



COUNSELOR EDUCATION STUDENT HANDBOOK

Counselor Education Program
Department of Human Services
The Curry School of Education
University of Virginia
417 Emmet Street South
P. O. Box 400267
Charlottesville, VA 22904-4267
434-924-7472

Table of Contents

<i>COUNSELOR EDUCATION PROGRAM</i>	5
Mission Statement.....	5
Program Objectives.....	5
Overview of School Counseling Program	5
School Counseling Competencies	6
Admissions Policies and Procedures	6
Financial Aid for Entry-Level Students.....	7
<i>SCHOOL COUNSELING CURRICULUM</i>	8
Required Courses.....	8
Course Sequence for School Counseling Students.....	9
Program Faculty Advising and Registration Procedures	9
Advising Requirements	10
<i>PRACTICUM AND INTERNSHIP</i>	10
Practicum Requirements.....	11
Internship Requirements	11
<i>OTHER DEGREE REQUIREMENTS</i>	11
Comprehensive Examinations	11
Degree Regulations	12
Application for Graduation	12
<i>STUDENT ASSESSMENT PROCESS</i>	12
Academic Program Standards/Matriculation Requirements	13
Key Performance Indicators.....	13
Clinical Performance	14
Non-Academic Standards.....	15
Key Professional Dispositions	15
Professional Impairment.....	16
<i>STUDENT REMEDIATION, PROBATION, AND DISMISSAL PROCEDURES</i>	17
Remediation Procedures	18
Probation Procedure	19
Enforced Withdrawal Procedure.....	19
<i>ACADEMIC APPEAL POLICY</i>	20
<i>SCHOOL COUNSELOR LICENSURE/CERTIFICATIONS AND ENDORSEMENTS</i>	21
Virginia Department of Education Licensure	21

National Certified Counselor Credential	22
Faculty Endorsement.....	23
<i>ADDITIONAL GENERAL INFORMATION</i>	<i>23</i>
Program/Faculty/Student Communication	23
New Student Orientation	23
Students with Special Needs	24
Job Placement.....	24
Recording Requirements	24
Professional Associations: Opportunities for Professional Involvement.....	25
APA Style.....	26
Wellness Plan.....	26
<i>FEATURES OF THE COUNSELOR EDUCATION PROGRAM.....</i>	<i>28</i>
Personal and Career Development Center (PCDC).....	28
Sheila Johnson Center (SJC) Counseling Rooms.....	28
Counselor Education Student Organization (CESO)	28
Rho Beta Chapter of Chi Sigma Iota International Counseling Honor Society	28
Forms	29
Student Agreement Form.....	30
School Counseling Program of Study.....	32
Student Review Form	34

August 2018

Dear Students:

I welcome you to our program on behalf of the Counselor Education faculty at the Curry School of Education. We are delighted that you have chosen the University of Virginia for your graduate studies!

The *Counselor Education Student Handbook* has been created to facilitate your orientation to the Counselor Education Program. We present information that describes our program, courses, requirements, and policies as of August 2018. It is ***your responsibility*** to be sure that you have the most current information. Therefore, it is essential to work closely with your faculty advisor as you plan your graduate program, enroll in courses, and make arrangements for field placements and graduation. Although an abundant amount of information is contained within this handbook, it may not provide answers to all of your questions. In addition to talking with your advisor and other faculty members, you may access the University of Virginia Graduate Record at: <http://records.ureg.virginia.edu/index.php?catoid=44>. The Graduate Record contains important information about University policies.

I hope that you find the information in this handbook helpful as you start your journey as a new student here at UVA. It is important for you to carefully review the information in this handbook and ask your advisor about any questions you may have. Within a month after orientation, you will be required to complete the Student Agreement: Part Two form that will be distributed at orientation. Please submit it to your advisor for signature, and then submit the completed form to Vickie Thomas by October 5th. Keep this Student Handbook in a place where you can refer to it throughout your program.

We are glad you are here! You are about to engage in the exciting process of becoming a professional school counselor. As you will see in the following pages of this handbook, the process and experiences offered at the University of Virginia are planned to ensure a comprehensive personal and professional educational experience. We are looking forward to accompanying you on your adventure. Please contact us if we can offer additional information.

Sincerely,

Derick J. Williams

Derick J. Williams, Ph.D., NCC
Program Area Director
Counselor Education Program
434-924-4928
dw4pd@virginia.edu

COUNSELOR EDUCATION PROGRAM

Mission Statement

Our mission is to prepare ethical, culturally competent school counselors who address individual and systemic barriers to educational achievement and personal development in the context of a comprehensive school counseling program. Our graduate students will demonstrate a commitment to advocate for their PK-12 students, the systems in which they live and work, and the school counseling profession. Upon graduation, our students will be competent in promoting the academic, career, and social-emotional development of students from diverse cultural backgrounds. Our students will demonstrate competency in the development, implementation and evaluation of a comprehensive school counseling program.

Program Objectives

The Counselor Education program aims to prepare:

1. Graduates who can demonstrate professional, personal and cultural self-awareness and knowledge about how it influences their service delivery (KPI #1; KPI #3)
2. Graduates who have developed the skills to lead and advocate for systemic change, including addressing barriers to students' academic success and social/emotional development (KPI #3, #4, #21)
3. Graduates who respond to school and students' mental health and educational needs with developmentally appropriate, culturally responsive counseling skills and interventions (KPI #2; #5, #6, #9, #10, #11, #12, #13)
4. Graduates who can design, implement and evaluate (components of) a comprehensive school counseling program (KPI #9, #10, #11, #14, #15, #17, #18, #19)
5. Graduates who promote equitable student achievement, college access and career readiness (KPI #7, #8, #11, #20, #21, #22)

Graduates who apply and adhere to ethical and legal standards in working with students and all other educational stakeholders (KPI #1, #2, #13, #16, #19)

Overview of School Counseling Program

The University of Virginia offers an entry-level professional training program for future counselors who will specialize in working in preK-12 schools. It is designed to prepare students with culturally competent knowledge and skills required to practice effectively and ethically as professional counselors in the schools. The school counseling program meets the pre-degree academic and internship requirements established by the Commonwealth of Virginia State Department of Education for licensure as preK-12 school counselors. Please see [the Licensure Section](#) in this handbook for further information about licensure and other credentials. The

Council for Accreditation of Counseling and Related Educational Programs (CACREP) has conferred accreditation to the Counselor Education entry-level program in *School Counseling* (M.Ed.). Students are prepared to design, implement, and evaluate comprehensive school counseling programs that aligns with the ASCA National Model. The program prepares school counselors to use the ASCA National Model.

School Counseling Competencies

There are specific areas of knowledge and skills that are considered by CACREP as a “common core” or foundation for all professional counselors prepared in accredited programs, regardless of their specialty (e.g., school counseling, mental health counseling, college counseling and student affairs). All students in the School Counseling program are expected to demonstrate knowledge and skills in the eight foundation areas:

- Counseling and helping relationships
- Career development
- Professional counseling orientation and ethical practice
- Social and cultural diversity
- Human growth and development
- Assessment and testing
- Group counseling and group work
- Research and program evaluation

In addition to the areas listed above, as specialists in school counseling, students are expected to demonstrate competencies in school counseling program development, delivery, and evaluation and the facilitation of student development. Graduates of the program demonstrate the skill to facilitate student development through programmatic development and three broad content areas described in the American School Counselor Association’s (ASCA) National Standards:

- Academic development
- Career development
- Social/emotional development

As previously noted, the program faculty is committed to preparing counselors who are culturally competent advocates. Because of this, the following documents are used to ground instruction and training across the entire curriculum. The American Counseling Association’s *Code of Ethics*, American School Counselor Association’s *Ethical Standards of Practice*, *Multicultural and Social Justice Counseling Competencies*, and *Advocacy Competencies*, and the *ASCA National Model: A Framework for School Counseling Programs*. More specifically, many aspects of class lectures, assignments, and other projects will focus exclusively on ethics, social justice education, and advocacy.

