



Graduate Student Handbook

Clinical Mental Health Counseling Program

Faulkner University
Montgomery, Alabama

<https://www.faulkner.edu/online/online-masters-degrees/counseling/>

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Welcome to Faulkner University's Clinical Mental Health Counseling Program. The purpose of this Handbook is to familiarize you with CMHC program and provide a central location for important information that is specific to you as a student and counselor-in-training. This document is not meant to take the place of the Faulkner University Graduate Catalog or the information on our website.

PROGRAM MISSION

The graduate program bridges traditional academia with practical experiences for a well-rounded education that explores various areas of counseling and mental health while integrating Christian principles to the profession. Courses are designed to develop your counseling skills through a variety of classes and collaborative classroom and field experiences. Curriculum has been developed to meet the state and national regulatory criteria, leading to licensure and certification of professional counselors.

Graduates of Faulkner's Master of Science in Counseling program are prepared to work in a variety of clinical settings, including community agencies, state agencies, churches and Christian ministries.

PROGRAM OBJECTIVES

1. Students will demonstrate an understanding of the professional roles, responsibilities, and the ethical practice of the counselor.
2. Students will develop the skills, knowledge, and cultural sensitivity to work within a diverse society, including engagement in social justice and advocacy.
3. Students will apply their understanding of an individual's biological, social, and psychological development as a foundation of clinical practice.
4. Students will identify a variety of factors that contribute to client well-being and guide clients in their exploration of career development.
5. Students will integrate their knowledge of counseling theories and their ability to build rapport and develop a therapeutic alliance.
6. Students will demonstrate their understanding of the group process, as well as effective therapist characteristics.
7. Student will apply their knowledge of selecting, administering, and interpreting effective assessments.
8. Students will evaluate the efficacy of research relevant to the practice of clinical counseling.
9. Students will demonstrate the knowledge and skills needed to provide treatment for a broad range of mental health issues in a variety of settings.
10. Students will demonstrate their ability to ethically integrate spirituality in counseling.

DEPARTMENTAL ORGANIZATION

The Clinical Mental Health Counseling Program is in the Department of Graduate Counseling Programs under the College of Education at Faulkner University. The Department is made up of full-time and adjunct faculty with training and experience in the profession of counseling. A listing of our faculty is below, and you can find contact information for the full-time faculty using the link. All faculty will provide contact information in their online courserooms. You are encouraged to communicate with faculty regularly throughout the program.

[Departmental Faculty and Staff](#)

Core Faculty

- **Willingham, Heath** *Chair, Graduate Counseling Programs*; B.S., Auburn University; M.A., Lipscomb University; M.S. University of South Alabama; Ph.D., Auburn University.
- **Jones, Christi** *Associate Professor of School Counseling*; B.S., Auburn University Montgomery; M.Ed. Auburn University; Ph.D., Auburn University
- **Willingham, Shanna** *Associate Professor of Counseling*; B.S. Lipscomb University; M. Ed., Auburn University; Ph.D., Auburn University

Non-Core Faculty

- **Norvell, Jeanell.** *Adjunct Professor*; B.S., Troy University; M.S., Troy University; Ph.D., Amridge University.
- **Cates, Paul.** *Adjunct Professor*; B.A. Abilene Christian University, M.A. Abilene Christian University, M.Ed., Auburn University; Ed.D., Auburn University.
- **Driver, Necoal.** *Adjunct Professor*; B.S. Troy State University; M.Ed., Auburn University; Ph.D., Auburn University
- **Tidwell, Patrick.** *Adjunct Professor*; B.S., Faulkner University; M.S. Amridge University; Ph.D., Amridge University.

COURSE REGISTRATION AND ADVISING

Each student has been assigned a Faculty member to be their advisor during the program. The Faculty Advisors and the Office of Graduate Enrollment work together in advising, registering, course approval and retention. You will meet with your Faculty Advisor face-to-face at Clinical Training, and you are also encouraged to reach out them at any time during the program to discuss matriculation.

DEGREE PLAN COURSES AND PREREQUISITS

The following Degree and Course Sequencing plan is meant to be a guide in your matriculation through the program. Though we highly encourage you to follow this plan, our program is flexible and ultimately designed to help you complete the program in the best way for you. Some students may wish to take more or fewer courses per semester effectively shortening or lengthening their time in the program. In addition, as enrollment allows, there may be a need to cancel a course or add a section of a course. Reach out to your Faculty Advisor with any questions about a modification to this plan.

