offence;
3. Whether or not the finding was supported by the evidence; and/or
4. Whether or not there is an introduction of new evidence that was not available at the time of the hearing.

Both parties, at the discretion of the Vice President or Dean, may submit oral or written arguments to support their positions. In order for the appeal to be considered, the appealing party must submit all necessary documentation, including written arguments when appropriate, to the Vice President or Dean within five (5) business days after giving notice of appeal. The Vice President or Dean may approve, reject, or modify the decision. The Vice President or Dean also has the option of remanding the matter to the original hearing officer or hearing committee for reconsideration. The appeal office shall respond to the appeal within ten (10) business days after all the documentation was received and all testimony was heard, or he or she may postpone a decision for good cause.

Review of the Provost and Vice President for Academic and Student Affairs

The Vice President may review any disciplinary case and may approve, reject, modify the decision or remand the matter to the original hearing officer or committee for reconsideration.

President's Right to Review

The President may review any disciplinary case, and approve, reject, or modify the decision or remand the matter to the original hearing officer or hearing committee for reconsideration.

Board of Regents' Right to Review

The Board of Regents retains the right to review any disciplinary action and approve, reject, or modify the decision or remand the matter to the original hearing committee for reconsideration.

Interim Disciplinary Action

The Dean of Student Life, the Provost and Vice President for Academic and Student Affairs, or the President of the University may take immediate interim disciplinary action, including suspension, pending a hearing against a student for violation of a rule and regulation of the System or of the university at which the accused is a student when the continuing presence of the student poses a danger to persons or property or an ongoing threat of disrupting the academic process. In the event that the interim disciplinary action includes suspension, the University official involved shall, as soon as possible, notify the President and the Vice Chancellor and General Counsel of such action.

Civil Proceedings

Every student is expected to obey all federal, state, and local laws and is expected to be familiar with the requirements of such laws. Any student who violates any provision of those laws is subject to disciplinary action, including expulsion, notwithstanding any action taken by civil authorities on account of the violation.

STUDENT GRIEVANCE PROCEDURES

No student of Sul Ross State University shall, on the grounds of race, color, national origin, religion, sex, age, or disability, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any University program or activity. The following procedures are to be used in resolving claims of discrimination.

Filing a Grievance

If you feel that you have been discriminated against on the basis of any of the conditions listed above, you may file a complaint with the appropriate University officer as listed below:

- **Race, color, national or ethnic origin** - Dean of Student Life
- **Gender, including sexual harassment** - Dean of Student Life
- **Disability** - ADA Compliance Officer
- **Other** - Dean of Student Life

The initial complaint should be discussed with the appropriate University officer within five class days of the occurrence of the action or condition giving rise to the complaint. Details should include the nature of the alleged discrimination, names of persons accused of discrimination, and relief sought. The officer shall explain the purpose of the procedures and gain insight into the nature of the complaint. If possible, the complaint should be resolved in an informal manner at this level involving only the parties affected by the complaint. Within five (5) class days of the original contact, the officer will inform you of the action to be taken.

In the event that the complaint cannot be resolved informally, the complainant shall, within five (5) class days, file a formal complaint with the University officer. The complaint shall consist of a more detailed written document and include:

1. Full details of the alleged discrimination;
2. Names of the person(s) accused of discrimination;
3. Times, dates, and places of the discrimination;
4. Names of any witnesses; and
5. Relief or action sought by the grievant.

Within three class days, the University officer will then contact the individuals alleged to have been involved in the discrimination, briefly outline the name and circumstances of the complaint, and request, within three class days, a formal written statement in response to the allegations. The grievance process has two major purposes:

1. To determine whether the policy, practice, or procedure alleged to be discriminatory is in fact a violation of federal, state, local or University policy related to discrimination; and,
2. To recommend, where appropriate, redress for the grievant.

The University officer will, within five (5) class days of the receipt of the written responses from the individuals alleged to have been involved in the discrimination, conduct a hearing involving the grievant, any witnesses, and the respondents to determine the appropriate course of action. This hearing shall be closed to the public and the grievant may have an advisor present during the hearing.