Admissions Policies and Procedures

Admissions Deadlines and Process

The school counseling program is designed for full-time students so that they can complete their studies within two years, typically earning 12-18 hours in each regular semester. The Counselor

Education program faculty process applications once a year for fall admission. Applications and supporting required materials **must be received by January 5th**.

All applications must be submitted to the Curry School of Education Office of Admissions and Student Affairs. The Office of Admissions and Student Affairs forwards all completed applications (including all required supporting materials) electronically to the Counselor Education program faculty for review. Upon review, faculty invite qualified applicants for the program's "Interview Day". After the interview day faculty meet to make acceptance decisions which are forwarded to the Curry School Admissions Office. When final decisions are reached, the Curry School Admissions Office notifies applicants via email through the admissions' application system.

Admissions Requirements

The following criteria serve as guidelines for prospective students. Meeting these minimum criteria does not guarantee admission. Applicants to the master's of education school counseling program should:

1. Hold a baccalaureate degree from an accredited college.
2. Have a B average or better for the last two years of undergraduate study.
3. Submit an application for admission and official transcripts of all previous undergraduate and graduate work.
4. Submit an official report of the Graduate Record Examination Aptitude Test containing scores should be no more than five years old.
5. Submit at least two letters of recommendation from professionals who can attest to the potential of the applicant to succeed as a graduate student and professional counselor.
6. Submit a written statement of the applicant's professional goals and reasons for seeking admission to the Counselor Education program, school counseling specialty.
7. Submit a current resume.

Financial Aid for Entry-Level Students

The Counselor Education program typically offers only limited financial assistance to a few entry-level students during their second year. Because the number of qualified applicants far exceeds available awards, we strongly encourage students to contact the Office of Financial Aid to apply for work-study positions. Students' best sources of financial assistance are through the Federal College Work-Study Program, National Direct Student Loans, student guaranteed loans, and part-time employment. These sources of aid are available to all students and are administered by the University Office of Financial Aid to Students.

All Counselor Education students who seek financial aid should apply to the University Office of Financial Aid. Please be sure to check the work study box on your application to increase your chance to be considered for student worker opportunities. The website address of the Office of Financial Aid is: <http://www.virginia.edu/financialaid/gradstudents.php>. Students may contact the office by email at faid@virginia.edu or by post mail at:

Office of Financial Aid to Students
University of Virginia

918 Emmet Street
P.O. Box 400204
Charlottesville, VA 22904-4204
(434) 982-6000

The Curry School of Education Foundation also offers students the opportunity to apply for scholarships and other financial awards. Applications are typically due in late fall/very early spring of each year; many require students to be nominated by their program area. Further information about the Foundation scholarship programs is available on the Foundation website: <http://curry.virginia.edu/admissions/curry-foundation-scholarships-fellowships-awards>.

SCHOOL COUNSELING CURRICULUM

Required Courses

All masters students in the counselor education program are required to take **the following course. Courses marked with an asterisk** represent course content related to CACREP's the eight foundational area.

<u>COURSE</u>	<u>HOURS</u>	<u>TITLE</u>
EDLF 5160	3	Human Growth and Development*
EDLF 7180	3	Tests and Measurements*
EDHS 7210	3	Introduction to the Counseling Profession*
EDHS 7220	3	Introduction to Career Interventions*
EDHS 7230	3	Theory and Techniques of Counseling*
EDHS 7240	3	Group Counseling Procedures*
EDHS 7270	3	Research in Counseling*
EDHS 7290	3	Essential Counseling Skills*
EDHS 7291	1	Essential Counseling Skills Lab
EDHS 7300	3	Multicultural Counseling*
EDHS 8240	3	Substance Abuse Counseling
EDHS 8310	3	Introduction to School Counseling
EDHS 8290	3	Practicum in School Counseling
EDHS 8982	3	Individual/Triadic Supervision for Practicum
EDHS 8340	3	Counseling Children and Adolescents
EDHS 8350	3	School Counseling Leadership, Advocacy, & Consultation
EDHS 8390	12	Internship in School Counseling (2 semesters)
TOTAL	58 credits	

Advisors must approve any transfer courses (a maximum of 6 credits). All skills-based classes (e.g., Essential Skills, Practicum, Internship) must be taken at the University of Virginia for credit to be applied for degree programs in Counselor Education. Students may take additional advisor-approved electives, typically related to counseling in pre-K – secondary school settings.

Course Sequence for School Counseling Students

All courses are three credits unless otherwise noted

FALL	SPRING	FALL	SPRING
EDHS 7210-Intro to the Counseling Profession	EDHS 7220-Career Interventions	EDHS 7270-Research & Evaluation	EDHS 8240-Substance Abuse Counseling
EDHS 7230-Theories & Techniques	EDHS 7240-Group Counseling Procedures	EDHS 8390-Internship (6)	EDHS 8390-Internship (6)
EDHS 7290-Essential Counseling Skills	EDHS 7300-Multicultural Counseling	EDLF 7180-Tests and Measurements	EDHS 8350 School Counseling Leadership, Advocacy, & Consultation
EDHS 7291-Essential Counseling Skills Lab (1)	EDHS 8290 – Practicum		
EDHS 8310-Introduction to School Counseling	EDHS 8340-Counseling Children & Adolescents		
EDLF 5160-Lifespan Development	EDHS 8982-Individual/Triadic Supervision for Practicum		
16 Hours	18 Hours	12 Hours	12 Hours

1. It is important to note that the schedule for required courses are typically set each semester. Thus, students will need to take course in the progressive sequence provided above. For descriptions of specific course offerings, consult the University of Virginia *Graduate Record* (also available at <http://records.ureg.virginia.edu/index.php>).
2. Students must complete a counseling field experience in both the pre-K through 6th grade and 7th through 12th grade school settings.
3. **Note that according to Federal financial aid regulations, to be considered a “full-time” graduate student, one must be registered for 12 semester hours per semester.**

Program Faculty Advising and Registration Procedures

Upon admittance, students are assigned a Counselor Education faculty advisor. Upon beginning their studies, students initiate contact with their assigned advisors and consult regularly with them throughout their program. Faculty members work closely with their advisees to discuss the student's professional goals. Courses are outline in the Counselor Education program of study. Dates for fall and spring pre-registration are posted on-line during each preceding semester (www.virginia.edu/registrar/calendar.html). Students wishing to avoid closed classes and late fee

payments should consult with their advisors and follow pre-registration guidelines as early as possible, especially for courses taken outside of the counselor education program.

Current (continuing) students planning to attend summer session must file an intent-to-register form by the date posted by the Summer Session Office. Those who fail to file an intent-to-register form are subject to a late fee payment at the time of registration.

Advising Requirements

1. Students must read this Student Handbook, the ACA Code of Ethics (<https://www.counseling.org/resources/aca-code-of-ethics.pdf>), and the ASCA Ethical Standards for School Counselors (<https://www.schoolcounselor.org/asca/media/asca/Ethics/EthicalStandards2016.pdf>) and meet their advisor by October 5, 2018. At this meeting, students and advisors should discuss any questions students may have, review the [Student Agreement Form](#). Students should submit the Agreement Form page to the Program Administrative Assistant by October 5, 2018.
2. Before the end of their first year, new students should meet with their advisors to discuss their [Program of Study](#) and professional aspirations.
3. At the end of their first, second and third semesters, students should meet with their advisors to review their Key Performance Dispositions form and discuss their goals and plans for the following semester.

PRACTICUM AND INTERNSHIP

The practicum and internship experiences are critical components in the preparation of school counselors. Students will have the opportunity to use and apply the skills developed in the degree program at their placement sites. Practicum is designed to help students begin to apply theory to practice. Internship affords this same opportunity at a deeper level and is considered an important transitional step between academic training and the world of professional practice. Students in the Counselor Education program focus their training on planning, implementing and evaluating school counseling programs that meet the unique social, academic, physical, intellectual, and emotional needs of children and adolescents in school settings.