COURSES AND PREREQUISITS

COU 6000 Graduate Program Orientation (0)	Acceptance
COU 6310 Counseling Theories (3)	Acceptance
COU 6345 Counseling in the Community (3)	Acceptance
COU 6340 Analysis in the Helping Relationship (3)	6345, 6310
COU 6350 Group Counseling (3)	6345, 6310
COU 6320 Life Span Development (3)	6345 or co-requisite
COU 6375 Legal and Ethical Issues (3)	6345, 6310
COU 6596 Clinical Training I (5)	6345, 6310, 6340, 6350
COU 6380 Diagnosis and Treatment (3)	6345, 6310, 6320
COU 6330 Counseling Diverse Populations (3)	6345, 6310
COU 6597 Clinical Training II (5)	6345, 6310, 6340, 6350, 6596
COU 6360 Measurement and Assessment (3)	6345, 6310
COU 6365 Research Methods (3)	6345, 6310
COU 6325 Career and Guidance (3)	6345, 6310
COU 6370 Integration of Theology and Counseling	6345, 6310
COU 6390 Counseling Practicum	6345, 6310, 6340, 6350, 6596
COU 6695 Internship in Counseling (6)	6345, 6310, 6340, 6350, 6596

CLINICAL TRAINING

The Clinical Training experiences are the only on-campus requirements during the program. On two occasions the student is required to attend a five-day intensive skills training residency on the campus of Faulkner University in Montgomery, Alabama. Clinical Training will include time for advising with the faculty, lecture from faculty and other professionals in the field, but focus mainly on skills development for working with clients. The typical schedule is from 8:00 am to 5:00 pm daily. Lunch is provided for students on-campus during the training. Information will be sent to students regarding Clinical Training policies, area accommodations, resources, etc. prior to training sessions.

Daily CT Schedule Example

Clinical Training 1

8:00 – 8 :15	Sign In
8:15 – 10:15	Individual Skills Session
10:15 – 11:45	Child and Adolescent Counseling Lecture
11:45 – 12:45	Lunch
1:00 – 2:30	Group Skills Session
2:45 – 5:00	Treatment Planning & Clinical Writing

Clinical Training 2

8:00 – 8 :15	Sign In
8:15 – 10:15	Individual Skills Session (Advanced)
10:15 – 11:45	Licensure Process
11:45 – 12:45	Lunch

1:00 – 2:30	Group Skills Session (Advanced)
2:45 – 4:00	Legal Issues Lecture
4:00 – 5:00	Experiential Skills Activity

PERSONAL COUNSELING NEEDS

Faulkner University makes personal counseling services available for all students. Services include individual and group counseling, outreach and workshops. They provide confidential counseling service for personal, emotional, social and mental health concerns. Services also include academic counseling (time management, study skills, test-taking and test anxiety) and Alcohol and Drug Education. Counseling is available by appointment and referrals are made to outside providers when necessary. Students who wish to pursue counseling after normal center hours or students who live a considerable distance from campus can utilize distance counseling services provided through the University by TimelyMD. The student will need to contact the University Counseling Center for a referral to TimelyMD. The University Counseling Center employs three master’s level counselors. No faculty member associated with the Department of Graduate Counseling Programs is on staff at the University Counseling Center, though at times the counselors will assist faculty in skills training.

[University Counseling Center](#)

STUDENT EVALUATION AND REMEDIATION

Should the student’s GPA on the first six (6) hours of graduate work be below 3.0, he or she will be placed on academic probation. A student on academic probation will not be able to enroll for more than six more hours during any term in which the probation applies. The student on academic probation is required to achieve a 3.00 cumulative GPA by the time he or she has earned the next six (6) hours of graduate work. Failure to do so will result in suspension for the next regular term. A course in which the student has earned a grade of C or below may be repeated. In addition to maintaining an acceptable GPA, students are evaluated based on their skills growth, knowledge and disposition (see below). Each disposition is measured at four different points in the Clinical Mental Health Counseling program. At the first and last points of evaluation the students are expected to self-assess. In the orientation course students are first introduced to expected dispositions and asked to rate themselves. Dispositions are evaluated at the student evaluation meeting after both Clinical Training experiences along with the Clinical Training Evaluation and are discussed in the follow up evaluation meetings with students. Dispositions are also measured at the end of student’s practicum experience. Students are again asked to evaluate themselves and they are also evaluated by their University Supervisor.