To the extent that the University representative uses legal counsel for other than advisory purposes during the hearing procedure, the grievant shall be afforded the same opportunity. The University shall give the grievant notification of the intent to use legal counsel for other than advisory purposes at the time the grievant is notified of the hearing. Within five class days after the hearing, the University officer shall notify the grievant, the respondents and the Provost and Vice President for Academic and Student Affairs of his/her decision and course of action to be taken. This notification shall be in writing.

Appeals

Either the grievant or the respondents may appeal the decision of the officer to the Provost and Vice President for Academic and Student Affairs within five class days of the receipt of the written notification. The Provost and Vice President for Academic and Student Affairs, after reviewing the circumstances, shall render a decision, in writing, within five class days of the receipt of the appeal.

After the above appeal processes have been exhausted, appeal may be made to the President of the University, whose decision on a grievance shall be final and binding on all parties.

Nothing in this procedure shall be construed to limit, terminate, or waive any right of a student to seek relief in a court of proper jurisdiction for any student grievance for which a remedy is provided under the laws of the State of Texas or the United States of America. Time extensions at any step in this procedure may be allowed if mutually agreeable to both the grievant and the appropriate University officer.

Appendix C

Practicum Opportunities

List of Community Agencies
El Paso, Alpine, Odessa, Midland, Hill Country, and San Antonio area

Practicum Placements

El Paso:

1. Jewish Family & Children's Services
401 Wallenberg Dr.
Phone: (915)581-3256

2. Aliviane No-AD, Inc.
5160 El Paso Dr.
Phone: (915)779-3764

3. Center Against Family Violence
580 Giles
Phone: (915)595-2238

4. El Paso Center For Children
3700 Altura Blvd.
Phone: (915)565-8361

5. El Paso Child Guidance Center
2701 E. Yandell
Phone: (915)562-1999

6. Homeless Clinic Mental Health Counseling
Centro San Vicente
1208 Myrtle Ave.
Phone: (915)351-8972

7. Hospice of El Paso
3901 N. Mesa, 4th Floor
Phone: (915)532-5699

8. SECOR-Secure Corrections, Inc.
460 N. Horizon Blvd.
Phone: (915)852-1505

9. La Fe C.A.R.E. Center
1505 Mescalero
Phone: (915)772-3366

10. Amanecer Psychological Service
6500 Boeing, L150 (Near the Airport)
Phone: (915)779-5600

11. West TX Community Supervision & Corrections Dept.

a. Court Residential Treatment Center (CRTC)
3700 Mattox
Phone: (915)772-8537

b. Residential Substance Abuse Treatment (RSAT)
3700 Mattox
Phone: (915)772-8537

c. TAIP / Downtown Treatment Center
425 N. Kansas
Phone: (915)544-7933

d. TAIP / Ysleta Treatment Center
8840 Alameda, Ste. A-1
Phone: (915)859-8930

e. TIAP/243rd Drug Court/DWI Drug Court
3707 Admiral
Phone: (915)544-7933

12. University Behavioral Health
1900 Denver Ave.
Phone: (915)544-4000

13. Children's Grief Center
11625 Pellicano Suite B
Phone: (915)532-6004

14. Texas Youth Commission
12451 Garment Road
Phone: (915)856-9324

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Alpine:

1. Permian Basin Community Centers
401 E. Illinois
Contact: Todd Luzadder
Phone: (432)570-3333

2. Sul Ross State University
Counseling Center
Box C-122
Ferguson Hall 112
Contact: Mary Schwartz
Phone: (432)837-8203

3. High Frontier (Ft. Davis)

P.O. Box 1325
Contact: Tom Homrighaus
Phone: (432)364-2241
++

Odessa/Midland:

1. Permian Basin Community Centers
401 E. Illinois
Contact: Todd Luzadder
Phone: (432) 570-3333
++

Hill Country

1. Hill Country MHMR Centers
819 Water Street, Suite 300
Kerrville, TX 78028
Phone: (830)792-3300

++
San Antonio area—Uvalde, Crystal City, Eagle Pass, and Pearsall

Family Service Association of San Antonio, Inc.
Volunteer Services Manager
Family Service Association
702 San Pedro
San Antonio, Texas 78212
office: 210 299-2438
fax: 210 299-4498