All students in the Counselor Education program are required to complete a school counseling field experience at both the pre-K through 6 grade level **and** 7th through 12th grade level public school settings. Students are assigned to practicum and internship sites in local and neighboring school districts (e.g., Albemarle County Schools, Charlottesville City Schools, Fluvanna County Schools, Greene County Schools, Nelson County Schools, Orange County Schools). Practicing school counselors will serve as site supervisors facilitating the practicum and internship experiences. Additionally, site supervisors take on an evaluative role by completing a mid-semester and end of term evaluation in each semester. Students will also be supported by university supervisors (core faculty and/or adjunct faculty).

Practicum Requirements

- A practicum in public schools is completed in the spring semester of students' first year. Practicum consists of 100 clock hours on site, 40 hours must be providing direct service to students (e.g., classroom core curriculum lessons, individual or small group counseling). Students typically spend one day a week at their practicum sites.
- Students enroll in both EDHS 8982: Individual/Triadic Supervision for Practicum and EDHS 8290: Practicum in School Counseling
- Students must successfully complete EDHS 7290: Essential Counseling Skills and EDHS 7291: Essential Counseling Skills Lab before they begin their practicum
- Students are required to submit documentation that they have professional liability insurance before they begin their practicum. Students may obtain such insurance through professional associations such as the American Counseling Association (ACA) or the American School Counselor Association (ASCA).

Internship Requirements

- Students complete a minimum of a 600-hour internship during the fall (approximately 300 hours) and spring (approximately 300 hours) semesters of their second year at the same school. Of the total 600 hours, a minimum of 240 hours must be providing direct services to students.
- Students enroll in EDHS 8390: Internship in School Counseling (6 credits) in both the fall and the spring semester of their second year. Students are expected to follow the academic calendar of the school where they have been placed even if this does not correspond to the University's academic calendar
- Students must successfully complete EDHS 8982 and EDHS 8290 prior to starting internship
- Students must provide updated documentation related to the maintenance of professional liability insurance throughout internship.

For more information related to the specifics of practicum and internship, please see the Practicum and Internship Handbook. (Note, this also includes the program's policy on accepting paid school counseling internships)

OTHER DEGREE REQUIREMENTS

Comprehensive Examinations

All M.Ed. candidates in Counselor Education must satisfy the Curry School of Education comprehensive examination requirement. For this requirement, students will complete a multiple-choice examination that is similar in nature to the National Counselor Examination and an examination/evaluation of their counseling skill application and integration. The multiple-choice portion of the examination includes questions specific to school counseling and from across the CACREP core curricular areas presented in the [Required Courses](#) section of this handbook. Students who do not pass the examination will be at risk of not graduating.

Degree Regulations

Degree programs in Counselor Education must be approved by the student's advisor and meet the following school and program requirements:

1. The program requirements established by the faculty must be successfully completed.
2. Satisfactory performance on the comprehensive examination is required.
3. Students may take equivalent courses listed on the Program of Study at other universities with the approval of their advisor. No more than 6 semester hours of degree credit may be transferred from another institution. The student's advisor must approve transfer of credit. **All skills-based classes** (e.g., Essential Skills, Practicum, Internship) must be taken at the University of Virginia for credit to be applied for degree programs in Counselor Education.
4. All students are admitted as full-time students and are expected to graduate within two years. Exceptions are made in cases when extenuating life circumstances interfere with this schedule, and with permission from the program faculty. Note that most required courses are offered only once a year, students must complete the prescribed sequence of courses, and all work, including transferred credit, must be completed within a period of 5 years from initial matriculation.
5. No more than 6 semester hours of Independent Study may be included for degree credit.
6. An application for graduation must be filed by the date established by the Curry School of Education. Students are responsible for meeting with their advisor and completing the appropriate paper work before deadlines.

Application for Graduation

Students must file an application for graduation in accordance with the calendar deadlines listed in the Graduate Record. Forms must be signed by the student's advisor. When the degree application is approved and signed by the advisor, the student is responsible for submitting it to the appropriate school personnel for processing. Application forms and instructions are available in the Curry School Admissions Office. The Curry Admissions Office announces deadline dates each year. Students are advised to submit their applications well in advance of the deadline date

STUDENT ASSESSMENT PROCESS

The Counselor Education Faculty evaluates students' performance and progress on an ongoing basis in the following areas: academic program standards (e.g., grades & Key Performance Indicators), clinical performance, and non-academic program standards (e.g., Key Professional Dispositions). Each area is explained below.

Faculty members make judgments as to students' performance and progress based on observations of coursework, evaluations of students' work in simulated practice situations, supervisors' evaluations of students' clinical skills and students' adherence to ACA's and ASCA's Code of Ethics. Students' personal and professional dispositions are reviewed by faculty using the Key Performance Dispositions (KPD) evaluation at the end of each of the students' first three semesters. Faculty members seek to identify additional help students may need to be successful and to recognize outstanding achievements of students in their work. All students receive feedback after any formal evaluation by the faculty. If a student is not making

satisfactory progress as evidenced by her/his grades, demonstrated clinical skills or faculty members raising a concern about an item(s) on KPD evaluation, at minimum, the faculty advisor meets with the student to discuss the evaluation. The Program Director may be asked by faculty to meet with the student and the faculty advisor and/or to initiate the appropriate action specified in the Student Remediation and Retention/Dismissal Procedures.

Academic Program Standards/Matriculation Requirements

- Students should aspire to make A's & B's in their courses. In addition, students must obtain satisfactory (S) grades in practicum and internship courses. The lowest passing grade for degree credit is B-. Please refer to the Standards for Satisfactory Performance in Graduate Programs in the Graduate Record.
- Students must maintain a 3.0 GPA; complete their program in a timely manner in compliance with all program, Curry School of Education, and University policies and procedures; take the appropriate sequencing of coursework; demonstrate creative problem solving, critical thinking skills and intellectual flexibility; progress in career role by developing areas of specialization, practice, and appropriate professional affiliations.
- Faculty also indicate academic concerns via the Student Review Form at the end of the fall and spring semesters of the first year and end of the fall semester of the second year.
- All M.Ed. candidates in Counselor Education must satisfy the Curry School of Education comprehensive examination requirement near the conclusion of coursework.

Key Performance Indicators

The Counselor Education faculty have identified the following key performance indicators (KPI) to represent student knowledge and skills related to program objectives. Each KPI has been assigned to a course or via the comprehensive exam and each student is assessed on each KPI through a course assignment or activity. Each student will be assessed for each KPI twice during their program of study. This data is collected and analyzed by faculty at an individual student level and in aggregate.

Professional Counseling Orientation and Ethical Practice

- KPI #1. Utilize an ethical decision making process (PO#1, #3, #6)
- KPI #2. Demonstrate an understanding of the nature and limits of confidentiality in PK-12 students (PO #6)

Social Cultural Diversity

- KPI #3. Demonstrate an understanding of the role of privilege and oppression in counseling, education, and society (PO #1, #2)
- KPI #4. Describe and/or implement strategies to mitigate and eliminate barriers to equity (PO#2)

Human Growth & Development

- KPI #5. Identify concepts of human development across the lifespan (PO #3)
- KPI #6. Adapt one's approach to match an individual's developmental level (PO #3)

Career Development

- KPI #7. Demonstrate an understanding of the school counselor role in guiding career development and post-secondary planning at the PK-12 level (PO#5)
- KPI #8. Demonstrate an understanding of career development foundations and interventions (PO #5)

Counseling & Helping Relationships (Includes Theories)

- KPI #9. Demonstrate the intentional and effective use of the counseling skills (PO #3)
- KPI #10. Utilize case conceptualization to determine counseling goals and interventions (PO#3, PO#4)

Group Counseling & Group Work

- KPI #11. Design, implement, and evaluate data driven groups (e.g. small group, core curriculum lessons) (PO#3, #4, #5)
- KPI #12. Demonstrate knowledge of types of groups, group stages and dynamics. (PO#3, #4)

Assessment & Testing

- KPI #13. Conduct thorough suicide and threat assessments (PO #3)

Research/Program Evaluation

- KPI #14. Evaluate a school counseling program or intervention (PO#4)
- KPI #15. Use data to inform and advocate for school counseling services and programs (PO#4)

School Counseling Specialty Area

- KPI #16. Consult and collaborate with educational stakeholders (e.g. caregivers, teachers, administrators) (PO #6)
- KPI #17. Demonstrate an understanding of the current roles and functions of a school counselor (PO #4)
- KPI #18. Describe the components of a comprehensive school counseling program (PO #4)
- KPI #19. Demonstrate knowledge of the school as a system and the school counselor role on multidisciplinary teams (PO#4, PO#6)
- KPI #20. Demonstrate knowledge of strategies to facilitate grade promotion, school level and post-secondary transitions (PO#5)
- KPI #21. Demonstrate an understanding of strategies to promote equity in achievement and college access (PO#2, PO#5)

Clinical Performance

Students are evaluated on their ability to: (a) integrate theory and research to guide counseling practice; (b) progress in ability to work with students including: assessment, conceptualization, selection, implementation and evaluation of counseling interventions; (c) maintain appropriate documentation (d) integrate multicultural awareness, knowledge, and skills into professional

interactions; (e) establish professional interactions with students, supervisors and school stakeholders (e.g. parents, administrators, teachers); and, (f) maintain professional ethics.