Dispositions Assessment Schedule

COU 6000 Orientation	Student Self-Assessment
COU 6596 CT I	Faculty Assessment

COU 6597 CT II	Faculty Assessment
COU 6390 Practicum	Student Self-Assessment & Faculty Assessment

Eight Measures of Disposition

1. Integrity
2. Emotional stability
3. Professionalism
4. Awareness of self and others
5. Openness to growth
6. Flexibility
7. Compassion
8. Coping and Self-Care

If at any point during the student’s matriculation through the program the faculty concludes that the student’s progress is unacceptable, a formal Remediation Plan may be required. The expectations for the Remediation Plan may vary by case but would typically include special projects related to the remediation issue, repeated coursework, or outside continuing education and/or participation in personal counseling. The Remediation Plan must be successfully completed for the student to progress to graduation.

Remediation also occurs at the University level through the office of Online Student Success (OSS) office using a program called SOAR. Each term, faculty work with OSS to identify students who are falling behind in attendance and participation. The following is an outline of the steps taken to reengage students:

1. Professors (online or ground classes) who have students who are not attending classes regularly or struggling academically in a course log into SOAR. The professors look up the student and answer a few questions to let us know what the issue is.
2. Once the referral (Send Alert) or non-attendance is submitted it generates an email that comes to OSS. We are the online student success advisors.
3. OSS reads through the information and follows up with the student.
4. Staff in the OSS office is trained as case managers and attempt to reach out to the student up to 3 times (via email and phone).
5. Once OSS staff communicate with students, they attempt to advise them on their potential options and help them get in touch with any resources or offices on campus that are appropriate. The OSS office will follow up with students as needed.

On the departmental level, students are reviewed on an ongoing basis and faculty regularly communicate about students who are struggling or in need of remediation. Additionally, each student in program is reviewed in an official capacity at the late Fall and late Spring department meetings. Program faculty develop a remediation plan that is specific to the student’s needs and issues. Evaluation and remediation are discussed in the CMHC Student Handbook on page 6.

COUNSELOR PREPARATION COMPREHENSIVE EXAMINATION

The Counselor Preparation Comprehensive Examination (CPCE) is an evaluation tool that assesses students' competence of foundational, counseling-related knowledge. The CPCE is designed to assess students who have completed graduate-level courses; courses that are grounded primarily in a counseling curriculum. Each student will take the CPCE near the end of their time in the program during COU 6597 Clinical Training 2. Students who do not pass the CPCE will have a second opportunity to take the exam. If the student does not pass the CPCE after the second opportunity, remediation may be recommended.

COURSE WITHDRAWAL AND INCOMPLETE GRADES

There are times during the program when a student has little choice but to withdraw from a class or request a grade of Incomplete (I). When withdrawing from a course for any reason, the student is to reference the Faulkner University Academic Calendar for appropriate withdrawal dates.

It is the Department of Graduate Counseling Programs' policy to only award a grade of Incomplete if the student has completed at least 80% of their coursework. The determination of completed coursework will lie with the course instructor.

GRADUATION

Sixty-one (61) hours with a cumulative GPA of 3.0 on all graduate credits. No more than six semester hours or two courses with the grade of C can be applied toward graduation requirements.

Students will receive information about graduation from the Registrar's Office toward the end of the program. They will be expected to register for graduation and/or the graduation ceremony. The student should also communicate with their Faculty Advisor about their intended plans to graduate and/or participate in the Faulkner University Graduation Ceremony. In the student's final semester, their Faculty Advisor will be asked to confirm that the student has/will have completed all program requirements. The Chair of the Graduate Counseling Programs Department will then approve the student for graduation. For further information on graduation, letters of completion, transcripts, degree conferral etc., please visit the University Registrar's and Graduation website linked below.

[Faulkner University Registrar](#)

[Graduation Website](#)

PROFESSIONAL ORGANIZATIONS

Students are highly encouraged to join professional organizations that support the mission and values of the counseling profession. These organizations include the American Counseling Association, the American Association of Christian Counselors, state counseling organizations and many others. Participation in these organizations provide the necessary networking and support for counselors to grow in the profession through continuing education and access to

research and professional resources. Below is a link to the American Counseling Association. The ACA is our main and largest professional organization. You can choose from a number of profession divisions you may be interested in (for further certification and specializations beyond licensure) and students receive a discount on membership.