Appendix D

Department of Education – Military Experience Policy Recognition will be given to educational experiences obtained in the Armed Service, which are consistent with general University policies regarding transfer credit from other colleges and universities, and courses completed through the United States Armed Forces Institute (USAFI), The College Level Examination Program (CLEP), and Defense Activity for Traditional Educational Support (DANTES), which are equivalent to CLEP credit awarded. The Department of Education of Sul Ross State University recognizes the military lifestyle's unique nature and has committed itself to easing the transfer of relevant course credits and crediting learning from appropriate military training and experiences, when such actions are consistent with general requirements stated elsewhere in the University Catalogue. Sul Ross State University utilizes the American Council on Education's Guide to the Evaluation of Education Experiences in the Armed Services in evaluating and awarding credit for military service and service school courses. The Department of Education may grant limited graduate credit for relevant military experience and training acquired during active duty in the Armed Services. For this purpose, the Department follows the general recommendations of the American Council on Education as outlined in a Guide to Educational Credit by Examination. Awarding of graduate credit for military service is done on a case-by-case basis, and the total awarded may not exceed twelve semester credit hours. Review of requests for credit are conducted by the individual program coordinators, the Chair, Director and Assistant Director of Teacher Education.

Appendix E

Texas Administrative Code

TITLE 22	EXAMINING BOARDS
PART 30	TEXAS STATE BOARD OF EXAMINERS OF PROFESSIONAL COUNSELORS
CHAPTER 681	PROFESSIONAL COUNSELORS
SUBCHAPTER B	RULES OF PRACTICE
RULE §681.41	General Ethical Requirements

(a) A licensee must not make any false, misleading, deceptive, fraudulent or exaggerated claim or statement about the licensee's services, including, but not limited to:
(1) the effectiveness of services;
(2) the licensee's qualifications, capabilities, background, training, experience, education, professional affiliations, fees, products, or publications; or
(3) the practice or field of counseling.
(b) A licensee must not make any false, misleading, deceptive, fraudulent or exaggerated claim or statement about the services of a mental health organization or agency, including, but not limited to, the effectiveness of services, qualifications, or products.
(c) A licensee must discourage a client from holding exaggerated or false ideas about the licensee's professional services, including, but not limited to, the effectiveness of the services, practice, qualifications, associations, or activities. If a licensee learns of exaggerated or false ideas held by a client or other person, the licensee must take immediate and reasonable action to correct the ideas held.
(d) A licensee must make reasonable efforts to discourage others whom the licensee does not control from making misrepresentations; exaggerated or false claims; or false, deceptive, or fraudulent statements about the licensee's practice, services, qualifications, associations, or activities. If a licensee learns of a misrepresentation; exaggerated or false claim; or false, deceptive, or fraudulent statement made by another, the licensee must take immediate and reasonable action to correct the statement.
(e) Regardless of setting, a licensee must provide counseling only in the context of a professional relationship. Prior to providing services, a licensee must obtain from an individual a signed informed consent, signed written receipt of information, or in the case of involuntary treatment a copy of the appropriate court order, including the following:
(1) fees and arrangements for payment;
(2) counseling purposes, goals, and techniques;
(3) any restrictions placed on the license by the Council;
(4) the limits on confidentiality;
(5) any intent of the licensee to use another individual to provide counseling treatment intervention to the client;
(6) supervision of the licensee by another licensed health care professional including the name, address, contact information and qualifications of the supervisor;
(7) the name, address and telephone number of the Council for the purpose of reporting violations of the Act or this chapter; and

(8) the established plan for the custody and control of the client's mental health records in the event of the licensee's death or incapacity, or the termination of the licensee's counseling practice.

(f) A licensee must inform the client in writing of any changes to the items in subsection (e) of this section, prior to initiating the change.

(g) Technological means of communication may be used to facilitate the therapeutic counseling process.

(h) In accordance with §503.401(a)(4) of the Act, a licensee must not intentionally or knowingly offer to pay or agree to accept any remuneration directly or indirectly, overtly or covertly, in cash or in kind, to or from any person, firm, association of persons, partnership, corporation, or entity for securing or soliciting clients or patronage.

