MASTER OF ARTS

In

CLINICAL MENTAL HEALTH COUNSELING

Information Booklet
Dear Student:

This booklet is designed to assist you in your understanding of Xavier University's Master of Arts Program in Clinical Mental Health Counseling.

Our hope is that this information answers your questions about your academic experience and serves as a helpful guide to you. Please retain this booklet for future reference.

You should know that any member of the faculty stands ready to answer your questions and provide more detailed information to you at your request.

Best wishes for an enjoyable Xavier experience!

Rhonda L. Norman, EdD, LPCC-s, LICDC
Department Chair
Associate Professor

Michelle Flaum Hall, EdD, LPCC-s
Associate Professor

Butch Losey, EdD, LPCC-s
Assistant Professor

Carolyn Ottke-Moore, MA, LSC
Teaching Professor

Brent G. Richardson, EdD, LPCC-s
Professor

Norm Townsel, Jr., PhD, LPCC-s
Clinical Coordinator

Fall 2019
A Brief History of the Xavier University Counseling Program

In 1953, the late Dr. Ray McCoy, Dean of the newly created Graduate School, called upon the late Dr. Walker Clarke, Professor of Psychology, to direct a new Master of Education Program in “Educational Guidance”.

Enrollment in the Program experienced steady growth throughout the 1950’s and 1960’s as the National Defense Education Acts funded training for school counselors.

In 1963, Dr. Al Anderson became the second Director of the Program and remained in this position until his retirement in 1993. During this thirty-year period, the Program experienced continued expansion. The Educational Guidance offering became the School Counseling Program and a Master’s degree program in Agency and Community Counseling was added.

In 1994, Dr. Lon Kriner was named the third Director of the Graduate Counseling Programs. As Counselor Licensure laws were implemented in Ohio, Kentucky and Indiana, and increased curricular requirements were instituted for School Counselors, the Programs continued to experience change. A Post-Master’s Clinical Counseling Endorsement sequence was added in 1997, the Master of Education Degree in Agency and Community Counseling was later transformed into a Master of Arts in Community Counseling, and the Master of Education in School Counseling was expanded to a Master of Arts degree.

Both programs now comprise the Department of Counseling, created as a result of the reorganization of the College of Professional Sciences, and are fully accredited by The Council for Accreditation of Counseling and Related Educational Programs (CACREP).

In 2010, Dr. Brent Richardson was named chair of the Department of Counseling. The Community Counseling Program was changed to a Master of Arts in Clinical Mental Health Counseling in 2011.

In 2019, Dr. Rhonda Norman became the fifth chair to lead the Department of Counseling, in its 66 year history.

Xavier University is most proud of its Counseling Programs that are in keeping with the Mission of the University and its Academic Vision. Likewise, the University salutes the dedication and achievements of its 3000+ Counseling Program graduates.

Xavier University’s Counseling Programs received 2017 Outstanding Program (Masters Level) from America Association for Counselor Education and Supervision.
| Xavier University in Cincinnati, Ohio has educated leaders and professionals for over 175 years. |
| The Department of Counseling has trained professional counselors since 1953. |
| We are **nationally accredited** by the Council on Accreditation of Counseling and Related Education Programs (CACREP). |
| We are accredited by the State of Ohio Counselor, Social Worker and Marriage and Family Therapist Board and meet educational requirements for licensure in Kentucky and Indiana. |
| We meet the Ohio Department of Education criteria for obtaining a Pupil Services license in Ohio as well as certification in Kentucky and Indiana. |
| Our graduates meet partial fulfillment of the requirements for Chemical Dependency Counselor Licensure in Ohio. |
| Six full time faculty members have over 100 years of combined experience counseling in schools and mental health agencies. |
| Faculty have held or currently hold leadership positions in national, state and local professional counseling organizations. |
| Faculty have published books, book chapters, peer reviewed journal articles and manuscripts that have received awards from peers for excellence in the field. |
| Our department faculty are widely known for providing superior professional development opportunities to counselors in the areas of consultation, supervision, mentoring, ethics and diagnosis and treatment of mental and emotional disorders. |
| Xavier is a teaching university. This means students have opportunities to meet with faculty and discuss projects for academic scholarship and career advancement. |
| Our students are eligible to be members of Chi Sigma Iota National Honors Society in Counseling upon meeting prescribed standards of excellence. The Sigma Zeta Chi Chapter at Xavier has over 75 alumni and student members. |
| Our department hosts a successful African American mentoring program that pairs current students with alumni working in the field of professional counseling. |
| For over 40 years, the department has offered a January workshop that hosts over 150 local counselors and approximately 50 students. This is a great networking opportunity for our students. |
| Our graduates find jobs after completing their degree! |
| Learn more about our Clinical Mental Health and School counseling programs at [www.xu.edu](http://www.xu.edu) |
**Mission Statement**

The Counseling Department, consistent with the mission of Xavier University, seeks to prepare individuals to serve as professional, multiculturally-competent and ethical school and clinical counselors in diverse practice environments. Our CACREP accredited programs emphasize service- learning, social justice, theory and evidence-based practice in both course work and practical experience.

**Program Objectives**

To achieve its mission, Xavier’s Program in Clinical Mental Health Counseling offers a variety of academic and experiential activities focused upon the following objectives:

1. Students will identify with the counseling profession in general and actively participate in appropriate professional groups and professional development activities associated with the field.

2. Students will understand and demonstrate ethical behaviors in all domains with their counseling activities. These ethical behaviors include, but are not limited to: confidentiality, assessment, group work, and consultation.

3. Students will be able to identify their own personal attitudes and values that might interfere with effective counseling of individuals who are racially and/or culturally different from themselves. Students will demonstrate understandings of competencies and ethical considerations necessary for a culturally skilled counselor.

4. Students will understand the nature of the helping relationship and illustrate competencies in counseling and consultation activities. Understanding of evidence-based theoretical approaches and techniques will be satisfactorily demonstrated.

5. Students will understand the nature of Human Growth and Development and the needs of individuals at all development levels. Students will also be able to design and deliver services appropriate to the developmental stages of their clientele.

6. Students will demonstrate understanding, through academic and experiential activities, the purpose of groups and their development and dynamics. Group work approaches, including various group theories and techniques, will be satisfactorily demonstrated.

7. Students will understand the nature of career development and related life factors and satisfactorily demonstrate strategies in assisting individuals to address these issues.

8. Students will understand individual and group approaches to assessment and evaluation and demonstrate ethical, sensitive, accurate, and client centered use of assessment and evaluation techniques. Clinical Mental Health Counseling students will also demonstrate knowledge and appropriate assessments using the current edition of the *Diagnostic and Statistical Manual* and other clinical assessment inventories and strategies.

9. Students will demonstrate understanding of research methodology, statistical analysis, needs assessment and program evaluation.
CLINICAL MENTAL HEALTH COUNSELING

Curriculum  The sequence of courses is arranged in four groups. Students should complete most of each group before proceeding to the next group.

GROUP I:
COUN 501 Lifespan Development ................................................................. 3 sem. hrs.
COUN 533 Counseling Theories & Techniques ............................................. 3 sem. hrs.
COUN 536 Group Process ........................................................................... 3 sem. hrs.
COUN 579 Psychological and Achievement Testing ..................................... 2 sem. hrs.
COUN 630 Intro to Mental Health Counseling ........................................... 2 sem. hrs.
COUN 636 Career Counseling .................................................................... 3 sem. hrs.

GROUP II:
COUN 509 Counseling Research Methods .................................................. 2 sem. hrs.
COUN 631 Counseling Issues & Ethics .......................................................... 2 sem. hrs.
COUN 638 Cross Cultural Counseling .......................................................... 2 sem. hrs.
COUN 640 Family Relations ........................................................................ 2 sem. hrs.
COUN 669 Pre-Practicum/Counseling Lab ................................................... 3 sem. hrs.

GROUP III:
COUN 642 Consultation and Supervision ..................................................... 3 sem. hrs.
COUN 765 Crisis Counseling ...................................................................... 2 sem. hrs.
COUN 767 Treating Addictions (Advanced) ................................................... 3 sem. hrs.
COUN 773 Counseling Practicum .................................................................. 3 sem. hrs.
Electives ....................................................................................................... 3 sem. hrs.

GROUP IV: CLINICAL SEQUENCE (Pre-requisites, Groups I through III)
COUN 671 Counseling Internship (600 clock hours) ..................................... 4 sem. hrs.
COUN 760 Personality and Abnormal Behavior .......................................... 3 sem. hrs.
COUN 762 Clinical and Personality Assessment ......................................... 3 sem. hrs.
COUN 763 Diagnosis of Psychopathology ................................................... 3 sem. hrs.
COUN 764 Counseling and Psychotherapy ................................................... 3 sem. hrs.
COUN 766 Intervention Skills for the Severely Mentally Disabled .............. 3 sem. hrs.

M.A. TOTAL 60 sem hrs.

Please note:  As indicated above, students should complete the majority of courses in Group I before moving to Group II courses and so on. Some courses in Group IV are offered on Saturdays to minimize conflicts with other classes and internship hours.

However, students must successfully complete the following courses prior to enrolling in Practicum: COUN 533, COUN 536, COUN 579, COUN 631, and COUN 669. Likewise, students must successfully complete COUN 773, Counseling Practicum before beginning the Counseling Internship.

At the appropriate time in the program, Dr. Norm Townsel, Clinical Coordinator, provides students with the materials necessary to register for Practicum and Internship experience.

Effective July 10, 2000, The Counselor Board requires at least a grade of “B-” or better in Counseling coursework as part of the eligibility requirements to sit for the Counselor licensure exam.
Introduction

The Clinical Mental Health Counseling program at Xavier University is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). The accreditation runs through March 31, 2022. The CACREP 2009 standards combine the Community Counseling and Mental Health Counseling standards into standards for Clinical Mental Health Counseling programs.

The Master of Arts degree with a concentration in Clinical Mental Health Counseling is a professional degree designed to meet the academic requirements for a Professional Counselor (PC) license. Accordingly, this degree is awarded to the candidate who has demonstrated a capacity for professional performance by satisfactorily completing the course of study. Students will:

· Learn the theory and practice of counseling.
· Be able to apply counseling skills in a knowledgeable and skilled manner to areas such as appraisal, lifestyle and career development, counseling theory, group process, professional, and clinical issues.