[American Counseling Association](#)

[Nationwide State Organizations](#)

STATE LICENSURE

Upon graduation from the Master of Science in Clinical Mental Health Counseling program, graduates will be eligible to pursue licensure in the state of Alabama. Please refer to the Alabama Board of Examiners in Counseling website for detailed information concerning Alabama state licensure. Although there is some reciprocity in other states, if a student chooses to pursue the CMHC degree, Faulkner University cannot guarantee that the state of the residence's counseling board will accept the degree in order for the graduate to pursue their professional counseling license. **It is the responsibility of the potential student, student, or graduate to verify with the counseling board in their state of residence of the eligibility of licensure within that state. You may find the second website below helpful in determining your state's requirements.**

[Alabama Board of Examiners in Counseling](#)

https://www.counseling.org/docs/licensure/72903_excerpt_for_web.pdf

CERTIFICATIONS AND SPECIALIZATIONS IN COUNSELING

In addition to your professional counseling license, there are numerous certifications and specializations in the counseling professions that you might like to pursue. Though you only need a professional license from your state to work in private practice, having different certifications and specializations can both improve your knowledge in the field and your understanding of client issues. They can also help you accurately market yourself and your areas of expertise to the general public. These certifications and specializations are too numerous to include here, but a good place to start is the [National Board of Certified Counselors](#). The professional organizations discussed above will also provide information on opportunities for pursuing certifications and specializations.

ENDORSEMENTS AND RECOMMENDATIONS

Students may request an endorsement or recommendation (verbal or written) from program faculty to gain employment, licensing, or specific credentialing. Students and graduates of the in Clinical Mental Health Counseling program will be endorsed by counseling faculty only for positions, licensing, or credentials for which they have been adequately prepared. Students should seek endorsement only for employment, licensing and credentials that are appropriate given their training, coursework, and supervised experience. Before giving an endorsement, faculty will first check student records (GPA, program requirements, graduation status, etc.) to ensure that students and graduates are endorsed for employment, licensing, or credentials for which they have been adequately trained.

ACADEMIC APPEALS AND COMPLAINTS POLICY

Faulkner University's Student Appeals and Complaints Policy can be found using the link below.

<https://www.faulkner.edu/student-resources/student-complaint-process/>

COURSE DISCRIPTIONS

COU 6000 Graduate Program Orientation

This course will cover needed content for successful matriculation through the Clinical Mental Health program, including training, field placements and post graduate pursuits. Program policies, procedures, expectations and requirements are discussed. In addition, the student will learn about the graduate counseling program's place in the larger university context.

COU 6310 Counseling Theories

This course provides a broad understanding of professional theories and application to the counseling process, including roles and functions, professional organizations and associations; professional history and trends; ethical and legal standards; professional preparation standards, and professional credentialing.

COU 6315 Marriage and Family Theories

This course is taught as an elective in the CMHC program and is designed to increase the students' knowledge of working with couples and families. Introduction to systems, social learning, and psycho-dynamic marital theory will also be addressed. Attention will be given to dysfunctional manifestations within family systems and factors related to family strengths. Further emphasis is placed on the counseling approaches of Marriage and Family Therapy. *COU 6315 is an elective for the CMHC program.*

COU 6320 Life Span Development

An introduction to the basic principles of human development with a focus on development across the life span. The course addresses the theoretical foundations and the pragmatic implications found in the developmental psychology. Emphasis placed on the application to professional counseling.

COU 6325 Career and Guidance Counseling

The course includes a study of career development theories and models, the processes involved in career-decision making, the diverse life-roles and their interaction with work and other roles. Students will participate in career interest inventories and discussion of contemporary career choices in the profession of counseling.

COU 6330 Counseling Diverse Populations

This course will introduce the history and development of counseling individuals from diverse backgrounds and cultures. Professional issues such as ethics, research and theories of counseling will be discussed.