(i) A licensee employed or under contract with a chemical dependency facility or a mental health facility must comply with the requirements in the Texas Health and Safety Code, §164.006, relating to soliciting and contracting with certain referral sources. Compliance with the Treatment Facilities Marketing Practices Act, Texas Health and Safety Code Chapter 164, will not be considered as a violation of state law relating to illegal remuneration.

(j) A licensee must not engage in activities for the licensee's personal gain at the expense of a client.

(k) A licensee may promote the licensee's personal or business activities to a client if such activities, services or products are to facilitate the counseling process or help achieve the client's counseling goals. Prior to engaging in any such activities, services or product sales with the client, the licensee must first inform the client of the licensee's personal and/or business interest therein. A licensee must not exert undue influence in promoting such activities, services or products.

(l) A licensee must set and maintain professional boundaries.

(m) Except as provided by this subchapter, non-therapeutic relationships with clients are prohibited.

(1) A non-therapeutic relationship is any non-counseling activity initiated by either the licensee or client that results in a relationship unrelated to therapy.

(2) A licensee may not engage in a non-therapeutic relationship with a client if the relationship begins less than two (2) years after the end of the counseling relationship; the non-therapeutic relationship must be consensual, not the result of exploitation by the licensee, and is not detrimental to the client.

(3) A licensee may not engage in sexual contact with a client if the contact begins less than five (5) years after the end of the counseling relationship; the non-therapeutic relationship must be consensual, not the result of exploitation by the licensee, and is not detrimental to the client.

(4) For purposes of paragraphs (2) and (3) of this subsection, the licensee must be able to demonstrate there has been no exploitation and the non-therapeutic relationship is not detrimental to the client in light of all relevant factors, including, but not limited to, the factors set forth in §681.42(b)(4)(A) - (G) of this title (relating to Sexual Misconduct).

(5) The licensee must not provide counseling services to previous or current:

(A) family members;

(B) personal friends;

(C) educational associates; or

(D) business associates.

(6) The licensee must not give or accept a gift from a client or a relative of a client valued at more than $50, borrow or lend money or items of value to clients or relatives of clients, or accept payment in the form of goods or services rendered by a client or relative of a client.

(7) The licensee must not enter into a non-professional relationship with a client's family member or any person having a personal or professional relationship with a client if the licensee knows or reasonably should have known such a relationship could be detrimental to the client.

(n) The licensee must not knowingly offer or provide counseling to an individual concurrently receiving counseling treatment intervention from another mental health services provider except with that provider's knowledge. If a licensee learns of such concurrent therapy, the licensee must request release from the client to inform the other professional and strive to establish positive and collaborative professional relationships.

(o) A licensee may take reasonable action to inform medical or law enforcement personnel if the licensee determines there is a probability of imminent physical injury by the client to the client or others, or there is a probability of immediate mental or emotional injury to the client.

(p) The licensee must take reasonable precautions to protect clients from physical or emotional harm resulting from interaction:

(1) within a group; or

(2) individual counseling.

(q) For each client, a licensee must keep accurate records of:

(1) signed informed consent, signed written receipt of information, or, in the case of involuntary treatment, a copy of the appropriate court order

(2) intake assessment;

(3) dates of counseling treatment intervention;

(4) principal treatment methods;

(5) progress notes;

(6) treatment plan; and

(7) billing information.

(r) In the absence of applicable state and federal laws, rules or regulations, records held by a licensee must be kept for a minimum of seven (7) years from the date of termination of services with the client, or five (5) years after the client reaches the age of majority, whichever is greater.

(s) Records created by licensees during the scope of their employment by agencies or institutions that maintain client records are not required to comply with (q) and (r) of this section.

(t) Billing Requirements.

(1) A licensee must bill clients or third parties for only those services actually rendered or as agreed to by mutual understanding at the beginning of services or as later modified by mutual written agreement.

(2) Relationships between a licensee and any other person used by the licensee to provide services to a client must be so reflected on billing documents.

(3) Pursuant to Texas Health and Safety Code, Chapter 611, on the written request of a client, a client's guardian, or a client's parent (sole managing, joint managing or possessory conservator) if the client is a minor, a licensee must provide, in plain language, a written explanation of the types of treatment and charges for counseling treatment intervention

previously made on a bill or statement for the client. This requirement applies even if the charges are to be paid by a third party.

(4) A licensee may not knowingly overcharge a client.