Admission

To be considered for admission as a degree seeking graduate student, you must first submit the following to the Office of the Graduate School:

· Completed online application.
· One official transcript of all undergraduate and graduate work from accredited colleges or universities.
· A resume
· A five hundred word minimum statement of purpose for graduate study.
· Two letters of reference from individuals commenting on the applicant’s academic/professional potential.
· Official test scores from the Miller Analogies Test (MAT) or Graduate Record Exam (GRE).
· MAT/GRE requirement waived for applicants whose cumulative undergraduate G.P.A. is 3.5 or higher.
· It is recommended that applicants have an undergraduate G.P.A. of 3.0 or above and MAT or GRE scores above the 40th percentile.

Priority Application deadlines are:

Summer Semester: February 1
Fall Semester: February 1
Spring Semester: October 1

· Faculty will review the pool of applications after each of these priority dates and will then invite selected candidates to an on-campus interview to continue the application process.
· Applicants are encouraged to attend an Information Session with department chair. Dates and times of Information Sessions are available on program websites.

Students have six years to complete their degree program.

Ohio Licensure Requirements

1. A master's degree in counseling consisting of a minimum of 60 semester hours including a minimum of 20 semester hours of academic work over five clinical content areas. Thus, licensure requires a minimum of 60 semester hours of specified graduate study in counseling.
2. Successful completion of a 600 clock hour clinical counseling internship in an approved setting (included as part of the Master’s Program).
3. Satisfactory performance on the Counselor Examination administered by the State of Ohio after completion of all education requirements.

Financial Aid

A limited amount of graduate scholarship money is available on a semester-by-semester basis. All applications for a graduate study grant should be made through the Office of the Graduate School (745-3360).

Graduate assistantships, federal loans and other forms of financial assistance are also available. Please contact the Office of Graduate School for details.
Clinical Mental Health Counseling Curriculum Standards

The Clinical Mental Health Counseling program at Xavier University is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). The accreditation runs through March 31, 2022. The CACREP 2009 standards combine the Community Counseling and Mental Health Counseling standards into standards for Clinical Mental Health Counseling programs.

CACREP is the accrediting arm of the American Counseling Association and assists in the development of counselor training program standards, encourages excellence in program development, and administers a process for program accreditation.

CACREP mandates that Clinical Mental Health counseling programs must consist of a minimum of 60 semester hours (the equivalent of two full academic years).

These curricular experiences are incorporated into eight common core areas as follows:

1. Professional Identity
2. Social and Cultural Diversity
3. Human Growth and Development
4. Career Development
5. Helping Relationships
6. Group Work
7. Assessment
8. Research and Program Evaluation

Clinical Experiences are also incorporated into the curriculum by including a 100 clock hour practicum and a 600 clock hour Clinical Mental Health counselor internship.

In addition to the above core curricular and clinical experiences, the following curricular experiences and demonstrated knowledge and skills categories are required of all students in the program:

PROGRAM OVERVIEWS

MASTER OF ARTS IN CLINICAL MENTAL HEALTH COUNSELING
The Master of Arts degree in CLINICAL Mental Health Counseling is designed to help students complete the academic requirements necessary for recognition as an Ohio Professional Counselor or a Kentucky Certified Professional Counselor.

SPECIAL STUDENTS/NON-DEGREE
Program courses are available to post-Master's students interested in meeting Ohio licensure requirements. Consult with the Department Chair to plan the appropriate course work applicable to your situation.

ALL STUDENTS!
Please see the section titled Ohio, Indiana, and Kentucky Licensing and Certification Requirements later in this booklet for more details on these credentials. While the department tries to keep information up to date on state licensing requirements students are encouraged to go to state websites to ensure they are complying with current requirements.

ADMISSION REQUIREMENTS AND PROCEDURES

Priority Application deadlines are:

- Fall Semester: February 1
- Spring Semester: October 1
- Summer Semester: February 1

Please submit application on:

https://admit.xavier.edu/apply/

PROGRAM ADVISING
Students will be assigned an advisor alphabetically based on their last name. Students should meet with their faculty advisor to develop a planned program of student within the first 12 months of graduate study. Students should also plan to meet with Dr. Norm Townsel, Clinical Coordinator, during the semester preceding their internship. He can also answer any questions related to Practicum Sites.

Advisor:

A – H        Dr. Brent Richardson
I – Mc       Dr. Michelle Hall
Me – R       Dr. Rhonda Norman
S – Z        Dr. Butch Losey

ALL Card
The Musketeer ALL Card is the official form of identification for the Xavier University community. The ALL Card is essential to students wishing to utilize on-line registration, library resources and campus computers. The ALL card office is located on the Mezzanine Level of Fenwick Place (ph. 745-3374).
Graduate Transfer Credits
Students may submit official transcripts showing satisfactory completion (B grade or better) of related graduate work at other institutions. A maximum of fifteen (15) semester hours may be applied for those students enrolling in the sixty (60) semester hour program.

Application for Graduation
Students are directed to contact the Registrar’s office located in the Musketeer Mezzanine Level in Fenwick Place (ph. 745-3941) in the early part of the Fall semester if they are December or May graduates, and in the early part of the Spring semester if they will complete graduation requirements at the end of the summer sessions. Graduating students must complete an application form and pay a graduation fee by the appropriate deadline to be eligible for the awarding of the Master of Arts.

University Catalog
This booklet is designed for information purposes. Official policies of the University as described in the current University Catalog supersede information described or omitted in this publication. Pertinent catalog information is summarized below:

Auditing Courses
Anyone wishing to audit a course may do so. An audited course does not carry credit or earn a grade. Regular tuition rates apply. Please check with the faculty member before auditing any course.

Grade Grievance Procedure
Students may appeal final grades if they believe that the grade was awarded unfairly. The student must be able to provide some evidence of the lack of fair treatment in order to file a formal grievance, and must follow the Grade Grievance Procedure when filing such an appeal.

Clearance of Incompletes
Grades of M (Incomplete) should be cleared within four weeks after the last day of the term in which the course was taken. This time limit may be extended but may not exceed a period of one year from the end of the term

Student Retention / Program Completion
Students have to meet academic requirements for the Master’s Degree (e.g., G.P.A. of 3.0) and non-academic requirements (regular attendance, non-academic dismissal) and complete the program (including 600 hour internship) within six years. Those students who transfer acceptable graduate credits from other institutions should note that the six year time frame begins with the date the first transfer credits were taken at another institution.

Class Attendance
Reasonable attendance at all class meetings of courses for which a student has registered is expected of students as a condition for the granting of academic credit. Lack of reasonable attendance as determined by the individual faculty member is reason for denial of credit for a course and possible course failure. The Counseling Department also has the following attendance policy:

Department Attendance Policy
Graduate students are training to be professional helpers responsible for the welfare of a variety of clients in need. Attendance in professional counseling courses is required to evaluate the readiness and preparedness of each student to enter the profession.

Attendance and participation constitute a significant portion of your final grade. Attendance means arriving for class on time and staying for the duration of the class. Participation means preparing for class by reading required texts/materials and periodically entering into class discussions.

A student who misses more than 2 classes in a semester (1 in twice a week summer classes) may be subject to possible action by the instructor, which includes, but is not limited to:
- Recommendation to withdraw from the class.
- Completing additional assignment(s) for the class.
- Reduction in grade per the percentage allotted to attendance and participation.
- Any other action deemed appropriate by the instructor.

A student who rarely or never participates in class discussions or activities may also receive a grade reduction despite attendance.
Naturally, faculty members are sensitive to significant life circumstances that can result in class absence. In such instances, faculty will attempt to work with these students on a case-by-case basis.

In summary, good attendance and reasonable levels of class participation are expected behaviors for graduate students in training to be counselors.

Acceptable Grades
A student who receives a grade of “C” or below will need to repeat the course.

Academic Warning
A student whose cumulative GPA falls below 2.800 in courses taken for graduate credit will be "WARNED". The Dean will send this warning to the student and will also send a statement of dismissal policy. Such notification will be sent at the end of each semester so long as the student remains in this status.

Academic Dismissal
Any student whose cumulative GPA is below 2.800 in courses taken for graduate credit and whose next semester graduate course GPA is also below 2.800 will be dismissed.
Any student who earns two grades below a C will be dismissed.
Xavier University reserves the right to dismiss a student for reasons of poor scholarship, academic fraud, or misconduct. Actions regarding Academic Dismissal will be noted on the student's academic record.

Non-Academic Dismissal
Xavier University reserves the right to require a student to withdraw if, in the judgment of university officials, such action would be beneficial to the physical, mental, or emotional best interests of the student or is considered necessary for the welfare of the university. Please review the following Statement of Professional Behavior:

STATEMENT ON PROFESSIONAL BEHAVIOR
The delivery of professional counseling services requires a variety of personal attributes and professional competencies. Individuals preparing for the counseling profession must demonstrate the ability to master the academic aspects of their graduate programs as well as indicate an interest in continuous learning following this formal preparation.

In addition, as stated in professional counseling association codes of ethics, a competent counselor must demonstrate such characteristics as open-mindedness, tolerance of ambiguity, objectivity, emotional stability, personal security, appropriate interpersonal skills to effectively and confidently communicate with others across racial, cultural or gender lines, and a willingness to learn and grow professionally.

Therefore, the Counseling Department faculty at Xavier University feels strongly that recipients of our degrees and/or credentials should possess all of these aforementioned qualities. Should an enrolled student appear to be significantly deficient in any one or more of these areas, the Department faculty reserve the right to recommend to the Chair that such an individual’s enrollment in a particular Program of the Department be modified, suspended, or terminated in what the faculty judge to be in the best interests of any or all of the following: the student, the University, prospective counseling clients. Any decision to modify, suspend, or terminate a student’s enrollment will be made only after consultation with all full-time Department faculty and will be forwarded to the student in writing by the Chair of the Department.