Clinical performance is evaluated through multiple means, including each of the following:

- Evaluative procedures and rubrics in EDHS 7291 Essential Skills in Counseling Lab
- Mid-term and Final Site Supervisor Evaluations (practicum & internship)
- University Supervisor Evaluations
- Clinical concerns portion of the [Student Review Form](#)

Non-Academic Standards

In addition to maintaining high scholastic standards, students enrolled in the School Counseling Specialty Area must develop skills necessary to work effectively with people with diverse needs. Members of the Counselor Education faculty expect prospective counselors to:

- be committed to personal growth and professional development,
- be empathic and respectful of other people,
- demonstrate emotional and mental fitness in their interactions with others, and
- demonstrate the ability to give constructive feedback and receive, integrate, and utilize feedback from peers, faculty and supervisors.

Further, students are expected to adhere to ethical codes and standards published by the American Counseling Association and the American School Counseling Association. A student's acceptance in the Counselor Education Program does not guarantee her or his fitness to remain in the program. The faculty is responsible for assuring that only those students who continue to meet program standards are allowed to continue their program.

Key Professional Dispositions

The Counselor Education faculty have identified the following key professional dispositions (KPDs) that they view as critical to establishing a student's fitness for working with students in schools. Through collaborative feedback from the entire faculty, advisors will rate their advisees on the following dispositions on Student Review Form, as well as each advisee's academic and clinical performance at the end of the fall and spring semester of the first year, and the fall semester of the second year. The rating scale for the KPDs is 1= clear deficit, 2=needs improvement, 3=beginning professional, and 4=professional.

1. The student behaves in accordance with the American Counseling Association (2014) Code of Ethics and the American School Counselor Association (2016) Ethical Standards for School Counselors.
2. The student demonstrates the ability to collaborate respectfully with faculty, peers, supervisors and others.
3. Student behaves in a professional manner towards supervisors, peers, and clients/students; including appropriate dress, conduct attitudes, and boundaries.

4. Student exhibits emotional stability (i.e., congruence between mood & affect) and self-control (i.e., impulse control) in relationships with supervisor, peers, and clients (or students).
5. Student demonstrates an awareness of their own belief systems, values, needs and limitations, and the effect of “self” on their work with others.
6. Student demonstrates an appropriate understanding of the impact their heritage, attitudes, beliefs, understandings, and acculturative experiences have on their views of others; actively work to (mitigate) potential bias.
7. Student recognizes the limits of their counseling competencies and actively seeks to improve.
8. The student demonstrates the ability to receive, integrate and utilize feedback from peers, faculty, and supervisors.
9. The student demonstrates respect for cultural and individual differences in their professional interactions.
10. Student actively engages in learning and developing their counseling knowledge, skills, dispositions, and cultural competences (e.g., takes initiative and seeks/uses growth opportunities).
11. Student demonstrates ability to adapt with changing circumstances, unexpected events and new situations.
12. Student demonstrates ability to work through personal concerns in a manner such that does not negatively impact coursework and interactions with K-12 students, supervisors, peers and faculty.
13. Student attends all required meetings and clinical practice activities in their entirety, is fully engaged, participatory and prompt.
14. Student completes all assigned tasks in an ethical and effective fashion at a level commensurate with their abilities (e.g., individual and group counseling, supervision, reports, and assignments).

Professional Impairment

On rare occasions, faculty members become concerned about a student’s suitability for entry into the counseling profession even though the student may be evidencing satisfactory performance in academic course work. For example, a student’s personal characteristics (e.g., the way in which the student interacts with others) may be rated as a concern in the Student Review Form via the Key Professional Dispositions section. In such instances, the program faculty members have adopted specific policies and procedures (Please see [Remediation Procedures](#), and [Probation Procedures](#)) in order to fulfill the program’s professional responsibility and to protect the rights of students. Examples of behaviors that evidence professional impairment may include the

following and are not intended to be exhaustive:

- violation of professional standards of ethical codes;
- inability or unwillingness to acquire or manifest professional skills at an acceptable level of competency;
- behaviors that can reasonably be predictive of poor future professional functioning, such as extensive lateness in client record-keeping or poor compliance with supervisory requirements;
- interpersonal behaviors and interpersonal functioning that impair one's professional functioning; and
- inability to exercise sound clinical judgment, poor interpersonal skills, and pervasive interpersonal problems.

Possible Actions Following Manifestations of Professional Impairment

This list contains possible examples of actions following manifestations of professional impairment and is not intended to be exhaustive.

- a formal reprimand
- recommended personal counseling
- an unsatisfactory grade in a skills-based course with the requirement that the course be repeated
- reduced practicum or internship caseload
- required additional coursework, practicum, or internship
- increased supervision (e.g., more frequent supervision meetings, more than one supervisor, more extensive use of video or audiotapes)
- formal probation
- leave of absence
- encouragement to withdraw from the program
- formal dismissal from the program

STUDENT REMEDIATION, PROBATION, AND DISMISSAL PROCEDURES

The members of the Counselor Education faculty endorse the American Counseling Association Code of Ethics and the American School Counseling Association Ethical Standards for School Counselors that states counselor educators have a responsibility to provide regular feedback to students and to dismiss students who are unable to render competent service due to academic or personal limitations. Faculty members also recognize their obligation to: consult with colleagues and document their decision to refer students for assistance or to request that students be put on probation or dismissed from the program; support students in obtaining remedial assistance; and, assure that students have adequate recourse to address decisions made.

Faculty may work on an informal basis with students in their courses who are evidencing academic, clinical, or non-academic difficulties (e.g., personal issues are affecting student's ability to work effectively) when circumstances indicate that this method may be productive. The faculty member and student will discuss the problem(s), review appropriate measures of correction, and establish a time line for change. This should be done prior to initiating formal

remediation procedures except when the severity of the problem does not allow for an informal method.

Remediation Procedures

In circumstances where informal attempts for rectifying a situation have proven unsuccessful, formal procedures for consideration of probation and/or enforced withdrawal from the program will be initiated. These procedures are followed to insure that the rights of the student and the integrity of the program can be protected in the process.

Step 1

When a determination is made by a faculty member that an educational, clinical, or professional related problem exists, which could not be resolved on an informal basis, the faculty member discusses this with the student and her or his advisor. They will meet to discuss the problem and try to outline, verbally and in writing, ways to correct or rectify the problem. This interaction process should allow the student ample opportunity to react to the information presented regarding a problem area. If the problem is resolved, no further action is needed.

Step 2

If the problem continues, the advisor again will discuss the problem with the student. A meeting will then be held with the student's advisor, the program director, the student, and the concerned faculty member as appropriate. The meeting date will be set so that the student will have the opportunity to provide additional evidence to the group for consideration at the meeting. The purpose of the meeting will be to determine whether the problem needs to be addressed by the program core faculty and relevant adjunct faculty.