(5) With the exception of an unkept appointment, a licensee may not submit to a client or a third party payor a bill for counseling treatment intervention the licensee knows or should know is improper, unreasonable, or unnecessary.

(u) A licensee must comply with all requirements of Texas Health and Safety Code Chapters 611 and 181 concerning the release of mental health records and confidential information.

(v) Prior to the commencement of counseling services to a minor client who is named in a custody agreement or court order, a licensee must obtain and review a current copy of the custody agreement or court order, as well as any applicable part of the divorce decree. A licensee must maintain these documents in the client's record and abide by the documents at all times. When federal or state statutes provide an exemption to secure consent of a parent or guardian prior to providing services to a minor, a licensee must follow the protocol set forth in such federal or state statutes.

(w) A licensee must terminate a professional counseling relationship when it is reasonably clear the client is not benefiting from the relationship.

(x) Upon termination of a relationship if professional counseling is still necessary, the licensee must take reasonable steps to facilitate the transfer to appropriate care.

(y) A licensee must not evaluate any individual's mental, emotional, or behavioral condition unless the licensee has personally interviewed the individual or the licensee discloses in the evaluation the licensee has not personally interviewed the individual.

(z) A licensee must not knowingly overtreat a client.

(aa) A licensee must not aid or abet the unlicensed practice of professional counseling by a person required to be licensed under the Act.

(bb) A licensee must report to the Council knowledge of any unlicensed practice of counseling.

(cc) A licensee or an applicant must not participate in the falsification of any materials submitted to the Council.

(dd) A licensee must not provide services while impaired by a physical, mental, or medical condition or by medication, drugs or alcohol.

Appendix F

Comprehensive Exam Application

DEPARTMENT OF EDUCATION

Counselor Education Master's Degree Comprehensive Examination Application

A person providing information to Sul Ross State University by means of this form is entitled (with few exceptions) to request, receive, review, and, if desired, correct information about him/her that is incorrect. Texas Government Code, Chapter 559.

Name: _____

Address: _____

_____

Telephone: _____

Student Identification Number: _____ Date of Application: _____

E-mail: _____

I am applying to take the Comprehensive Examination/Portfolio Defense for the Masters of Education
with a major in: _____

I wish to take the examination in ☐ Fall ☐ Spring ☐ Summer
of _____ (please check one month and enter year)

I have completed the necessary criteria for acceptance:

1. Completed and filed an application for graduation. ☐ Yes ☐ No
2. Date filed application for graduation with the Registrar's office: _____
3. At the time of comprehensive examination enrolled in last semester of course work. ☐ Yes ☐ No

4. List names of professors on committee:

Ronda Hayes	: Chairman	
Glenn Short	: Member	
Tamara Olive	: Member	

*Consult with your major advisor early for specific details about program comprehensive examination/portfolio defense requirements.

I understand that the format for the Comprehensive Examination:

1. Taken on a computer, multiple-choice for Counseling students on the Sul Ross State University Alpine Campus
2. Four (4) hour time length (1 p.m. to 5 p.m.)
3. Component areas from Counselor Education program includes Ethics, Multicultural, Groups, Assessments, Human Growth, and Theories
4. Test taken only on date assigned
5. Failure requires an oral exam, additional courses, or other alternatives as determined by the committee and approved by the Department Chair.

Student's Signature	Date
Advisor's Signature	Date
Department Chair Signature	Date

PLEASE SCAN AND RETURN TO:

RONDA HAYES
COUNSELOR EDUCATION PROGRAM COORDINATOR
AT
RHAYES@SULROSS.EDU

Appendix G

Comprehensive Exam Reviews

Ethical and Legal Issues in Counseling-Review

Ethical Codes

Know the purposes of ethical codes. What do they do? Whom are they designed to protect?

Know the difference between **ethics**, **values**, and **morality**. Know the definition for each of the terms. Know some words associated with morality. Remember that it is possible to demonstrate unprofessionalism and still not act unethically (for example, not returning clients' phone calls right away).

Remember that all of your decisions must be in the best interest of the client. We are ethically expected to "do no harm." If a counselor doesn't know for sure the correct course of action regarding an ethical issue, and he/she has carefully examined the statutes and codes, and has also consulted with other respected counselors, but the counselor still isn't sure what the right approach it for that client, that counselor should then *use their best professional judgment and act in a way that results in the least amount of harm*. You must do your research first, and if you find conflicting advice, use your best professional judgment in such a way that best protects the client.