Currently enrolled students may appeal such a decision as follows:
1. A student can challenge the decision of the Department faculty by filing a written appeal of the decision with the Dean of the College of Professional Sciences within thirty (30) days following receipt of the Department decision. The Dean will send a written ruling on this appeal to all involved parties within thirty (30) days.
2. If the student wishes to challenge the ruling of the Dean, a written appeal should be directed to the Xavier University Professional Review Board within thirty (30) days of receipt of the Dean’s decision. Such an appeal will be considered per the policies and procedures maintained by the Professional Review Board and described in the Xavier University Catalog. The Professional Review Board will issue its decision related to this appeal to all involved parties within thirty (30) days following the conclusion of Board deliberation of this matter. The decision of this Board is final.
**PROGRAM OFFERINGS**

The Master of Arts in Clinical Mental Health Counseling Program Offerings are divided into four groupings that will lead the student through a general sequence of academic experiences. - Introductory courses are presented in Group I, with intermediate offerings available in Group II. **Group III requirements should be attempted only after most of the Group I & II courses are completed and so on.** - Below please find a brief description of Program requirements and electives:

**Group I - Required Courses**

<table>
<thead>
<tr>
<th>Course # and Title</th>
<th>Description</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>COUN 501 Lifespan Development</td>
<td>Understanding of the nature and needs of individuals at all developmental levels, learning theory and personality development, normal and abnormal behavior, lifespan transitions.</td>
<td>(3)</td>
</tr>
<tr>
<td>COUN 533 Counseling Theories &amp; Techniques</td>
<td>Theories of Counseling are offered for student consideration. Also, interviewing skills and clinical procedures are presented and practiced.</td>
<td>(3)</td>
</tr>
<tr>
<td>COUN 536 Group Process</td>
<td>This laboratory course contains both lecture and experiential components designed to give students competencies in designing, utilizing, and facilitating groups in a variety of settings. Participation in a growth group will be part of the course.</td>
<td>(3)</td>
</tr>
<tr>
<td>COUN 579 Psychological and Achievement Testing</td>
<td>An exposure to appropriate testing practices as well as ethical use of group tests. Testing concepts, test selection and evaluation issues are also presented.</td>
<td>(2)</td>
</tr>
<tr>
<td>COUN 630 Intro to Mental Health Counseling</td>
<td>The course involves a survey of historical developments impacting the helping professions as well as a review of current practice in various counseling settings.</td>
<td>(2)</td>
</tr>
<tr>
<td>COUN 636 Career Counseling</td>
<td>An introduction to career counseling in a variety of settings. Career choice theories, sources of occupational information, and career assessment techniques are offered.</td>
<td>(3)</td>
</tr>
</tbody>
</table>

**GROUP I - TOTAL HOURS 16**

**GROUP II - REQUIRED COURSES**

<table>
<thead>
<tr>
<th>Course # and Title</th>
<th>Description</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>COUN 509 Counseling Research Methods</td>
<td>The methodologies of counseling research and statistics are presented.</td>
<td>(2)</td>
</tr>
<tr>
<td>COUN 631 Counseling Issues and Ethics</td>
<td>Ethical responsibilities of the counselor and counseling as a profession are reviewed via case studies and research.</td>
<td>(2)</td>
</tr>
<tr>
<td>COUN 638 Cross Cultural Counseling</td>
<td>A study of the impact of culture on the counseling process as well as an understanding of cultural differences (e.g., race, gender and ethnicity) is underscored.</td>
<td>(2)</td>
</tr>
<tr>
<td>COUN 640 Family Relations</td>
<td>A review of issues related to the family and various theories of family counseling.</td>
<td>(2)</td>
</tr>
<tr>
<td>COUN 669 Pre-Practicum/ Counseling Lab</td>
<td>Pre-practicum/Counseling Lab is a supervised counseling experience where the student conducts individual counseling sessions and receives peer-supervisor feedback.</td>
<td>(3)</td>
</tr>
</tbody>
</table>

**GROUP II - TOTAL HOURS 11**
## GROUP III - REQUIRED COURSES

<table>
<thead>
<tr>
<th>Course # and Title</th>
<th>Description</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>COUN 642 Consultation and Supervision</td>
<td>Models of supervision and consultation for counseling services and introduced and practiced.</td>
<td>(3)</td>
</tr>
<tr>
<td>COUN 765 Crisis Counseling</td>
<td>An examination of the issues and skills involved in assisting clients to deal with crisis situations.</td>
<td>(2)</td>
</tr>
<tr>
<td>COUN 767 Treating Addictions (Advanced)</td>
<td>Explores the concepts in the field of substance abuse and addictions counseling. Emphasis will be placed on developing and practicing substance abuse counseling skills.</td>
<td>(3)</td>
</tr>
<tr>
<td>COUN 773 Counseling Practicum</td>
<td>A supervised training experience providing individual or group counseling to bona fide clients seeking services from counselors. <strong>NOTE: All students are expected to have COUN 533, 536, 579, 631 and 669 successfully completed (B grade or better) before starting Practicum.</strong></td>
<td>(3)</td>
</tr>
<tr>
<td><em>Counseling Elective(s)</em></td>
<td>See listing below</td>
<td>(3)</td>
</tr>
</tbody>
</table>

**GROUP III - TOTAL HOURS** 14
<table>
<thead>
<tr>
<th>Course # and Title</th>
<th>Description</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>COUN 671 Counseling Internship</td>
<td>An experiential integrative field placement in counseling under the direction of an approved supervisor. The experience requires a minimum of 600 hours of which 240 hours are in direct services which include the diagnosis and treatment of mental and emotional disorders and conditions. Note: All students must complete COUN 773 before starting Internship.</td>
<td>(4)</td>
</tr>
<tr>
<td>COUN 760 Personality and Abnormal Behavior</td>
<td>Dynamics of the disturbed personality; symptoms, causes, treatment of psychoneuroses, psychoses, deviant personalities. Emphasis is placed on psychopathological conditions related to children, adolescents, young and middle-life adults, and the aged.</td>
<td>(3)</td>
</tr>
<tr>
<td>COUN 764 Counseling and Psychotherapy</td>
<td>Theoretical and applied understandings of the psychotherapeutic process including study of the psychological methods of intervention such as person-centered, psychoanalytic, hypnotherapy, and psychotherapy. Also covered are educational intervention methods such as rational-emotive therapy, reality therapy, and psychosocial rehabilitation.</td>
<td>(3)</td>
</tr>
<tr>
<td>COUN 762 Clinical and Personality Assessment</td>
<td>Emphasis is placed on methods of administering and interpreting individual and group standardized tests. Evaluation techniques of mental and emotional status, including use of assessment procedures and diagnosis and treatment planning are reviewed.</td>
<td>(3)</td>
</tr>
<tr>
<td>COUN 763 Diagnosis of Psychopathology</td>
<td>A conceptual overview of the foundations of psychodiagnostics. Exposure to both psychodynamic concepts and theory as well as behavioral, descriptive diagnosis as advocated by the DSM IV-TR. This includes the development of a framework for identifying the signs and symptoms of psychosis, personality disorders, and neuroses in children, adolescents, young and middle-life adults, and the aged.</td>
<td>(3)</td>
</tr>
<tr>
<td>COUN 766 Intervention Skills for the Severely Mentally Disabled</td>
<td>Specific interventions and treatment strategies with severely mentally disabled individuals in both individual and group settings including developing and implementing a treatment plan, reporting and assessing progress of treatment, appropriate referral procedures, and knowing the effect on client behavior of mood altering chemical agents in the treatment of mental and emotional disorders.</td>
<td>(3)</td>
</tr>
</tbody>
</table>

**GROUP IV - TOTAL HOURS 19**
SAMPLE ELECTIVE COURSE OPTIONS:

Most elective options (with the exception of the annual Winter Workshop (1 credit) and Treating Addictions I (2 credits) are offered during the summer. The following are just a few of the elective options available most years to clinical mental health counseling students. A number of additional one and two hour counseling workshops are also offered in the summer and can be also be used to fulfill the elective requirement.

<table>
<thead>
<tr>
<th>Course # and Title</th>
<th>Description</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>COUN 504 Presence Practice – Better Therapy</td>
<td>This course will deeply examine styles of presence, styles of therapeutic relationship, especially the classic and demanding notions of empathy and congruence as ways of attaining more powerful connection with oneself and clients or students. The work of Martha Stark that examines three therapeutic models: offering insight, providing corrective experience, being an authentic subject will also be explored.</td>
<td>2</td>
</tr>
<tr>
<td>COUN 512 Spirituality and Counseling</td>
<td>Effective counseling addresses the body, mind, and spirit. This course is designed to provide the student with the basic understanding of how to explore a client’s spirituality and include the role of spirituality in both the assessment and treatment plans. Topics covered in this workshop will include: why address spiritual concerns, benefits of addressing spirituality for clients, and pitfalls related to spirituality. This course will also present a basic exploration of different spiritual perspectives, and how they related to the mental health of the client. Each participant will be introduced to different assessment tools of spirituality and therapeutic interventions.</td>
<td>1</td>
</tr>
<tr>
<td>COUN 520 Diagnosis and Treating Anxiety Disorders</td>
<td>According to 2005 data from the National Institute of Mental, 40 million American adults ages 18 and older, or about 18.1% of people, meet the criteria for an anxiety disorder. It is also a common disorder in school-age children. Clinicians will be faced with diagnosing and treating these common disorders. In the course, an overview of anxiety disorders and treatment modalities will be obtained. Panic disorder, Obsessive-Compulsive Disorder, Post Traumatic Stress Disorder, Generalized Anxiety Disorder, Phobias and Agoraphobia will be explored through DSM-IV TR criteria, case examples and treatment strategies. Cognitive Behavioral Therapy, Relaxation and Stress Reduction Techniques, EDMR and Dialectical Behavioral Therapy modalities will be discussed as successful treatment techniques. Use of these techniques in a clinical vs. school setting will be considered.</td>
<td>1</td>
</tr>
<tr>
<td>Course</td>
<td>Title</td>
<td>Description</td>
</tr>
<tr>
<td>---------</td>
<td>--------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>COUN 526</td>
<td>The WDEP System of Reality Therapy</td>
<td>This interactive workshop focuses on practical skills immediately useful on the job; skills hand can be integrated into other theories. It includes discussion, role-play demonstrations of cases presented by participants, small group practice, and viewing/critiquing video recordings. Participants will gain a working knowledge of choice theory, the basis of reality therapy, followed by an explanation and demonstration of the WDEP system (wants, doing, evaluation, planning). Integrated into the session will be a review of the research on reality therapy and a discussion about the misconceptions about the practice and implementation of the principles of reality therapy. The connections between choice theory and neuroscience will be discussed as well as the relationship between choice theory and mindfulness and Ericksonian principles.</td>
</tr>
<tr>
<td>COUN 535</td>
<td>Trauma and Dissociation</td>
<td>This is an introductory level course on the continuum of dissociative disorders. Participants will learn to recognize symptoms, have an understanding of the disorder and learn potential treatment options.</td>
</tr>
<tr>
<td>COUN 563</td>
<td>Counseling Challenging Youth</td>
<td>Workshop participants will learn a number of practical strategies for building and maintaining therapeutic relationships with challenging youth and families. The strategies will be formatted around six guiding principles common to most human services professionals who successfully engage this population. Participants will be challenged to assess their own attitudes, beliefs, and behaviors related to challenging youth via lecture, demonstrations, small group activities, and role plays.</td>
</tr>
<tr>
<td>COUN 639</td>
<td>Treating Addictions I</td>
<td>Concepts of drug and alcohol counseling are presented. The disease model of chemical dependency is reviewed as are strategies for providing client assistance.</td>
</tr>
</tbody>
</table>