Step 3

If during the meeting with the advisor, program director, and student it is determined that the problem should be brought to the entire program faculty, a meeting of the faculty will be called. The student will be informed of the time of this meeting in advance and will have an opportunity to provide additional information or evidence to the faculty for consideration at the meeting in writing. The faculty will vote to decide whether further remediation is required and/or the student should be placed on probation or the student should be dismissed from the program. These actions require three quarters of the faculty present at the meeting be in agreement. The program area director and/or other designated persons will inform the student of the decision both orally and in writing. The student will have five working days to respond orally and in writing to the recommendation.

Step 4

The program faculty will review the student's oral and written response to the action decided in step three and will make a final decision regarding the disposition of the case. Should the student file no response to the action, the action taken in step three will be considered as final. A vote to reconsider may be passed by a majority of the program faculty. Final disposition of the reconsideration requires a three quarter vote. The student will be informed of the meeting at least one week in advance and will have the opportunity to provide additional information or evidence to the faculty. The program director and the student's advisor will notify the student, in writing,

of the final decision made by the faculty. Appeals may be made to the Associate Dean for Academic & Student Affairs.

Probation Procedure

Whenever a student is placed on probation, the advisor will meet with the student and provide in writing the following information:

- A behavioral description of the problem;
- Possible courses of remediation;
- Criteria stated in behavioral terms for ending the probationary status;
- A time frame for meeting these criteria;
- A summary of the options available to the student (e.g., appeals, dropping out, methods of remediation); **and**
- A detailed description of the consequences of not meeting criteria within the time frame.

An attempt will be made to clarify all of these points with the student so that the student clearly understands the issue, the remediation options, the criteria for removal of the probationary status, and the time limits for completing the criteria. At the end of the probationary period, the program faculty will again meet to review the student's progress toward meeting the criteria for removal of the probationary status. The student will be informed of the meeting in advance and will have the opportunity to provide additional evidence to the group for consideration at that meeting, either in writing or in person. A decision will be made to:

- Return the student to full graduate status;
- Continue the probation (which would necessitate preparation of another set of recommendations as specified above); **or**
- Terminate the student's program (enforced withdrawal)

The program area director will inform the student of the decision both verbally and in writing. The student will be given the opportunity to respond orally and in writing to this recommendation.

Enforced Withdrawal Procedure

If a student is recommended for enforced withdrawal, the program director and appropriate faculty will meet with the student and provide both orally and in writing the following information:

- Specifications of the student behaviors that resulted in the recommendation for termination of her or his program of studies.
- A summary of the appeal options available to the student.

An attempt will be made to clarify all of these points with the student so there is an understanding on the student's part of the reasons for the termination decision and the options available to her or him for appeal. The termination decision will be forwarded by the program director to the department chairperson and the Associate Dean for Academic and Student Affairs

for the School of Education. Alternative career paths and options will be discussed with students who are asked to leave the Counselor Education Program in order to aid in the transition.

ACADEMIC APPEAL POLICY

Policies regarding a student's academic standing and due process mechanisms are described in the University of Virginia Graduate Record and include policies that are university-wide and those policies that are specific to the Curry School.

<http://records.ureg.virginia.edu/content.php?catoid=43&navoid=2972>

Academic Standing and Due Process

<http://records.ureg.virginia.edu/content.php?catoid=40&navoid=2433>

A student is considered to be in good academic standing if course grades earned are B- or higher. A student may incur academic probation during any semester in which he/she fails to meet the minimum academic standards. A student on probation is expected to meet with his or her advisor and program coordinator to determine a plan for academic improvement. If the student does not regain good standing by the end of the next semester, the student may be suspended or forced to withdraw. A student may also be required to withdraw if the academic advisor, departmental faculty and the associate dean determine that the student is making unsatisfactory progress toward a degree or fails to comply with all applicable University, School, and departmental policies, including but not limited to, those governing student conduct, academics, and the Code of Honor. Students who have been **forced to withdraw** must apply for readmission.

Grade Appeal Policy

<http://records.ureg.virginia.edu/content.php?catoid=40&navoid=2433>

Students who wish to appeal a grade must first attempt to resolve the issue with the instructor of the course. Absent a satisfactory outcome, the student consults with the chair of the department. Students may consult with the Curry School's associate dean for academics and student affairs to confirm which department chair should be contacted. If this path proves unsuccessful in the resolution of the matter, the student may appeal to the dean of the Curry School. The dean's decision is final. At each stage of their appeal, students should provide any supporting documentation they believe is important to their appeal. Appeals must be initiated within one month of the final date by which grades are posted for the term in question.

Grade Changes

<http://records.ureg.virginia.edu/content.php?catoid=40&navoid=2433>

No grade may be changed after it has been submitted to the University Registrar without the approval of the dean. The dean is not authorized by the faculty to change a grade submitted to the University Registrar except when an instructor certifies that, because of errors in calculation or transcription, an incorrect grade has been submitted. All grade changes must be entered into SIS.

Grievance Process

http://records.ureg.virginia.edu/content.php?catoid=44&navoid=3057#stud_acad_griev_pol

An undergraduate, graduate, or professional student who believes that an academic decision violates the University's or school's academic policies and procedures may file an academic grievance with the appropriate department chair, unit head, or faculty committee. Students should consult the dean's office of their school for guidance as to the appropriate point of contact for the initial appeal. This process is intended to remedy harm done to the grievant and not to impose punitive sanctions on University employees or other students. However, in some cases, a proposed corrective action may include a recommendation for disciplinary action to be taken toward a University employee or student. In such cases, the recommendation will be addressed under the appropriate University procedure. The grievance must be filed by the student who is affected by the academic decision being contested; it may not be filed on the student's behalf by another individual.

Before filing a grievance with the appropriate department chair, unit head, or faculty committee, the student should have attempted to resolve his or her concerns directly with the individual responsible for the challenged academic decision. These attempts should be sincere and substantial.

The grievance must specify:

1. which academic policy or procedure has been violated;
2. what efforts the student has made to resolve the concern informally; and
3. the requested resolution.

It is the responsibility of the student filing the grievance to insure that the grievance includes all necessary supporting documentation at the time of submission.

For more information, regarding the details of this process please see the link above.

SCHOOL COUNSELOR LICENSURE/CERTIFICATIONS AND ENDORSEMENTS

The School Counseling program was designed to meet the pre-degree academic and field experience requirements for school counseling licensure in Virginia as well as for national board certification. Virginia certification and endorsement for school counseling is called "licensure." The University of Virginia Counselor Education Program in School Counseling is an approved program of the Commonwealth of Virginia Department of Education.

Virginia Department of Education Licensure

The Virginia Department of Education has specific procedures for obtaining a license that are outlined below.

Please provide the UVa Licensure Specialist with a completed licensure application packet that includes the following:

1. Licensure Application Fee: \$50 if you list a VA address, \$75 if you list an out of state address (make checks payable to **The Treasurer of Virginia**). Checks must be dated within 60 days of when the fee is received by the Virginia Department of Education (VDOE).
2. Initial Licensure Application Forms (<http://www.doe.virginia.gov/teaching/licensure/application-license.pdf>) [Pages 6-7]
3. Official Transcripts (from all universities attended **INCLUDING** your *UVA transcript reflecting conferral of your M.Ed in Counselor Education degree*; must be in sealed

- envelope(s).
4. College Verification Form: <http://www.doe.virginia.gov/teaching/licensure/application-license.pdf> [Page 8]
 5. Copy of American Red Cross or American Heart Association certificate for **CPR/AED/Emergency First Aid**. (<http://cehd.gmu.edu/teacher/emergency-first-aid>)
 6. Child Abuse Requirement (*Required for all applicants*); Please visit the following website, complete the free online module and print a copy of your certificate. (http://www.dss.virginia.gov/family/cps/mandated_reporters/cws5691/index.html)
 7. Dyslexia Awareness Module (<http://www.doe.virginia.gov/teaching/licensure/dyslexia-training/index.shtml>)
 8. School Counselor Training (http://www.doe.virginia.gov/administrators/superintendents_memos/2017/313-17a.docx)
 9. A self-addressed envelope (used to mail a copy of the completed College Verification Form to you).

If you already hold a teaching license please see the VDOE website for specifics about your process.