Know what is the purpose of the counseling profession having a standard of care?

What is the difference between **principle ethics** and **virtue ethics**?

Counselors have a responsibility to become both familiar with both ethical codes and the law (the legal system), and with those operating within the legal system, such as lawyers, judges, etc. Should counselors also become knowledgeable regarding those elements that are common to the law and to our field, mental health?

Remember that the law is typically supportive of professional codes of ethics. It also strives to be neutral in regard to the codes and to counseling in general.

Malpractice

Know the conditions for malpractice.

What are some common forms of unethical behaviors in counseling? Know those things that we should not do!

What is a **causal relationship**? Is it necessary for malpractice?

Know the difference between civil and criminal liability. Be able to define each one.

Remember that a legal wrong can be unintentional, as well as direct/intentional. It can be against someone's property. It can also be against a person/client.

Remember that the rights of a client are the most important thing to consider! If we, for example, place our employer's concerns above the rights of the client, we may cause harm to the client and face possible litigation!

Abuse/Neglect

When counseling individuals or families, if a counselor has reason to suspect physical/sexual abuse or neglect, that counselor:

- Does not have to prove the abuse/neglect. You must only have reason to *suspect* that the abuse/neglect has occurred.
- Must report to the appropriate agency (such as Child Protective Services) ***immediately***. The law gives you only 48 hours.
- Report! No matter how long in the past sexual abuse occurred with a minor (and even if they claim it is no longer occurring), if you learn of it as you counsel a family, you must still make the report within 48 hours.
- Report! If counseling a family who denies child abuse, but you see that a child in the family appears abused, you must still report to CPS. You must tell them that you are reporting, and you offer to continue counseling the family. Remember that to terminate the family at this time could constitute abandonment.
- Provide assistance! If counseling an adult woman who is being abused by her husband, it is important, first, to address the client's safety. The counselor should offer to assist the client by helping her utilize such legal means as a restraining order, etc. to protect her from further abuse by the spouse.

Record-keeping

If a client moves to another city and wants copies of his records, remember that the client does, indeed, have rights to receive records. However, you do not have to release your progress notes; you may, instead provide a treatment summary. If that client requests copies of records for his new counselor, remember that the client ***must first sign an authorization for release*** in order for you to send the records to the new therapist. You must not send any records to another entity (such as a physician, counselor, psychiatrist, school, etc.) without a release!

Know what items are required to be included in a client's record. You must keep the consent for treatment and assessment; case notes and copies of correspondence; and identifying information. Note that business records must be kept, but not in the client's records. The LPC Code of Ethics states the following: For each client, a licensee shall keep accurate records of the intake assessment, the dates of counseling treatment intervention, principal treatment methods, progress or case notes, treatment plan, and billing information. **Note the difference in the language between billing information and business records. Billing information is how much the client will be paying per session, etc., and business records include dates and amounts of client payment (or insurance reimbursement, etc.).**

Confidentiality

If you are working as a **school counselor**, and you find out that your client's friend is engaging in bullying other students in the restrooms, you must remind the client of informed consent and the limits of confidentiality and *report this to the school principal*. There is harm to others in this scenario, and that enables you to break confidentiality in order to address the harm. In your first visit with this student/client, you should have explained informed consent and the limits of confidentiality. We address these limits will all of our clients, including minors!

If you are working as a **school counselor** and you learn that, for example, a 15 year old client tells you she is pregnant, but she doesn't want you to tell her parents, you must still inform the parents. You have a legal responsibility to the parents. This is a minor client. Note: you should offer to be present when the girl tells her parents, but you must make sure they know. Why? Is there potential harm to the client? Also, you should investigate the possibility of sexual abuse (remember that this is a child in the eyes of the law. How old is the father of the baby?).