(1) | (1) | (1) | (2)
1. Complete a Master's degree in counseling with at least 20 semester hours over the following five clinical areas:

**Area I**
- Clinical Psychopathology, Personality, and Abnormal Behavior

**Area II**
- Evaluation of Mental and Emotional Status

**Area III**
- Diagnosis of Mental and Emotional Disorders

**Area IV**
- Methods of Intervention and Prevention of Mental and Emotional Disorders

**Area V**
- Treatment of Mental and Emotional Disorders

2. When the Master's degree and clinical courses are completed (total 60 semester hours minimum), applicants take the Core Area State Counselor Exam (The National Counselor Exam through the National Board of Certified Counselors).

3. When the exam is passed, the candidate is granted a **Professional Counselor (PC) License**.

4. Following the PC designation, 2 years of clinical supervision are required as well as passage of the National Clinical Mental Health Counselor Exam to upgrade to the Professional Clinical Counselor (PCC) License. Note: The NCMHCE can be taken at any time following the passage of the NCE.

The Ohio Counselor and Social Worker Board have implemented a rule change related to the definition of “Graduate Credit”.

**Effective July 10, 2000, The Counselor Board requires at least a grade of “B” or better in Counseling coursework as part of the eligibility requirements to sit for the Counselor licensure exam.**
### 2017 Ohio Counselor Licensure Exam Pass Rates

National Counselor Exam and National Clinical Mental Health Counselor Exam (combined)

<table>
<thead>
<tr>
<th>Group</th>
<th>Overall Pass Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ohio (n = 1334)</td>
<td>80%</td>
</tr>
<tr>
<td>Xavier (n = 44)</td>
<td>82%</td>
</tr>
</tbody>
</table>

Note: More detailed results were not made available by NBCC for 2017.

### 2016 Ohio Counselor Licensure Exam Pass Rates

National Counselor Exam and National Clinical Mental Health Counselor Exam (combined)

<table>
<thead>
<tr>
<th>Group</th>
<th>Overall Pass Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ohio (n = 1421)</td>
<td>74%</td>
</tr>
<tr>
<td>Xavier (n = 39)</td>
<td>82%</td>
</tr>
</tbody>
</table>

Note: More detailed results were not made available by NBCC for 2016.

### 2015 Ohio Counselor Licensure Exam Pass Rates

National Counselor Exam (For the Professional Counselor License...PC)

<table>
<thead>
<tr>
<th>Group</th>
<th>Overall Pass Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>National (n=NA)</td>
<td>78%</td>
</tr>
<tr>
<td>Ohio (n = 477)</td>
<td>86.2%</td>
</tr>
<tr>
<td>Xavier (n=23)</td>
<td>100%</td>
</tr>
</tbody>
</table>

National Clinical Mental Health Counselor Exam (For the Professional Clinical Counselor License...PCC)

<table>
<thead>
<tr>
<th>Group</th>
<th>Overall Pass Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>National (n=NA)</td>
<td>NA</td>
</tr>
<tr>
<td>Ohio (n=373)</td>
<td>64.1%</td>
</tr>
<tr>
<td>Xavier (n=16)</td>
<td>81.3%</td>
</tr>
</tbody>
</table>

Note: 15 programs in Ohio had at least 14 graduates take the National Counselor Exam in 2015. Xavier was one of only 3 of these programs to have a 100% pass rate (23 for 23). Also, of the 15 largest programs, Xavier
graduates had the highest pass rate in the state for the more rigorous National Clinical Mental Health Counseling Exam!

### 2014 Ohio Counselor Licensure Exam Pass Rates

National Counselor Exam and National Clinical Mental Health Counselor Exam (combined)

<table>
<thead>
<tr>
<th>Group</th>
<th>Overall Pass Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ohio (n = 1216)</td>
<td>82%</td>
</tr>
<tr>
<td>Xavier (n = 62)</td>
<td>90.3%</td>
</tr>
</tbody>
</table>

Note: More detailed results were not made available by NBCC for 2014. Xavier University had the highest pass rate for all universities (N = 16) with over 25 examinees.

### 2013 Ohio Counselor Licensure Exam Pass Rates

National Counselor Exam (For the Professional Counselor License...PC)

<table>
<thead>
<tr>
<th>Group</th>
<th>1st Attempt</th>
<th>Overall Pass Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>National (n=NA)</td>
<td>?</td>
<td>78%</td>
</tr>
<tr>
<td>Ohio (n= NA)</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>Xavier (n=19)</td>
<td>94.1%</td>
<td>91.4%</td>
</tr>
</tbody>
</table>

National Clinical Mental Health Counselor Exam (For the Professional Clinical Counselor License...PCC)

<table>
<thead>
<tr>
<th>Group</th>
<th>Overall Pass Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>National (n=NA)</td>
<td>NA</td>
</tr>
<tr>
<td>Ohio (n=NA)</td>
<td>NA</td>
</tr>
<tr>
<td>Xavier (n=10)</td>
<td>85.7%</td>
</tr>
</tbody>
</table>

### 2012 Ohio Counselor Licensure Exam Pass Rates

National Counselor Exam (For the Professional Counselor License...PC)

<table>
<thead>
<tr>
<th>Group</th>
<th>1st Attempt</th>
<th>Overall Pass Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>National (n=?)</td>
<td>?</td>
<td>78%</td>
</tr>
<tr>
<td>Ohio (n=437)</td>
<td>90%</td>
<td>88 %</td>
</tr>
<tr>
<td>Xavier (n=19)</td>
<td>83%</td>
<td>84.2%</td>
</tr>
</tbody>
</table>
National Clinical Mental Health Counselor Exam *(For the Professional Clinical Counselor License...PCC)*

<table>
<thead>
<tr>
<th>Group</th>
<th>National (n=?)</th>
<th>?</th>
<th>? Ohio</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(n=386)</td>
<td>67%</td>
<td>67%</td>
</tr>
<tr>
<td>Xavier</td>
<td>(n=10)</td>
<td>75%</td>
<td>75.8%</td>
</tr>
</tbody>
</table>

**2011 Ohio Counselor Licensure Exam Pass Rates**

National Counselor Exam *(For the Professional Counselor License...PC)*

<table>
<thead>
<tr>
<th>Group</th>
<th>National (n=?)</th>
<th>1st Attempt</th>
<th>Overall Pass Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(n=?)</td>
<td>?</td>
<td>78%</td>
</tr>
<tr>
<td>Ohio</td>
<td>(n=475)</td>
<td>93.8%</td>
<td>92.2%</td>
</tr>
<tr>
<td>Xavier</td>
<td>(n=35)</td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>

National Clinical Mental Health Counselor Exam *(For the Professional Clinical Counselor License...PCC)*

<table>
<thead>
<tr>
<th>Group</th>
<th>National (n=?)</th>
<th>1st Attempt</th>
<th>?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(n=?)</td>
<td>?</td>
<td>?</td>
</tr>
<tr>
<td>Ohio</td>
<td>(n=309)</td>
<td>68%</td>
<td>69%</td>
</tr>
<tr>
<td>Xavier</td>
<td>(n=10)</td>
<td>58.3%</td>
<td>56%</td>
</tr>
</tbody>
</table>

**2010 Ohio Counselor Licensure Exam Pass Rates**

National Counselor Exam *(For the Professional Counselor License...PC)*

<table>
<thead>
<tr>
<th>Group</th>
<th>National (n=?)</th>
<th>1st Attempt</th>
<th>Overall Pass Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(n=?)</td>
<td>?</td>
<td>78%</td>
</tr>
<tr>
<td>Ohio</td>
<td>(n=487)</td>
<td>91%</td>
<td>88%</td>
</tr>
<tr>
<td>Xavier</td>
<td>(n=29)</td>
<td>95%</td>
<td>91%</td>
</tr>
</tbody>
</table>
National Clinical Mental Health Counselor Exam (For the Professional Clinical Counselor License...PCC)

<table>
<thead>
<tr>
<th>Group</th>
<th>1st Attempt</th>
<th>Overall Pass Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>National (n=?)</td>
<td>?</td>
<td>78%</td>
</tr>
<tr>
<td>Ohio (n=213)</td>
<td>69%</td>
<td>65%</td>
</tr>
<tr>
<td>Xavier (n=10)</td>
<td>70%</td>
<td>70%</td>
</tr>
</tbody>
</table>

2009 Ohio Counselor Licensure Exam Pass Rates

National Counselor Exam (For the Professional Counselor License...PC)

<table>
<thead>
<tr>
<th>Group</th>
<th>1st Attempt</th>
<th>Overall Pass Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>National (n=?)</td>
<td>?</td>
<td>78%</td>
</tr>
<tr>
<td>Ohio (n=487)</td>
<td>89%</td>
<td>91%</td>
</tr>
<tr>
<td>Xavier (n=29)</td>
<td>93%</td>
<td>96%</td>
</tr>
</tbody>
</table>

National Clinical Mental Health Counselor Exam (For the Professional Clinical Counselor License...PCC)

<table>
<thead>
<tr>
<th>Group</th>
<th>1st Attempt</th>
<th>Overall Pass Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>National (n=?)</td>
<td>?</td>
<td>?</td>
</tr>
<tr>
<td>Ohio (n=213)</td>
<td>75%</td>
<td>80%</td>
</tr>
<tr>
<td>Xavier (n=10)</td>
<td>80%</td>
<td>88%</td>
</tr>
</tbody>
</table>

Source: The Ohio Counselor, Social Worker, and Marriage and Family Therapist Board, February 2011
STATE OF OHIO
COUNSELOR AND SOCIAL WORKER BOARD

ELEVEN STEPS TO COUNSELOR LICENSURE

1. Complete graduate degree in counseling. (From an accredited program) 90 qtr. or 60 sem. hours of graduate work with a minimum of one course in each of the 16 content areas. Once a course is used to satisfy a requirement, it may not be reused.