COU 6335 Child and Adolescent Counseling

This course prepares school and mental health counselors to address the specific needs of

children and adolescents, with emphasis on developmental needs specific to therapeutic interventions, and common emotional issues. Group and individual counseling techniques, and treatment planning. *COU 6335 is an elective for the CMHC program and required in the School Counseling Program*

COU 6340 Analysis of the Helping Relationship

This course will explore the techniques of counseling while focusing on analytical, interpretive and rapport building skills. The content will include a study and analysis of the counselor/client relationship while helping the student develop the necessary skills in working with a diverse client population. Ethical guidelines and consideration will also be discussed

COU 6345 Counseling in the Community

This course will provide an overview of the field of counseling, which emphasizes theories and philosophies underlying current practices in the field of counseling. Course content will cover the history of the counseling profession, contemporary practices in community mental health, and future projections for the counseling profession.

COU 6350 Group Counseling

This course provides a broad graduate-level understanding of group development, dynamics and counseling theories; leadership styles; basic and advanced methods of conducting groups in a counseling setting. Ethical and multicultural issues in the group context are also discussed.

COU 6355 Crisis Intervention in Counseling

This course focuses on the development of skills and knowledge for crisis intervention and management in counseling including prevention planning, intervention strategies and evaluation.

COU 6360 Measurement and Assessment

Introduction to the history and theory of measurement and assessment as it applies to counselors. This section of the course will be tailored to professionals who may interact with other professionals across a wide range of settings to include schools, universities, hospitals, and community mental health centers.

COU 6365 Research Methods

This course covers the different methodologies that apply in conducting research in the counseling profession. It provides a review of historical research approaches and moves into standard and unique research methods. Topics of emphasis include research protocol, basic approaches, survey techniques, educational investigations, and applied studies.

COU 6370 Integrations of Theology and Counseling

An in-depth examination of the principles and practices for integration of values in counseling. The course will address the historical influence of theology on the development of counseling theories and practices. The course will also address the issues, concerns, and criticisms of the integration of theology and counseling.

COU 6375 Legal and Ethical Issues

An in-depth graduate-level study of the theories and principles of ethics and moral development and the impact of these upon individuals, families, communities, professional, public decisions/policies and school counselors. The study will also examine the relevant dilemmas

faced in the delivery of professional behavioral, family, and social services to individuals, families, groups in mental-health and school settings.

COU 6380 Diagnosis and Treatment

This course of study provides an introduction to the process of diagnosing and treating individuals with mental disorders. Emphasis is placed on using the DSM-V as well as recent relevant literature to inform the diagnostic and treatment process

COU 6385 Substance Abuse Counseling

This course presents substance abuse studies, individual and group counseling and family systems approaches to prevention and intervention. The course provides an overview of models, assessment instruments to identify addictive behavior, methods and skills for treating addictions and collaborating with other health professionals. The course presents clinical models (developmental, solution-focused, biopsychosocial, motivational interviewing, stages of change, self-help) from which interventions are drawn. Emphasis is on prevention needs (to combat the risk factors to use from the beginning), building a professional network to aid clients with their needs and providing support for clients to live a lifestyle of recovery. *COU 6385 is an elective for the CMHC program*

COU 6390 Counseling Practicum

This course is designed to provide part-time practical experience while completing hours in a clinical setting. Counselors in training will be placed in mental health settings (such as community agencies, and substance abuse treatment programs). Historical, philosophical, psychological and sociological foundations of community counseling will also be discussed. The course includes a mandatory online meeting once a week.

COU 6596 Clinical Training 1

In addition to the online part of the course, Clinical Training I is a four-day intensive experience with introduction to basic helping skills needed for counselors preparing for the student practicum experience. The course includes lecture, but is mainly experiential and focuses on therapeutic listening, empathy, individual and group skills, as well as cultural and self-awareness.

COU 6597 Clinical Training 2

In addition to the online part of the course, Clinical Training II is a five-day intensive experience for the purpose of face-to-face interaction that is designed to address more advanced issues in counseling, such as supervision and consultation, the licensing process, professional identity development, and career exploration. Advanced skills training is also a focus. The course is designed to be concurrent with enrollment in either Practicum (COU 6390) or Internship (COU 6695). Students will take the CPCE on the first day of Clinical Training II.

COU 6695 Internship in Counseling

This course is a pre-professional course, designed to culminate the studies in the profession of counseling and to prepare you for possible licensure, future employment or further graduate study through clinical experience. Counselors-in-training will be placed in mental health settings on a full-time basis. This course includes a mandatory online meeting once a week.