Know how to deal with confidentiality in public. For example, you run into a client at a social function. What do you do? Wait until the client approaches you! He/she always makes the first move. If he does approach you, then you should greet that person as you would any other. If that client does not approach you, you do not approach them. Remember that you should never discuss in anyone's hearing that this person is your client! Treat them, instead, as an acquaintance! If the client chooses to tell others that she/he is your client, that is their choice, but do not discuss any treatment concerns in public! ***Note: Counselors do not engage in multiple/dual relationships. We do not purposefully engage in social functions with our clients. In other words, we don't go to restaurants or movies with them. They are not friends; rather, they are clients!***

Is there such a thing as "absolute confidentiality?" If not, what are the exceptions? Know the **limits of confidentiality**. Be able to list them. What do we mean by confidentiality? What kind of a relationship is the basis of confidentiality? Why is it necessary to form trust with the client?

Who Is the Client?

If a counselor is providing marriage counseling to a couple, and the husband tells the counselor on the telephone that he is planning to file for divorce, but he doesn't want the counselor to tell his wife, the counselor *must still inform the wife*. The reason is that when you are providing family/couple counseling, *both the husband and the wife are your clients*, so you cannot ethically maintain that confidentiality.

In a situation in which you are individually counseling a husband, and the wife, who initially did not want to engage in marriage counseling, changes her mind. Now she wants to have you provide marriage counseling for them. What should you do? Do you agree to continue individual counseling with the husband, and also provide marriage counseling with both the husband and with her (the wife)? You should continue individual counseling with the husband, but you should not begin marriage counseling with both of them. You already have an established counseling relationship with the husband, and in marriage counseling,

both will be your clients. There would be potential problems from the beginning, so you *must refer the two of them to another counselor for marriage counseling*. You may continue to see the husband individually. The marriage counselor should be informed by the husband that he is seeing you individually.

Assessments in Counseling-Review

-Review components discussed within "Assessment in Counseling"
- -What Is Assessment
- -Do Counselors Need to Know About Assessment?
- -Assessment Is Integral to Counseling
- -Assessment Can Be Therapeutic
- -What Do Counselor Need to Know About Assessment?

-Review components discussed within "Basic Assessment Principles
- -Measurement Scales
- -Norm-References and Criterion-References Instruments
- -Interpreting Norm-Reference Instruments
  - -Evaluating the Norming Group

-Reliability
- -Classical Test Theory
- -Reliability and Unsystematic Error
- -Correlation Coefficients
- -Types of Reliability
- -Evaluating Reliability Coefficients

-Validity

-Qualifications needed for administration of assessments

-Responsibilities of an assessment administrator

-Ethical and Legal issues in Assessment

Counseling in a Multicultural Society-Review

-Review components discussed within "Introduction to Diversity
- -Use of social influence in counseling diverse clients
  - -Strong's Social Influence Theory
- -recognizing cultural bias
- -Deficit Hypothesis
- -Appreciating divergent worldviews
- -Recognizing your prejudices
- -Ethnicity models
- -Achieving multicultural competence

-Latin Americans
- -Ruiz's Acculturation Model

-Native Americans

-European Americans

-Women and Feminism
  -WIM

-Men and the Men's Movement

Advanced Human Growth and Development- Review

-Arnold Gesell's work

-Basic developmental vocabulary

-Developmental domains

-Ecology and context

-Gerald Patterson and delinquency

-Erickson stages of Psychosocial development (crises)

-Freud's psychosexual stages of development

-Piagetian theory of development

-Development of individual differences

-Sensitive periods

-Critical periods

-Goals of lifespan theory

Group Process in Guidance and Counseling

-Jacob Moreno

-group counseling and group guidance

-self-help support groups

-stages of groups

-group co-leaders

-beginning a group

-group leadership skills

-norming and storming

-cohesiveness and/or lack of

-steps in the forming stage

-tasks of the beginning group

-group dynamics and group process

-group stages (general understanding)

-group collusion

-self-disclosure

Counseling Theories Review

-Freud's theory and origins

-Different theoretical camps and which theories are related

-Adlerian theory, theorists, vocabulary, methods

-REBT theory philosophy and techniques

-Reality therapy focus

-Person-centered theory, theorists, philosophy, goals

-Existential theory, theorists, philosophy, goals

-Beck and cognitive theory techniques

-Gestalt techniques

-Feminist therapy themes

-Solution-focused therapy techniques

-Behavior Therapy and Behavior theory goals

-Family Therapy