2. During the last semester of program to take the National Counselor Exam (NCE) go to OCSWMFT website and follow instructions to take the NCE exam and apply for LPC license.

3. Take the exam.

4. After you pass the exam, send in application for PC license and fees.

5. Have your school send official transcripts directly to the Board.

6. After becoming a PC, please submit a letter to the Board indicating that you are upgrading to the PCC. Apply to be a PC/Clinical Resident by registering your post PC hours with the Board. Include a letter requesting that any hours that occurred post degree and were registered and approved by the board be counted towards the 3000-hour (2 years) requirement. Experience must meet the requirements for the PCC with 50% of your time spent diagnosing and treating mental and emotional disorders in a clinical setting under the direction of a PCC.

7. Submit PCC application and fees.

8. Have supervisor fill out evaluation of supervised experience, have supervisor sign across the back of a sealed envelope and return to you.

9. Have supervisor fill out a clinical field evaluation, have your supervisor sign across the back of a sealed envelope and return to you.

10. You will also need to take and pass the National Clinical Mental Health Exam (NCMHCE) that covers clinical/diagnostic content. Note: The NCMHCE Exam can be taken at any time following passage of the NCE.

11. You will be licensed with a provisional license once all of the paperwork is received by the Board. This letter along with your passing exam score report will allow you to work until you receive a letter from the Board indicating that you may now call yourself a PC or PCC.

NOTE: Xavier’s Clinical Mental Health Counseling Program offers preparation for certification and licensure as a chemical dependency counselor as described by the Ohio Chemical Dependency Board.

Students interested in pursuing this certification should contact their advisor early in their master’s program to select appropriate course work

Students should go to OCSWMFT website for current instructions. All applications are completed online and adjustments are regularly made to process.
## CORE COUNSELING COURSE WORKSHEET

Instructions: Place each counseling course on your transcripts into the appropriate category on the worksheet. Once a course is used to satisfy a requirement, it may not be repeated to satisfy another.

NOTE: If a course title does not clearly indicate the content area of the course, you must attach a college catalog description or syllabus to substantiate the specific material included.

<table>
<thead>
<tr>
<th>Content Area</th>
<th>Course # &amp; Title</th>
<th>Sem. Hours</th>
<th>Dept. Taught In</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Counseling Theory</td>
<td>COUN 533 - Counseling Theories and Techniques</td>
<td>3</td>
<td>Counseling Program</td>
</tr>
<tr>
<td>2. Counseling Techniques</td>
<td>COUN 764 - Counseling &amp; Psychotherapy</td>
<td>3</td>
<td>&quot;</td>
</tr>
<tr>
<td></td>
<td>COUN 669 - Pre-practicum/Counseling Lab</td>
<td>3</td>
<td>&quot;</td>
</tr>
<tr>
<td>3. Supervised Practicum</td>
<td>COUN 773 - Counseling Practicum</td>
<td>3</td>
<td>&quot;</td>
</tr>
<tr>
<td></td>
<td>(100 clock hours)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Internship</td>
<td>COUN 671 - Counseling Internship</td>
<td>4</td>
<td>&quot;</td>
</tr>
<tr>
<td></td>
<td>(600 clock hours)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Human Growth and Development</td>
<td>COUN 501 – Lifespan Development</td>
<td>3</td>
<td>&quot;</td>
</tr>
<tr>
<td>6. Social and Cultural Foundations</td>
<td>COUN 638 - Cross-Cultural Counseling</td>
<td>2</td>
<td>&quot;</td>
</tr>
<tr>
<td></td>
<td>COUN 630 - Intro to Mental Health Counseling</td>
<td>2</td>
<td>&quot;</td>
</tr>
<tr>
<td></td>
<td>COUN 640 - Family Relations</td>
<td>2</td>
<td>&quot;</td>
</tr>
<tr>
<td>7. Group Dynamics, Processing and Counseling</td>
<td>COUN 536 - Group Process</td>
<td>3</td>
<td>&quot;</td>
</tr>
<tr>
<td>8. Life-Style and Career Development</td>
<td>COUN 636 - Career Counseling</td>
<td>3</td>
<td>&quot;</td>
</tr>
<tr>
<td>10. Research and Evaluation</td>
<td>COUN 509 - Counseling Research Methods</td>
<td>2</td>
<td>&quot;</td>
</tr>
<tr>
<td>11. Professional, Legal and Ethical Responsibilities</td>
<td>COUN 631 - Counseling Issues &amp; Ethics</td>
<td>2</td>
<td>&quot;</td>
</tr>
</tbody>
</table>

### Clinical Areas

(a minimum of 20 semester hours required)

<table>
<thead>
<tr>
<th>Area I</th>
<th>Course # &amp; Title</th>
<th>Sem. Hours</th>
<th>Dept. Taught In</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clinical Psychopathology, Personality,</td>
<td>COUN 760 - Personality and Abnormal Behavior</td>
<td>3</td>
<td>Counseling Program</td>
</tr>
<tr>
<td>and Abnormal Behavior</td>
<td>COUN 767 - Treating Addictions (Advanced)</td>
<td>3</td>
<td>&quot;</td>
</tr>
<tr>
<td>Area II</td>
<td>Evaluation of Mental and Emotional Status</td>
<td>COUN 762 – Clinical &amp; Personality Assessment</td>
<td>3</td>
</tr>
<tr>
<td>Area III</td>
<td>Diagnosis of Mental and Emotional Behavior</td>
<td>COUN 763 - Diagnosis of Psychopathology</td>
<td>3</td>
</tr>
<tr>
<td>Area IV</td>
<td>Methods of Intervention and Prevention of Mental and</td>
<td>COUN 766 - Intervention Skills with SMD</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>and Emotional Disorders</td>
<td>COUN 642 - Consultation and Supervision</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>COUN 654 Trauma and Dissociation (elective)</td>
<td>1</td>
<td>&quot;</td>
</tr>
<tr>
<td></td>
<td>COUN 504 Intro to Play Therapy (elective)</td>
<td>1</td>
<td>&quot;</td>
</tr>
<tr>
<td>Area V</td>
<td>Treatment of Mental and Emotional Disorders</td>
<td>COUN 765 - Crisis Counseling</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>COUN 639 – Treating Addictions I (elective)</td>
<td>2</td>
<td>&quot;</td>
</tr>
</tbody>
</table>

**MA in Clinical Mental Health Counseling**

Total: 60 sem. hrs. minimum

22
Counselor, Social Worker & Marriage and Family Therapist Board

50 West Broad Street, Suite 1075 Columbus, Ohio
43215-5919 614-466-0912 & Fax 614-728-7790
http://cswmft.ohio.gov &
cswmft.info@cswb.state.oh.us

CRIMINAL RECORDS CHECK REQUIRED FOR INITIAL LICENSURE

For each initial licensure you must complete both the Ohio BCI (Bureau of Criminal Identification and Investigation also referred to as BCI&I) and FBI criminal records checks. By law, the Board cannot complete the processing of your application until it receives both the BCI and FBI background check. Please note: criminal record checks are valid for no more than one year. Applicants must have current records checks on file with the Board at the time of licensure.

For all applicants for CT, LPC, LPCC, SWA, SWT, LSW, LISW, MFT & IMFT. Print and take the BCI and FBI Instructions with you to a WebCheck® location to have your finger prints scanned.

When locating an electronic fingerprinting site on this web page, please note that you must use the services of a vendor that has (BCI & FBI) listed after the vendor’s name. Only these entities participate in “National WebCheck.” The Board does not endorse or recommend any specific electronic fingerprinting company/agency.

You need both the BCI and FBI criminal records check for each initial license type. By law, the Board cannot complete the processing of your application until it receives the background check reports from both the BCI and FBI.

Steps for “WebCheck”
1. Identify a “WebCheck” vendor that participates in the “National WebCheck.”
2. Submit your fee directly to the “WebCheck” vendor. DO NOT SEND YOUR FINGERPRINTS OR FEE TO THE BOARD.
3. Request that the criminal records check results from both the BCI and FBI be sent directly to: Counselor, Social Worker & Marriage and Family Therapist Board 50 West Broad Street, Suite 1075 Columbus, Ohio 43215-5919 Results must be mailed from BCI to CSWMFT BD
   1. List the reason for fingerprinting as: “Required for licensure per ORC 4757.101. and Volunteer for Children’s Act”
   2. Write clearly in black ink, as unreadable cards will be rejected. Do not alter the card or boxes.

Xavier Police is offering National Webcheck paper work and background checks, http://www.xavier.edu/police/WebCheck-Fingerprinting-Services.cfm This webpage includes a PDF of the forms needed and instructions on how to fill it out. There is also a FAQ section that provides answers to some of the questions that we answer the most. Please check the website for available hours.

Fill out the form online, print it and bring the completed paperwork to Flynn Hall. The paperwork would not be available at Flynn Hall.
**Instructions for Individuals Residing Outside of Ohio**

Individuals residing outside of Ohio must contact the Board at 614-466-0912 or cswmft.info@cswb.state.oh.us to request the appropriate forms. The Board will mail the forms needed for your fingerprints to be processed at your local law enforcement agency.

Ohio law requires applicants for licenses issued by virtually all Ohio professional and occupational licensing boards, including the Counselor, Social Worker & Marriage and Family Therapist Board (Board), to complete a criminal records check as part of the initial application process. Pursuant to Ohio Revised Code (ORC) Chapter 4757.101 (effective March 24, 2008), the Board shall not issue an initial license in the absence of a criminal records check and a determination that the results do not make the applicant ineligible for a license to practice counseling, social work and/or marriage and family therapy.

The Board cannot issue a license on or after March 24, 2008 until the results of a criminal records check conducted in compliance with procedures established by the Ohio Bureau of Criminal Identification and Investigation (BCI) is completed. Under existing law, the Board may refuse to issue a license to any candidate for violation of ORC 4757.36 (A): “(5) Been convicted in this or any other state of any crime that is a felony in this state”. The Board may also deny based on evidence that deems the candidate is not in compliance with Board law requiring “good moral character” under ORC 4757.21/4757.22/4757.27 or 4757.28 (B)(1).