For your convenience, contact information for appropriate licensing in the Commonwealth of Virginia is as follows:

School Counseling:
Virginia Department of Education
Division of Teacher Education and Licensure
P.O. Box 2120
Richmond, VA 23218-2120
804-225-2022
<http://www.doe.virginia.gov/teaching/licensure/>

National Certified Counselor Credential

Near the end of your program, as a student in the University of Virginia Counselor Education Program, you have a special opportunity to become a (NCC) Nationally Certified Counselor. Please read the following information.

The National Certified Counselor (NCC) is a voluntary professional credential granted by the National Board of Certified Counselors (NBCC). It is not required for practice, but it attests to a certificant's commitment to the importance of a national credentialing standard developed for counselors, by counselors. The NCC also is a foundation credential for those who want to become nationally certified in the specialty areas of school counseling, clinical mental health counseling, or addictions counseling.

The UVA Counselor Education Program is CACREP accredited and participates in a special program with NBCC. Students in our program may take the National Counselor Examination (NCE) exam during their last semester in the program. UVA Counselor Education students have the advantage of taking the exam while they are still in school. They also waive the post-master's experience requirements of 3,000 hours of supervised experience.

Students who successfully complete the NCE are required to submit a final transcript and supervisor recommendation form. They then become a Nationally Certified Counselor (NCC). More information about the benefits of this certification can be found on the NBCC web site: <http://www.nbcc.org/>.

Faculty Endorsement

Only persons who are known to the Counselor Education faculty as trainees and who are specifically trained for the position for which endorsement is requested will receive faculty endorsement. The faculty will not endorse a graduate for a specialty for which they believe the student is not qualified. This is based on the ACA Code of Ethics and the ASCA Ethical Standards of Practice which states, “*Counselors do not endorse students or supervisees for certification, licensure, employment or completion of an academic or training program if they believe students or supervisees are not qualified for the endorsement.*”

Faculty members endorse students for practicum and internship only when students have successfully completed the prerequisite courses and if faculty members believe students are qualified to perform the duties associated with the practicum or internship. Faculty members may approve students for paid internships only when they meet all of the criteria noted in the Policy on Accepting Paid School Counseling Internships (see Practicum and Internship Handbook).

Professional recommendations for students or graduates are provided at the discretion of the faculty member whose recommendation is being requested. These decisions are made on a case by-case basis at the time of request. Academic as well as clinical performance may be taken into consideration in determining whether or not to provide a professional recommendation.

ADDITIONAL GENERAL INFORMATION

Program/Faculty/Student Communication

Students are responsible for updating any changes in their names, addresses, phone numbers, and e-mail addresses by contacting the Program’s Administrative Assistant in Bavaro Hall, room 212. In order for faculty to maintain contact with students, each student must have a university e-mail account. Students who have a preferred personal e-mail account should either forward their university e-mail to that account or be sure to check their university e-mail accounts on a frequent and regular basis since most important notices and program matters will be sent to students via their university e-mail addresses.

New Student Orientation

A mandatory orientation is held for new counseling students before classes begin each fall semester (in August). All incoming students receive information about orientation in both their welcome letter from the Program Area Director, and then by follow-up e-mail from the Curry Admissions Office. Goals for orientation include: a) providing an overview of the Curry School of Education, the Department of Human Services, and the Counselor Education Program; b)

introducing the faculty to the students and vice-versa; c) introducing new students to each other and to continuing students; d) introducing students' ethical and professional obligations as well as personal growth expectations; and (e) distributing important program materials and forms.

Students with Special Needs

It is the policy of the University of Virginia to accommodate students with disabilities in accordance with federal and state laws. Any student with a disability who needs accommodation (e.g., in arrangements for seating, extended time for examinations, or note-taking, etc.), should contact the Student Disability Access Center (SDAC) and provide them with appropriate medical or psychological documentation of his/her condition. Once accommodations are approved, it is the student's responsibility to follow up with the instructor about logistics and implementation of accommodations.

The University of Virginia strives to provide accessibility to all students. If you require an accommodation to fully access this course, please contact the Student Disability Access Center (SDAC) at (434) 243-5180 or sdac@virginia.edu. If you are unsure if you require an accommodation, or to learn more about their services, you may contact the SDAC at the number above or by visiting their website at www.virginia.edu/studenthealth/sdac.html

Job Placement

The staff members of the University Career Center assist students in seeking professional positions as they near graduation. Services available through the Center include resume and portfolio preparation advice, job listings, and interview coaching. Students should also tell the Counselor Education faculty members when they are looking for professional positions. If faculty members know students are searching, they will assist them in any way possible. In addition to writing letters of reference, professors often learn about job leads through informal communication with their colleagues. The professional friends and associates of faculty members can often help students find the positions they are seeking.

Recording Requirements

To assist both students and faculty members in meeting their ethical obligations, students are required to video and/or audio record (digitally) various activities such as role plays with classmates, counseling sessions, and supervision sessions. There are specific recording requirements for several courses and these are delineated in the course syllabi.

There are several reasons that recording is required:

- Faculty members and supervisors have an ethical responsibility to monitor services provided and to ensure that these are consistent with "best practices" in the field, promote the welfare and growth of those being served, are ethically sound, and are delivered in a way that responds to all legal requirements.
- Supervisors are responsible for facilitating the professional development of students, including helping them identify their strengths as well as areas for improvement and how their personal experiences and issues may be influencing their work. Results of supervision research indicates that these responsibilities cannot be adequately met without direct

observation of work samples; that relying on "self-report" of supervisees is not a reliable way for either supervisors or students to gain a full, comprehensive view of a counseling session.

- Sessions are intended to be an instructive tool leading to reflection and planning by students about what they are doing well, the ways that they need to improve, and the types of learning experiences they need to be the most effective in their work with clients from diverse cultural backgrounds. To use recorded sessions as an instructive tool, faculty and supervisors expect that students will review their tapes before supervision sessions, identify specific areas of strength and weakness, use these discoveries to develop professional, and at times, personal development goals, and discuss their reflections with supervisors.

Professional Associations: Opportunities for Professional Involvement

Professional associations are vital to the productive professional life of counselors. Students are encouraged to join and participate in the activities of national, state and local professional counseling organizations. The department faculty members recognize that students' financial resources are limited. Therefore, the department faculty does not require that you become a member of one or more professional organizations pertinent to your professional goals. However, the department does believe that membership in professional organizations is an important aspect of professionalism, and therefore strongly encourages you to join professional organizations if are able to do so. Most professional organizations offer student affiliate rates, making the process more affordable for students.

One method to remain current in the profession is by participating in professional organizations by presenting papers at various conferences, serving on committees, writing for professional journals, attending workshops, and becoming active in leadership.

While there are many benefits to be derived from membership in a professional organization, only the primary ones are noted here. As a member of a professional organization, you:

1. Receive the publications.
2. Are entitled to reduced membership rates and reduced registration rates for
3. Are eligible for member services (e.g., professional liability insurance, legal defense fund, library resource use, etc.)
4. Have a method of direct involvement with activities and issues directly or indirectly pertinent to your profession.
5. Are affiliated with other professionals having interests and areas of expertise similar to yours.
6. May remain current in the knowledge, practices, and research findings in the field.

Application forms for the American Counseling Association (ACA) can be obtained through ACA. ACA also has a number of divisions that focus on specialty areas (e.g., counselor education and supervision, counselors for social justice, multicultural counseling and development, child and adolescent counseling, group counseling, mental health, school, assessment, creativity in counseling, spirituality). You may access information about ACA and its divisions via <http://www.counseling.org>.

The Virginia Counselors Association (VCA) is a state branch of the ACA. Similar to ACA, VCA has several divisions as well as local branches throughout the Commonwealth. We encourage

you to join VCA. This is an excellent way to learn more about our profession and to become involved in issues and activities that can influence the delivery of counseling services in Virginia. You may access information about VCA at: www.vcacounselors.org.

The American School Counselor Association (ASCA) is a national organization specifically for professional school counselors. ASCA supports school counselors' efforts to help students focus on academic, emotional, social, and career development so they achieve success in school, and are prepared to lead fulfilling lives as responsible members of society. More information can be found at www.schoolcounselor.org. We encourage you to become a part of ASCA early in your time in the program.