FIELD PLACEMENTS

Field placement, also known as Practicum and Internship, provide for the application of theory and the development and enhancement of skills for client assessment, planning, intervening, and evaluating. These experiences will provide opportunities for students to counsel clients who represent the ethnic and demographic diversity of the community. All placements will be located in sites which include counseling as one of the primary professional activities and shall be supervised by a licensed professional counselor (or equivalent). You will be given a copy of the SiteSupervisor Handbook to give to your site as a reference for your field experience. The person serving as your site supervisor must have a relevant certification and/or license in their field.

Informed Consent

Before you initiate a counseling relationship, you must first inform your client of any limits to confidentiality, your status as a counselor-in-training, and any site-specific information which your site supervisor has provided. You must also secure your client's permission to tape the counseling sessions. Your particular site may have a form which they prefer you to use. If not, the generic Faulkner University form will be sufficient. Some agencies do not allow you to copy their forms. If this is the case where you are, you will need to fill out separate paperwork for internship purposes.

Emergency Procedures

You also need to ask your site supervisor about the emergency procedures under which your site operates. What are the hours of operation? Who/Where should clients call if they have an emergency after hours? You are only allowed to see your clients under supervision. That means that you are not available to clients after hours or off site. You should not give your home phone number to clients but should have an alternate emergency number to give them should they request it or should you determine they are at risk.

Ethical Guidelines

When you enter into a counseling relationship, you are entering into an agreement with your client to keep his/her welfare foremost during your time together. You are agreeing to provide the treatment/counseling most appropriate to address the client's concern, to treat the client with respect, to refer when appropriate, and not to exceed your level of competence. You should be familiar with the ACA Code of Ethics and use it as a guide for behaving in a professional, ethical manner. The Code of Ethics is linked below.

[ACA Code of Ethics](#)

Professional Liability Insurance

Faulkner University provides professional liability insurance for each student during the program through the Healthcare Providers Service Organization (HPSO). Students are also required to purchase and maintain their own private insurance during Field Placement (Practicum and Internship). This private liability insurance can typically be purchased at a much lower student rate through the American Counseling Association. Please reach out to your advisor with questions about purchasing.

Professional Behavior

Although the primary purpose of field placements is to assist you in the continued development and application of counseling skills, you are also an agent of the site. You are expected to operate under norms of the site. This includes being punctual, dressing appropriately, and presenting oneself professionally. As you continue the development of your professional identity, it is important to be aware of current issues and trends. You can learn a lot about the profession through contact with counselors at your site, membership in ACA and attendance at professional development workshops and seminars.

The Supervisory Relationship

Clinical Supervision is a type of intervention. It involves a supervisor, a senior member of the profession, one or more supervisees, and also junior members of the profession. The supervisor works with the supervisee to enhance his/her professional competence and monitors the quality of counseling services extended to the client. The relationship is evaluative and extends over time (Bernard & Goodyear, 1992).

The student will have both a Site Supervisor and a University Supervisors. The site supervisor will be the person who meets with you on site and provides you support. They will be responsible for signing off on hours logs and evaluations of your work. These expectations are future outlined in the Site Supervisor Handbook that you will give to them at the appropriate time. Your University Supervisors will be representatives of the Faculty. Your group supervisor is also the instructor for the class. Your individual supervisor will meet with you each week separately for further supervision.

The evaluation component of field experiences is described in the course syllabi. You will demonstrate mastery of the competencies listed on the syllabus through your recordings. Both process and conceptualization skills are emphasized. Your supervisor will assume a variety of roles including consultant, teacher, and counselor. This is in effort to assist you, enhance your competence, and provide high quality services to your clients.

The expectation is held that you will be as prepared for supervision as you are for your sessions. You will need to listen to your tapes, identify your strengths, weaknesses, and be prepared to request specific assistance from your supervisor.

The same ethical guidelines govern supervisory relationships that govern other relationships. While the nature of this relationship may, at times, be more like colleague-to-colleague than student-to-teacher, it is still a professional one in which the supervisor is required to provide evaluative feedback to the supervisee.

The Recording Requirement

Basically, there are three principal purposes for submitting actual work samples (recordings) of sessions when one is in supervision. These principles only apply to individual sessions. Counseling sessions where more than one client is present should not be recorded.