**Q&A Regarding Criminal Records Checks for Counselor, Social Worker & Marriage and Family Therapist Board Licensure**

**Question 1:** I recently had a BCI & FBI records check completed for another purpose. Can I just use those results to meet the requirement of the Board?  
**Answer:** No, you have to have a BCI records check sent directly to the board from BCI. No, the FBI requires a new application for each instance. **However,** if you had a recent BCI check for applying for licensure and/or working with children or the elderly and less than a month has passed, BCI will send a second report to the board at no extra charge. If more than a month, but less than a year has passed, BCI will charge $8 to send a report to the board. You can request a second report by following the directions and using the forms on our website at [http://cswmft.ohio.gov/pdfs/BCIcopyCSW.pdf](http://cswmft.ohio.gov/pdfs/BCIcopyCSW.pdf) or [http://cswmft.ohio.gov/pdfs/BCIcopy.pdf](http://cswmft.ohio.gov/pdfs/BCIcopy.pdf).

**Question 2:** How much time will this add to the licensure process?  
**Answer:** Records check results should get to the Board in no more than 7-10 days after you are fingerprinted electronically. If the Board has an acceptable criminal records check in hand prior to the Board’s application review process, the license will be issued without delay in 1-5 business days after the review process is completed. For out-of-state applicants completing the records check, the results will only have the added mail time for delivery to BCI, assuming that the fingerprints provided are acceptable to BCI.

**Question 3:** What happens if I have a criminal history reported to the Board?  
**Answer:** You will be notified. Depending on the nature of the results of the records check, the Board will determine if the offense(s) render the application ineligible for licensure and/or whether the offenses on record were denied on the notarized application form. The Board may refuse to issue a license to any applicant based on conviction of a felony or of any offense involving moral turpitude, for not being of “good moral character,” or for using fraud, misrepresentation, or deception in the application process.

**Question 4:** Will I need a criminal records check to renew my license every two years?  
**Answer:** No. The records check requirement does not apply to the biennial renewal process.

**Question 5:** What do I do if the National Web Check is unable to scan a good fingerprint set?  
**Answer:** Call the board for manual fingerprint card set and we will send you instructions to follow. The Webcheck program requires at least three high quality prints. If you are unable to capture three fingerprints with high quality, you must submit an ink-rolled card. Call the board for the cards at 614-466-0912.
LICENSURE AS A PROFESSIONAL COUNSELOR IN KENTUCKY

The Kentucky Board of Certification for Professional Counselors
P.O. Box 456
Frankfort, Kentucky 40602
(502) 564-3296

Kentucky offers three licenses for professional counselors that are similar in design and responsibility to the three levels of licensure in Ohio. Information for all three licenses can be found on the Kentucky Board of Certification for Professional Counselors website at: http://lpc.ky.gov

1. Licensed Professional Counselor Associate (LPCA)

In Kentucky, new graduates that pass the National Counselor Exam (NCE) are eligible to become a Licensed Professional Counselor Associate (LPCA). Individuals applying for licensure will be required to pay an application fee and submit the LPCA application. The license will not be approved until the applicant is able to submit a signed Supervisory Agreement.

2. Licensed Professional Clinical Counselor (LPCC)

An LPCA must accrue 4,000 hours of post-masters counseling experience under supervision. The experience must include at least 1,600 hours of direct counseling. Supervisees are to have broad experience which includes supporting people with various developmental issues and diagnoses. The supervisee must also have 100 hours of individual supervision. The clinical supervisor must be a credentialed mental health professional who has received Board approval. Once these requirements have been met, the associate may apply for the LPCC independent licensure.

3. Licensed Professional Clinical Counselor with Supervision Designation (LPCC-S)

Counselors who have been in practice for at least 2 years post LPCC licensure may apply for the Supervision Designation credential if one of the following criteria have been met:

- Have taught or completed a 3-hour graduate course in counseling supervision,
- Have taught or completed a 15-hour board-approved supervisor training course, or
- Has 5 years of experience as a board approved supervisor.

Reciprocity

Reciprocity is extended to counselors who meet requirements of Kentucky State Statute 335.527. Reciprocity candidates must have current licenses in good standing, have five years of experience, and have completed graduate degrees with 60 total semester hours; programs must include coursework in nine required areas. The minimum internship/practicum requirement is 400 hours. Candidates who meet reciprocity requirements do not need to document supervised practice or examination. The application fee can be refunded if the candidate is found ineligible for licensure.

Out-of-state candidates with less than five years of experience must document supervised experience and examination results.

Note: Go to Kentucky website to ensure most up to date information and requirements.
Indiana offers two levels of licensure for mental health counselors. Due to the significant differences in internship requirements in Indiana, XU students interested in an Indiana credential should consult with the Clinical Coordinator early in their Master’s Program.

1. **Licensed Mental Health Counselor Associate (LMHCA)**

   Graduate students must complete not less than one (1) supervised clinical practicum, internship, or field experience in a counseling setting, which must include a minimum of **one thousand (1,000) clock hours** consisting of one (1) practicum of one hundred (100) hours, one (1) internship of six hundred (600) hours, and one (1) advanced internship of three hundred (300) hours, with at least one hundred (100) hours of face-to-face supervision. This requirement may be met by a supervised practice experience that took place away from an institution of higher education but that is certified by an official of the institution of higher education as being equivalent to a clinical mental health graduate level practicum or internship program at an institution accredited by an accrediting agency approved by the United States Department of Education or the Association of Universities and Colleges of Canada. Graduates must also pass the National Counselor Exam (NCE).

2. **Licensed Mental Health Counselor (LMHC)**

   An LMHCA may apply for independent stature after at least three thousand (3,000) hours of postgraduate clinical experience. The Board requires a minimum of 21 months of supervised postgraduate practice; a candidate may take up to 48 months to complete the requirement. The clinical experience must consist of one hundred (100) hours of face-to-face supervision under the supervision of a licensed Mental Health Counselor or an equivalent supervisor as determined by the Board. The applicant must also pass the National Clinical Mental Health Counseling Examination (NCMHCE) after post-graduate supervision requirements have been met.

**Reciprocity**

**RECIPIROCITY LICENSURE REQUIREMENTS**

Applicants who are applying for licensure as a mental health counselor based upon Indiana Code 2523.6-8.5-9.5, must meet the following requirements:

- Has a valid license or certificate to practice as a mental health counselor from another state or jurisdiction.
- Has passed an examination substantially equivalent to the level for which licensure is being requested. The Board requires you take and pass the National Board for Certified Counselors (NBCC) National Clinical Mental Health Counselor Examination (NCMHCE).
- Does not have a pending disciplinary proceeding in another state.

**CRIMINAL BACKGROUND CHECK REQUIRED**

An individual applying for a mental health counselor license shall submit to a national criminal history background check at the cost of the individual.

Note: Go to Indiana website to ensure most up to date information and requirements.
Xavier Student: If you are interested in the Chemical Dependency Licensure please know that with your Master’s Degree in Clinical Mental Health Counseling contains the requirements applicable for licensure as a Chemical Dependency Counselor. The CDCA Phase I is the first level of licensure that you could obtain as a student, but it is not necessary for obtaining the license post Master’s degree.

You can access all online applications and information on the website at [http://ocdp.ohio.gov/](http://ocdp.ohio.gov/).

Individuals must complete and submit an appropriate application, fee and all required documentation to be certified/licensed by the Board.

To apply for a certificate, license or endorsement with the Board:

1. Navigate to the e-License Portal. The e-License Portal is most compatible with Google Chrome or the latest version of other internet browsers.
2. Register/Login to your Dashboard and select the "Apply for a New License" link.
3. You will be required to upload and attach all required forms. Forms are on the website.
4. You will be required to pay the $50 application fee ($35 if you are converting from an LCDC II or an OCPS to a higher license/certificate).

**FILE AN ONLINE APPLICATION**

**CDCA: Chemical Dependency Counselor Assistant Preliminary (PHASE I)**

- Must be at least 18 years of age and hold a High School Diploma or GED
- Forty (40) hours of **CHEMICAL DEPENDENCY SPECIFIC EDUCATION** in the required content areas
- Completion of **ONLINE APPLICATION**

**CDCA: Chemical Dependency Counselor Assistant (PHASE II)**

- Must be at least 18 years of age and hold a High School Diploma or GED
- Hold a Phase I of CDCA for at least 10 months
- Thirty (30) hours of **CHEMICAL DEPENDENCY SPECIFIC EDUCATION** (completed after obtaining CDCA Phase I status) in the required content areas
- Completion of **ONLINE APPLICATION**

**LCDC II: Licensed Chemical Dependency Counselor II**

- An Associate's degree in a behavioral science or nursing OR a Bachelor's degree in any field
- One year (2,000 hours) of chemical dependency counseling related **WORK EXPERIENCE** (compensated work or supervised internship)
- 180 hours of **CHEMICAL DEPENDENCY SPECIFIC EDUCATION** in nine specific content areas.
- 220 **PRACTICAL EXPERIENCE** hours in the twelve core functions. This may be completed as part of your work experience requirements
• Successful completion of the ADC examination or completion of EXAMINATION WAIVER FORM
• Completion of ONLINE APPLICATION

**LCDC III: Licensed Chemical Dependency Counselor III**

• A minimum of a Bachelor's degree in a behavioral science or nursing
• One year (2,000 hours) of chemical dependency counseling related WORK EXPERIENCE (compensated work or supervised internship)
• 180 hours of CHEMICAL DEPENDENCY SPECIFIC EDUCATION in nine specific content areas.
• 220 PRACTICAL EXPERIENCE hours in the twelve core functions. This may be completed as part of your work experience requirements
• Successful completion of the ADC examination or completion of EXAMINATION WAIVER FORM
• Completion of ONLINE APPLICATION

**LICDC: Licensed Independent Chemical Dependency Counselor**

• A minimum of a MASTER'S DEGREE in a behavioral science with documentation of coursework in ten specific content areas
• One year (2,000 hours) of chemical dependency counseling related WORK EXPERIENCE (compensated work or supervised internship)
• 180 hours of CHEMICAL DEPENDENCY SPECIFIC EDUCATION in nine specific content areas.
• 220 PRACTICAL EXPERIENCE hours in the twelve core functions. This may be completed as part of your work experience requirements
• Successful completion of the ADC examination or completion of EXAMINATION WAIVER FORM
• Completion of ONLINE APPLICATION