The Virginia School Counselor Association (VSCA) is a state branch of ASCA. Similarly to ASCA, the VSCA supports the efforts of school counselors and school counselor educators in helping students achieve in school and life after school. This organization also focuses on providing members with support through professional development, advocacy, leadership, accountability, and collaboration. You may access more information at www.vsca.org.

APA Style

Counselor Education requires that the **most recent edition** of the American Psychological Association (APA) Publication Manual be used as a guide in the preparation of papers. The publication manual may be purchased at the UVA Bookstore. Students may also consider accessing <https://owl.english.purdue.edu/owl/resource/560/01/> for information regarding APA style.

Wellness Plan

Students in the UVA counselor education program will have an opportunity to assess their wellness. This assessment will examine multiple characteristics and areas of wellness based on empirical data that provides evidence of characteristics that people who live long and “well” lives have identified. In the first semester of their program, students will complete a wellness evaluation that assesses their mental, spiritual, emotional, physical, and other aspects of their wellness. Students will receive a profile of their wellness, including individual aspects of wellness and overall well-being. Students will then create a plan to help them improve any aspects of their wellness. Students are encouraged to follow this plan throughout their matriculation through the program, making adjustments that will help them live a dynamic and full life.

THE INDIVISIBLE SELF: An Evidence-Based Model Of Wellness

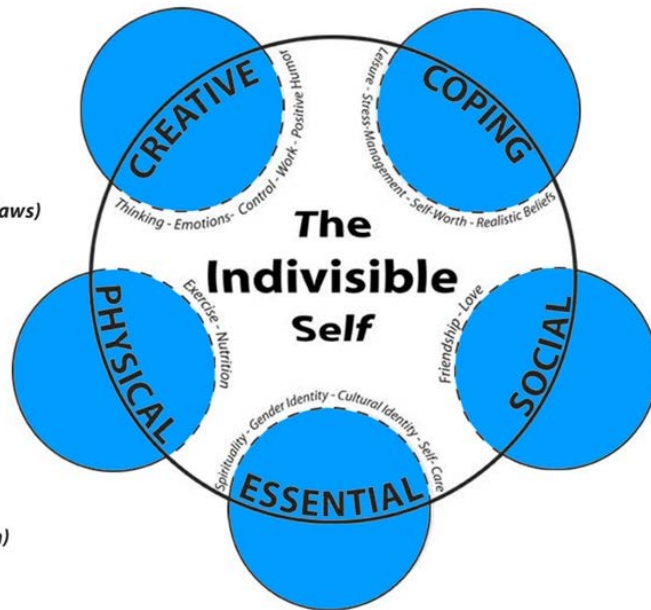
CONTEXTS:

Local (safety)
Family
Neighborhood
Community

Institutional (policies & laws)
Education
Religion
Government
Business/Industry

Global (world events)
Politics
Culture
Global Events
Environment
Media

Chronometrical (lifespan)
Perpetual
Positive
Purposeful



© T. J. Sweeney & J. E. Myers, 2003.

FEATURES OF THE COUNSELOR EDUCATION PROGRAM

Personal and Career Development Center (PCDC)

The Counselor Education Program operates the Personal and Career Development Center as part of its training program. The mission of the PCDC is three-fold: to provide training for graduate-level counseling students, to provide assessment and counseling services and a venue for research projects. Counselor Education faculty and students provide services using the Sheila Johnson Center Counseling Rooms. People typically seek counseling for personal growth or development, as well as when they experience problems associated with career-life planning, interpersonal and family relationships, coping with life transitions, grief/loss, anxiety, and depression.

Sheila Johnson Center (SJC) Counseling Rooms

There are individual counseling rooms at the SJC. Each room is equipped for video recording from a central location. Some rooms are connected to a room that allows for live observation of counseling sessions. Live supervision of students' counseling sessions may be conducted from a private observation room. In addition, the SJC has rooms large enough to comfortably seat eight-ten group members, along with the appropriate equipment. It is equipped with video and audio equipment so sessions may be recorded. There is a central location for students to view sessions.

Dress code: Students are to adhere to the dress code policy of the Sheila Johnson Clinic. Students should dress in professional attire while conducting business in the clinic as a student, supervisor, or student worker representing the counselor education program or the SJC.

Professional Etiquette: Students are to behave in accordance with ethical and professional behavior, which includes but not limited to, treating others with respect, following ethical standards, upholding standards of confidentiality and professional responsibility.

Counselor Education Student Organization (CESO)

CESO's goal is to create a sense of community amongst Counselor Education Program students, faculty, and staff. Counselor Education students and faculty members interact regularly throughout the year. Students participate in interviews of candidates for faculty positions, serve as members of committees, and function in other ways as integral members of the Counselor Education Program.

Rho Beta Chapter of Chi Sigma Iota International Counseling Honor Society

The Counselor Education program at the University of Virginia sponsors the Rho Beta chapter of Chi Sigma Iota, an international counseling academic and professional honor society. The Chapter designation, Rho Beta, honors Richard Beard, a deceased professor emeritus. Chi Sigma Iota membership is open by invitation to Counselor Education students who meet established standards of excellence in scholarship and demonstrate a commitment to the counseling

profession and to their own professional development (e.g., maintain a minimum of a 3.5 grade point average, become involved in professional associations and student organizations, attend professional development workshops and conferences, and advocate for legislation and other forms of policies that improve services to clients and that promote the counseling profession).

Forms

Following are forms referred to earlier in this Handbook. These include the:

- (a) Student Agreement Form
- (b) M.Ed. School Counseling Program of Study
- (c) Student Review Form

Counselor Education Program

Student Agreement Form

Welcome to the University of Virginia Counselor Education Program. As you begin your professional journey, please know that the Counselor Education faculty members are committed to offering a program of graduate study that will lead to your professional and personal growth that ultimately will benefit the diverse consumer groups you may serve. Throughout your program, faculty members, supervisors (post-doctoral, faculty, and site-supervisors), peers, and clients (students) will provide you with feedback concerning your academic, personal, and professional performance. You will be expected to deal with this feedback in a mature and professional manner and explore and recognize the effect that your personal beliefs, issues, emotions, and behaviors have on your ability to effectively function as a professional counselor or counselor educator and supervisor. We provide detailed information on this in the Counselor Education Student Handbook. Please review it carefully and talk with your advisor about any questions you may have.

As a student in the Counselor Education program, you will be required to participate in personal reflection, value assessment, and self-growth activities. Some examples of types of activities include, but are not limited to, assuming a client role for another student for short or extended role plays, keeping a journal that helps you explore how your personal strengths and issues influence your professional work, and observing or participating in situations that expose you to cultures different from your own. In addition, as part of a class in-group counseling, students are required to participate in a group that is facilitated by someone other than the course instructor. It is important to know that these activities may bring to light things that you like and do not like about yourself and may affirm or challenge your current beliefs, which may be uncomfortable. In addition, since we do not change in a vacuum, the self-growth nature of the counseling profession and our program may have an impact on your personal relationships. It may be helpful to know that it is not unusual for students to seek personal counseling during their program, and services are available to all students at University Student Counseling. Psychological Services (CAPS, 924-5556). CAPS is located at the Elson Student Health Center.

You received a copy of the Counselor Education Student Handbook that describes our programs, courses, requirements, and the policies as of August 2018. It is your responsibility to review the handbook and to discuss any questions that you might have with your faculty advisor. Please note that although the handbook is comprehensive, it is impossible to include information about every possible situation that may arise for all students while they complete their course of study. It is therefore essential to work closely with your faculty advisor throughout your program to be sure that you have the most current information and as you plan your graduate program, enroll in courses, and make arrangements for field placements and graduation. Because of this, we require all students to review the Counselor Education Student Handbook, sign this two-page agreement and meet with their advisors to discuss any questions that they may have by October 5, 2018. In addition, because all Counselor Education students are expected to adhere to the most current edition of the American Counseling Association's Code of Ethics and the American School Counseling Association Ethical Standards for School Counselors, you must review these ethical codes presented in your classes.