- First and foremost, the supervisor needs to monitor the services that are being provided to

the clients/students. Are the strategies being used empirically supported, consistent with the "best practices" in the field, ethically sound, and delivered in a way that responds to all legal requirements?

- Second, the supervisor needs to be able to assist the supervisee in identification of his or her strengths as well as areas for improvement. Supervision research has demonstrated that the "self-report" method is not a reliable one for ascertaining a full, comprehensive view of a counseling session. The voice of the interested third party, the supervisor, is one that focuses on your development as a counselor, as well as on the client's needs. Additionally, the supervisor is responsible for facilitating your development overtime and with a variety of different types of clients/students. These purposes cannot be met without direct observations of work samples.
- Finally, the recordings are intended to be an instructive tool. They should lead you to reflection, help you determine the ways you need to improve, and find the types of learning experiences you need to best possible counselor for students with a wide variety of needs. So, there is an expectation that you will review your recordings to identify your specific areas of strength and weakness. Use these discoveries to develop professional, and, at times, personal development goals. As well, these reflections should form the basis for your use of supervision time. What exactly do you need to work on and how can your supervisor help you to develop strategies leading to improvement? Supervision, like counseling, is *not* a passive process.
- Faulkner University uses a web-based platform call GoReact to manage session recordings. This platform is HIPPA compliant and can be used with the student own device, such as their phone, tablet, or computer. You will receive further information and instructions on how to record sessions and upload them during Clinical Training and COU 6390 Counseling Practicum.
- It is understood that session recordings might not be possible at every site or in every situation, even when the site approves recordings. Though session recordings are the gold standard in evaluation and training there are other options available. If you are not able to record client sessions, you must have live supervision from the Site Supervisor.

Practicum (COU 6390)

The practicum course, COU 6390 Counseling Practicum, will provide the first opportunity for students to practice the skills learned in previous course work to actual individual and group* counseling situations. The students will be supervised by a master's level on-site counselor who has the appropriate license or certification for their field and at least two years of counseling experience. The student will be required to complete one hour of supervision every week with their Site Supervisor and one hour every week with their University Supervisor. In addition, the student will participate in 1 ½ hours of group supervision every week of their Practicum course. The students will be required to complete 100hours of supervised experience. Of the 100 hours, 40 hours must be in direct service. Meaning that the counselor-in-training and the client must be in face-to-face contact and physically present with each other in the session. This includes co-therapy or live supervision with another therapist present as long as the student is the primary therapist for the client. The remaining 60 hours are considered indirect service and include, but are not limited to, session observations, case consultations, staff meetings, chart reviews, etc.

Sessions with clients will be recorded for feedback and skills development. In case where a student is not allowed to record counseling sessions, accommodations will be made for feedback and evaluation of progress. Over the semester, students will complete assignments and discussions in the online classroom and meet at least one hour a week with their university and site supervisor.

Internship (COU 6695)

The internship course, COU 6695 Internship in Counseling, will provide a more extensive experience and will build upon the skills learned in the practicum course. The students will be supervised by a master's level on-site counselor who has the appropriate license or certification for their field and at least two years of counseling experience. The student will be required to complete one hour of supervision every week with their Site Supervisor and participate in 1 ½ hours of group supervision every week of their internship course. The students will be required to complete 600 hours of supervised experience. Of the 600 hours, 240 hours must be in direct service. Meaning that the counselor-in-training and the client must be in face-to-face contact and physically present with each other in the session. This includes co-therapy or live supervision with another counselor present as long as the student is the primary therapist for the client. The remaining 360 hours are considered indirect service and include, but are not limited to, session observations, case consultations, staff meetings, chart reviews, etc. Sessions with clients are not required to be recorded, but your Site Supervisor must observe three live sessions and submit evaluations to the Internship Instructor. Exceptions are made if the student is under remediation. Over the semester, students will complete assignments and discussions in the online classroom and meet at least one hour a week with their site supervisor.

We understand that at times it is beneficial for students to observe their site supervisor or other therapist in session. If you have this opportunity, this will only count as indirect service. Co-therapy and live supervision are considered direct hours only when the student is the primary therapist.

**During either the Practicum or the Internship course, the student is required to lead or co-lead a group counseling or psychoeducational session.*