NOTE: While we try to keep information in handbooks up to date, students should go to website to ensure most up to date requirements and application procedures for all licenses.
CLINICAL MENTAL HEALTH COUNSELING PROGRAMS
TENTATIVE COURSE OFFERING CALENDAR

<table>
<thead>
<tr>
<th>COURSE &amp; CREDIT HOUR</th>
<th>FALL</th>
<th>SPRING</th>
<th>MAY-JUNE</th>
<th>JUNE-JULY</th>
<th>JULY-AUGUST</th>
</tr>
</thead>
<tbody>
<tr>
<td>GROUP I</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>COUN 501 (3)</td>
<td>R - 4:15 PM</td>
<td>M - 7:00 PM</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>COUN 533 (3)</td>
<td>W - 7:00 PM</td>
<td>W - 4:15 PM</td>
<td></td>
<td>M-6:15 PM</td>
<td></td>
</tr>
<tr>
<td>COUN 536 (3)</td>
<td>W – 4:15 PM</td>
<td>W – 7:00 PM</td>
<td></td>
<td>W – 6:15 PM</td>
<td></td>
</tr>
<tr>
<td>COUN 579 (2)</td>
<td>M- 4:30 PM</td>
<td>T – 7:00 PM</td>
<td></td>
<td>T/R 4:00 PM</td>
<td></td>
</tr>
<tr>
<td>COUN 630 (2)</td>
<td>W – 4:30 PM</td>
<td>M – 4:30 PM</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>COUN 636 (3)</td>
<td>T – 4:15 PM</td>
<td>T - 4:15 PM</td>
<td>T/R – 4:30 PM</td>
<td></td>
<td></td>
</tr>
<tr>
<td>GROUP II</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>COUN 509 (2)</td>
<td>W - 7:30 PM</td>
<td>W - 4:30 PM</td>
<td></td>
<td>T/R – 6:15 PM</td>
<td></td>
</tr>
<tr>
<td>COUN 631 (2)</td>
<td>R – 4:30 PM</td>
<td>R – 7:00 PM</td>
<td></td>
<td>M/W – 4:00 PM</td>
<td></td>
</tr>
<tr>
<td>COUN 638 (2)</td>
<td>T – 7:00 PM</td>
<td>M – 7:00 PM</td>
<td>T/R – 6:15 PM</td>
<td></td>
<td></td>
</tr>
<tr>
<td>COUN 640 (2)</td>
<td>R – 7:00 PM</td>
<td>R – 4:30 PM</td>
<td></td>
<td>M/W - 6:15 PM</td>
<td></td>
</tr>
<tr>
<td>COUN 669 (3)</td>
<td>T - 4:15 PM</td>
<td>R – 4:15 PM</td>
<td></td>
<td>M &amp; W – 4:00 PM</td>
<td></td>
</tr>
<tr>
<td>GROUP III</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>COUN 642 (3)</td>
<td>W - 4:15 PM</td>
<td>W – 7:00 PM</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>COUN 765 (2)</td>
<td>T – 7:00 PM</td>
<td></td>
<td>M/W-6:15PM</td>
<td></td>
<td></td>
</tr>
<tr>
<td>COUN 767 (3)</td>
<td>W - 7:00 PM</td>
<td>W - 4:15 PM</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>COUN 773 (3)</td>
<td>M - 7:00 PM</td>
<td>T – 4:15 PM</td>
<td>T &amp; R – 4:00 PM</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elective (2)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>*GROUP IV</td>
<td>CLINICAL SEQUENCE</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>COUN 671 (4)</td>
<td>M - 4:30 PM</td>
<td>M - 4:30 PM</td>
<td></td>
<td>M/W 4:00 PM</td>
<td></td>
</tr>
<tr>
<td>COUN 760 (3)</td>
<td>S – 1:00 PM</td>
<td></td>
<td>T – 6:15 PM</td>
<td></td>
<td></td>
</tr>
<tr>
<td>COUN 762 (3)</td>
<td>T -7:00 PM</td>
<td></td>
<td>M- 6:15 PM</td>
<td></td>
<td></td>
</tr>
<tr>
<td>COUN 763 (3)</td>
<td>S – 8:30 AM</td>
<td></td>
<td>R - 6:15 PM</td>
<td></td>
<td></td>
</tr>
<tr>
<td>COUN 764 (3)</td>
<td>R – 4:15 PM</td>
<td>S – 1:00 PM</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>COUN 766 (3)</td>
<td>S – 8:30 AM</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ELECTIVES (3)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>COUN 639 (2)</td>
<td>R - 7:00 PM</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>COUN 591 (1)</td>
<td>Two Fridays</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note: Most elective options are offered in the summer as weekend workshops. The department varies these workshops each summer. A one credit hour, weekend workshop is also offered each year in early January.

760, 762, and 764 (Fall) and 763 and 766 (Spring) should be taken in the last year of your program. Since 766 includes review for the National Counselor Exam, it is better if students graduate in May or August.
## 2018-2019 Saturday Schedule (Clinical Mental Health Counseling)

<table>
<thead>
<tr>
<th>Date</th>
<th>A.M. 8:30 to noon</th>
<th>P.M. 1 to 4:30 p.m.</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/25/18</td>
<td>off</td>
<td>off</td>
</tr>
<tr>
<td>9/01/18</td>
<td>off</td>
<td>off</td>
</tr>
<tr>
<td>9/08/18</td>
<td>763</td>
<td>760</td>
</tr>
<tr>
<td>9/15/18</td>
<td>763</td>
<td>760</td>
</tr>
<tr>
<td>9/22/18</td>
<td>off</td>
<td>off</td>
</tr>
<tr>
<td>9/29/18</td>
<td>763</td>
<td>760</td>
</tr>
<tr>
<td>10/06/18</td>
<td>763</td>
<td>760</td>
</tr>
<tr>
<td>10/13/18</td>
<td>763</td>
<td>760</td>
</tr>
<tr>
<td>10/20/18</td>
<td>off</td>
<td>off</td>
</tr>
<tr>
<td>10/27/18</td>
<td>763</td>
<td>760</td>
</tr>
<tr>
<td>11/03/18</td>
<td>763</td>
<td>760</td>
</tr>
<tr>
<td>11/10/18</td>
<td>763</td>
<td>760</td>
</tr>
<tr>
<td>11/17/18</td>
<td>off</td>
<td>off</td>
</tr>
<tr>
<td>11/24/18</td>
<td>off</td>
<td>off</td>
</tr>
<tr>
<td>12/01/18</td>
<td>760 exam</td>
<td>off</td>
</tr>
<tr>
<td>12/08/18</td>
<td>763 exam</td>
<td>off</td>
</tr>
<tr>
<td>12/15/18</td>
<td>off</td>
<td>off</td>
</tr>
<tr>
<td>12/22/18</td>
<td>off</td>
<td>off</td>
</tr>
<tr>
<td>12/29/18</td>
<td>off</td>
<td>off</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Date</th>
<th>A.M. 8:30 to noon</th>
<th>P.M. 1:00 to 4:30</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/05/19</td>
<td>off</td>
<td>off</td>
</tr>
<tr>
<td>1/12/19</td>
<td>Winter WS</td>
<td>Winter WS</td>
</tr>
<tr>
<td>1/19/19</td>
<td>766</td>
<td>764</td>
</tr>
<tr>
<td>1/26/19</td>
<td>766</td>
<td>764</td>
</tr>
<tr>
<td>2/02/19</td>
<td>off</td>
<td>off</td>
</tr>
<tr>
<td>2/09/19</td>
<td>766</td>
<td>764</td>
</tr>
<tr>
<td>2/16/19</td>
<td>766</td>
<td>764</td>
</tr>
<tr>
<td>2/23/19</td>
<td>off</td>
<td>off</td>
</tr>
<tr>
<td>3/02/19</td>
<td>766</td>
<td>764</td>
</tr>
<tr>
<td>3/09/19</td>
<td>766</td>
<td>764</td>
</tr>
<tr>
<td>3/16/19</td>
<td>off</td>
<td>off</td>
</tr>
<tr>
<td>3/23/19</td>
<td>766</td>
<td>764</td>
</tr>
<tr>
<td>3/30/19</td>
<td>off</td>
<td>off</td>
</tr>
<tr>
<td>4/06/19</td>
<td>off</td>
<td>off</td>
</tr>
<tr>
<td>4/13/19</td>
<td>766</td>
<td>764</td>
</tr>
<tr>
<td>4/20/19</td>
<td>off</td>
<td>off</td>
</tr>
<tr>
<td>4/27/19</td>
<td>766</td>
<td>764</td>
</tr>
<tr>
<td>5/04/19</td>
<td>off</td>
<td>off</td>
</tr>
<tr>
<td>05/11/19</td>
<td>off</td>
<td>off</td>
</tr>
<tr>
<td>5/18/19</td>
<td>off</td>
<td>Commencement</td>
</tr>
</tbody>
</table>
PRACTICUM INFORMATION

OVERVIEW

The Ohio Counselor, Social Worker, and Marriage & Family Therapist Board mandates that all candidates for counselor licensure complete a minimum of one hundred clock hours of counseling practicum experiences.

At Xavier, students meet this 100 clock hour requirement by successfully completing:

COUN 773 - Counseling Practicum (3 semester hours) - 100 clock hours

Students pursuing counselor licensure will be asked to submit a training agreement to the Ohio Board at the beginning of each of these courses. Similarly, students will also need to file a verification of these experiences after each class is successfully completed.

Students who have filed the necessary training agreements may use the “Counselor Trainee” designation during their enrollment in these two courses.

Note: All the above-mentioned forms will be provided to you by your instructor in COUN 669, Pre-practicum/Counseling Lab

INTERNERNSHIP INFORMATION

OVERVIEW

The Ohio Counselor, Social Worker, and Marriage & Family Therapist Board requires that a minimum of 600 clock hours of supervised clinical counseling experience in an on-site setting be completed as part of the students’ Masters program. The Xavier program is designed to help students meet this requirement by offering COUN 671, Counseling Internship.