I, _____ (student's name) have read the Counselor Education Program Student Agreement and the Counselor Education Student Handbook. In addition, I have reviewed the most current edition of the American Counseling Association's Code of Ethics and the American School Counseling Association Ethical Standards for School Counselors. I understand that the Counselor Education faculty members are committed to providing course content and experiences that are designed to help me develop the knowledge and skills I need to become an effective and ethical school counselor. I also am aware that the faculty has the right and responsibility to monitor my academic and professional behavior and my personal behavior in relation to my professional work.

I have reviewed the requirements for the Counselor Education program and have met with my advisor to discuss any initial questions I may have. I agree to fully participate in the courses and requirements delineated in the Counselor Education Student Handbook. I also agree to abide by the policies set forth in the Handbook and to consult with my advisor as I progress through my program of study.

Student's Name (print)

Student's Signature

Date

Faculty Advisor's Name (print)

Faculty Advisor's Signature

Date

Return to Vickie Thomas, Counselor Ed Administrative Assistant, by October 5, 2018.

**Counselor Education Program
M.Ed. Counselor Education**

School Counseling Program of Study

Student's Name _____ Student ID # _____

Faculty Advisor's Name _____ Date _____

Page 1 should be completed in the 1st year of the program and page 2 at the end of the 2nd year.

Transfer Credit: A maximum of six-semester hours may be transferred from another accredited institution. Courses must be less than five years old.

Course Number	Title	University	Grade	[Sem. Credits]
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

Course #	Title	Credits	Term Anticipated	Term Completed
EDLF 5160	Lifespan Development	3	Fall	
EDHS 7210	Intro to the Profession of Counseling	3	Fall	
EDHS 7230	Theories & Techniques in Counseling	3	Fall	
EDHS 7290	Essential Counseling Skills	3	Fall	
EDHS 7291	Essential Counseling Skills Lab	1	Fall	
EDHS 8310	Intro to School Counseling	3	Fall	
EDHS 7220	Intro to Career Interventions	3	Spring	
EDHS 7240	Group Counseling Procedures	3	Spring	
EDHS 7300	Multicultural Counseling	3	Spring	
EDHS 8340	Counseling Children & Adolescents	3	Spring	
EDHS 8290	Practicum in School Counseling	3	Spring	
EDHS 8982	Individual/Triadic Practicum. Supervision	3	Spring	
EDHS 7270	Research in Counseling	3	Fall	
EDLF 7180	Tests & Measurements	3	Fall	
EDHS 8390	Internship in School Counseling	12	Fall Spr	
EDHS 8240	Substance Abuse Counseling	3	Spring	
EDHS 8350	Leadership, Advocacy, & Consultation	3	Spring	
	Total Hours =	_____		

Student Signature:

Date:

Advisor Signature:

Date:

**M.Ed. Counselor Education, School Counseling
Program of Study: Page Two**

Practicum*

Start Date: _____ End Date: _____

Site: _____

Site Supervisor: _____

Total Hours Completed: _____ (minimum 100 hours)

Direct Contact Hours: _____ (minimum 40 hours)

Internship*

Start Date: _____ End Date: _____

Site: _____

Site Supervisor: _____

Total Hours Completed: _____ (minimum 600 hours)

Direct Contact Hours: _____ (minimum 240 hours)

Master's Comprehensive Exam Completed: _____ (Date)

Student's Signature: _____

Advisor Name (Print): _____

Advisor's Signature: _____

*Students must complete field experiences in both pre-K through 6th grade AND 7th through 12th grade settings.

Student Review Form
(KPD, Academic, Clinical Review)
Form is filled out by Advisors in Qualtrics

This form reflects the third of 3 steps in the student review process. Each faculty member has had the opportunity to reflect on the student's Key Professional Dispositions, their academic progress, and their clinical progress. The cumulative response is documented by the advisor on this form.

The completed survey will be downloaded for each student, stored in a protected electronic workspace, and will be part of their academic record (i.e. is FERPA protected). Information cannot be shared without the student's consent. However, faculty may refer to KPD data in determining awards, scholarships, etc. that will provide support for the students' academic and career progress.

Faculty advisor:

Student Name

Student's Academic Level: _____ First Year _____ Second Year

Date of Review: _____

Below outlines the scale being used to assess student's key professional dispositions.

A Clear Deficit Behaviors do not reflect disposition. It is possible that the student is unaware and it has not been previously addressed. If previously addressed with no improvement, advisor should document in Comment area. **MUST** be discussed and documented with student

Needs Improvement Student is aware of disposition and is beginning to reflect and improve upon it. However, implementation is not consistent and/or successful and continued improvement is recommended.

Beginning Professional Behavior is consistently acceptable and reflects the disposition. No concerns have been reported and observation has occurred through multiple sources (e.g. faculty, site supervisor, etc.). It is expected that the student will continue to master this KPD with typical mentoring and supervision (i.e. no intervention/recommendations need to be made at this time).

Professional A clear strength. Behaviors frequently go above and beyond expectations and demonstrate effective leadership or the ability to be proactive. This rating should be used sparingly. If there is the occasional demonstration of the student exceeding appropriate development level, then the advisor may comment on this the "Positive Feedback" area.

KPD1: The student behaves in accordance with the American Counseling Association (2014) Code of Ethics and the American School Counselor Association (2016) Ethical Standards for School Counselors.

Clear Deficit Needs Improvement Beginning Professional Professional

KPD2: The student demonstrates the ability to collaborate respectfully with faculty, peers, supervisors and others.

Clear Deficit Needs Improvement Beginning Professional Professional

KPD 3: Student behaves in a professional manner towards supervisors, peers, and clients/students; including appropriate dress, conduct attitudes, and boundaries.

Clear Deficit Needs Improvement Beginning Professional Professional

KPD 4: Student exhibits emotional stability (i.e., congruence between mood & affect) and self-control (i.e., impulse control) in relationships with supervisor, peers, and clients (or students).

Clear Deficit Needs Improvement Beginning Professional Professional

KPD 5: Student demonstrates an awareness of their own belief systems, values, needs and limitations, and the effect of “self” on their work with others.

Clear Deficit Needs Improvement Beginning Professional Professional

KPD 6: Student demonstrates an appropriate understanding of the impact their heritage, attitudes, beliefs, understandings, and acculturative experiences have on their views of others; actively work to (mitigate) potential bias

Clear Deficit Needs Improvement Beginning Professional Professional

KPD 7: Student recognizes the limits of their counseling competencies and actively seeks to improve

Clear Deficit Needs Improvement Beginning Professional Professional

KPD 8: The student demonstrates the ability to receive, integrate and utilize feedback from peers, faculty, and supervisors.

Clear Deficit Needs Improvement Beginning Professional Professional

KPD 9: The student demonstrates respect for cultural and individual differences in their professional interactions.

Clear Deficit Needs Improvement Beginning Professional Professional

KPD 10: Student actively engages in learning and developing their counseling knowledge, skills, dispositions, and cultural competences (e.g., takes initiative and seeks/uses growth opportunities).

Clear Deficit Needs Improvement Beginning Professional Professional

KPD 11: Student demonstrates ability to adapt with changing circumstances, unexpected events and new situations.

Clear Deficit Needs Improvement Beginning Professional Professional

KPD 12: Student demonstrates ability to work through personal concerns in a manner such that does not negatively impact coursework and interactions with K-12 students, supervisors, peers and faculty

Clear Deficit Needs Improvement Beginning Professional Professional

KPD 13: Student attends all required meetings and clinical practice activities in their entirety, is fully engaged, participatory and prompt.

Clear Deficit Needs Improvement Beginning Professional Professional

KPD 14: Student completes all assigned tasks in an ethical and effective fashion at a level commensurate with their abilities (e.g., individual and group counseling, supervision, reports, and assignments).

Clear Deficit Needs Improvement Beginning Professional Professional

Academic concerns (if any): _____

Clinical concerns (if any): _____

Positive feedback (optional): _____

Student signature: _____

Advisor signature _____

Date of advising meeting: _____