Of this 600 clock hour total, the following requirements must be met:

- 240 of the 600 hours must be in direct service counseling activities with individuals and/or groups
- 200 of the 600 hours must involve supervised activities in the area of diagnosis and treatment of mental and emotional disorders.
- Face-to-face meetings with the on-site supervisor must occur at a minimum ratio of one clock hour for every 20 clock hours of intern activities.
- Supervisors must possess a Professional Counselor (PC), Professional Clinical Counseling (PCC), or Licensed Professional Clinical Counseling (LPCC) license. In addition, these individuals must also possess a “Supervising Counselor” designation approved by the Ohio Board.
- Internships must be pre-approved by the Xavier University Counseling Program Clinical Coordinator and the Ohio Counselor Board.

PROCEDURES

1. Students should contact the Xavier University Counseling Program Clinical Coordinator for a Counseling Internship Packet. This packet contains the necessary information and forms required to approve and begin your internship. It is recommended that students obtain this packet the semester prior to the anticipated start of the internship.

2. After the completion of all forms and receiving the necessary approvals, students may begin to log internship hours.

3. Once all approvals are granted, students who are actively involved and registered through Xavier University may refer to themselves as a “Counselor Trainee.”
CLINICAL MENTAL HEALTH COUNSELING INTERNSHIP INFORMATION

PROCEDURES

Note: Start this process the semester before beginning your Internship experience.

1. Successfully complete COUN 773 (Counseling Practicum).
2. Pick up Intent Form from Dr. Townsel or the Counseling Department office.
3. Complete Intent Form and return with resume attached.
4. Schedule appointment with Dr. Townsel.
5. Meet with Dr. Townsel and receive the Internship Handbook.
7. Return Initial Paperwork (see Internship Handbook).
8. Attend Internship Seminar Class.
9. If you will not complete your internship by the end of the semester you must request an extension from the Clinical Coordinator.
10. Meet with Dr. Townsel to discuss how to monitor your progress.
11. Progress will be monitored through your attendance at regularly scheduled on campus meetings.

Dr. Norm Townsel
Clinical Coordinator
Department of Counseling
townselln@xavier.edu
3800 Victory Parkway
Cincinnati, Ohio 45207-3226
Internship Completion/Registration Policy

Students in either the School or the Clinical Mental Health Counseling Program are reminded that successful completion of an approved 600 clock hour internship is a requirement for the Master’s degree and/or licensure.

While the Department faculty is sensitive to the difficulty completing these hours for many, it is important to remember that the internship is a capstone experience designed to assist students in integrating their learning. Therefore, internships that are not completed in a timely fashion dilute learning and may become a liability to the internship site, the Department, and the student.

All students must complete the 600 hour requirement within one calendar year. Students can register for 1 – 4 Internship credit hours each semester. All students working at an Internship Site must be registered for at least one credit hour for that semester. Students must complete four credit hours of Internship before graduating. Most students take two semesters to complete their Internship. These students could choose to register for three (3) hours the first semester and one (1) hour the second, or two (2) hours each semester.

Note:

Please be aware that schools, community agencies, and licensure boards usually require background checks on individuals seeking placements, employment, or licenses. Individuals who have had convictions for felony or certain misdemeanor offenses may be denied the opportunity to practice as a counselor trainee or become licensed by the relevant State agency. Individuals who are uncertain about their status in this regard are encouraged to check with the appropriate State Boards/Departments prior to applying to the Xavier Master’s Program.
STUDENT PROFESSIONAL LIABILITY INSURANCE FEE

A Liability Insurance Fee will be charged to students in order to provide malpractice liability coverage to these students and the University for activities related to their academic program.

**Counseling**

Charge based on registration in the following course:
COUN 669 – Pre-practicum/ Counseling Lab
Fee Amount: $36

(This will also cover students in COUN 671 - Counseling Internship and COUN 773 - Counseling Practicum.)

**WRITING STANDARDS**

A significant portion of professional preparation in the Counseling field involves the development of strong writing skills.

Throughout your graduate courses you will be asked to submit writing assignments such as brief journal entries, article reviews, professional assessment and counseling reports, treatment plans, major papers and research projects.

While the specific format for such assignments will vary from course to course, the faculty expect quality writing in all cases. Poor sentence structure, inappropriate grammar, and misspellings are unacceptable for graduate level work. Therefore, grading practices in all courses involve not only the accuracy of the content of the written assignment, but the quality of its presentation.

If you need assistance in developing your writing skills, feel free to request the assistance of the Xavier University Writing Center located in Conaton Learning Commons room 400 (513.745.2875, writingcenter@xavier.edu).

**BECOMING A REFLECTIVE PRACTITIONER**

There are a number of important skills necessary to be to be a successful counselor. An important step toward acquiring these skills is the willingness of counselors in training as well as seasoned practitioners to consistently engage in self-reflection and self-examination.

While this can sometimes be an uncomfortable experience, it is essential that helping professionals are willing to regularly reflect upon their own world-views, values and beliefs, and review how these may impact their counseling work with a variety of clientele.

Therefore, it is important for counseling students to note that openness to self-examination and self-reflection is a critical component of counselor training. Throughout the program, instructors will present opportunities, both formal and informal, that will perhaps challenge student’s values and beliefs. Responding positively to these challenges is a key component of counselor training that will lead students toward becoming “Reflective Practitioners”.

For further information on this topic, students are referred to:

Evaluations in the Program

Evaluation of Student Progress

Students are regularly evaluated throughout the Program regarding their academic performance, their professional development, and their personal development in several ways. These include:

- Course grades.
- Skill Competencies established for Practicum courses.
- Internship supervisor evaluations.
- Faculty member completion of the “Student Progress Assessment Rating Form” for each student at the conclusion of COUN 533 Counseling Theories and Techniques, COUN 631 Counseling Issues and Ethics, COUN 669 Pre-Practicum / Counseling Lab, COUN 773 Counseling Practicum, and COUN 670 School Counseling Internship or COUN 671 Counseling Internship.

Students who are experiencing difficulties achieving competence as indicated by one or more of the above evaluation techniques may be asked to meet with the appropriate faculty member to design and implement a Plan for Improvement.

Faculty Evaluations

At the conclusion of each semester students are asked to complete course evaluations that address course content and faculty teaching skills. These anonymous evaluations are used by faculty to improve their teaching and are also considered for faculty promotion and compensation decisions.

Program Evaluation

The Xavier Counseling Programs are evaluated in several ways on a regular basis. Techniques include:

- Faculty and Advisory Board annual review of program objectives, syllabi, curricular offerings, and characteristics of program applicants.
- Follow-up studies of graduates, internship supervisors, and employers. The results of these studies are distributed to students, prospective students, faculty, internship supervisors, and university administrators at least once every three years. The most recent results of these follow-up studies can be viewed by accessing the MA in Clinical Mental Health Counseling web pages via the Graduate programs link at www.xavier.edu/education/counseling.cfm.
- Student discussion of their program and curricular experiences at the conclusion of the internship. These discussions are summarized and shared with faculty and advisory board members annually. See next page for Results/Summary from 2009-2012 Program Evaluations.

REQUESTING LETTERS OF RECOMMENDATION

Current students or Program graduates are welcome to request faculty members to serve as professional references and/or write letters of recommendation for further graduate study, employment, or licensing purposes. Applicants for school or clinical mental health counseling positions must be graduates of the appropriate program and eligible for that State credential. Always ask the faculty members in advance if they will be willing to provide such information. Please note that faculty reserves the right to refuse such a request.

Clinical Mental Health Counseling Program Evaluation
2016 – 2018 Results
Xavier University
N=67

Gender: 9 male, 58 female

Ethnic/ Racial Origin: 9 African-American/ Black, 55 White, 2 Hispanic

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Undecided</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

1) Scheduling classes was easy
2) The overall quality of instruction is good to excellent
3) The overall quality of classroom facilities is good to excellent
4) The printed and electronic information provided to me helped to understand and plan my program
5) The overall willingness of the professors/ staff to accommodate student needs is good to excellent
6) There exists faculty sensitivity to graduate student ethnic, racial gender diversity issues

Mean

Percentage who agreed or strongly agreed

98.5%
98.5%
83.5%
94%
98.5%
97%

My program at Xavier helped me to better understand and apply my knowledge of:

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Undecided</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>7) The nature and needs of individuals at all developmental levels Mean 4.63 95.5%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
8) Issues and trends in a diverse society 4.63 95.5%
9) Counseling and consultation processes 4.58 97%
10) Group work approaches 4.58 98.3%
11) Career development theories and career couns. process 4.51 94%
12) Appraisal and evaluation techniques 4.39 88%
13) Appropriate assessments using DSM 4.76 97%
14) Research methods 4.45 90%
15) Ethical, legal, and professional issues 4.67 100%
16) The counseling profession in general and professional groups and activities associated with the profession 4.72 100%

Comments from 2017/2018 Program Evaluations

I feel this program is second to none! Professional professors with a variety of skill sets and experience helped
my get a great understanding of what to expect in the future. All professors were caring, knowledgeable, and sensitive to our needs, but pushed us to be the best we could! I am grateful I attended Xavier and feel I will have an advantage over other counselors just from the experience I have had.

The support and guidance I’ve received from the faculty helped mold me into a highly trained, professional counselor. I feel very prepared to enter the counseling field.

While I developed clinical skills and knowledge over the past several years, I would have to say the most useful thing from this program was the depth of self-inflection and awareness gained. I joke I was in therapy for three years, but feel much more at peace with my stuff and better able to manage it with clients. I feel prepared clinically and ethically to enter the field. I know my limits and when I need to ask for help. I have had an overwhelming positive experience with material, professors, and my peers, and would highly recommend the program to anyone interested in the field.

The program is very supportive and has great mentors. I admire all of the instructors! I love the fact that I can graduate and still have them as mentors. The program is great in bringing the material to life with real cases and interactions so we are not just sitting. One thing I wish the program had was sharing more interventions and tools, especially during our pract/internship experience.

I am honored to have been through this university and program of studies. Overall the classes were excellent and teachers cared about us and our education. Consultation was a different course to get through because I didn’t feel I was far enough along to understand how to act as a consultant so that class was not helpful to me. I wish there were theories/theorists later in the program- you learn it early and it would be better understood with repetition or more mention again later. Overall I loved my time here at Xavier!

It would be nice if in the one or both drug related courses they would help go through process of filling out paper work for that certification because I am lost doing it.

There wasn’t much time spent on theories and approaches for working with young and school aged children. While I recognize this may be a specific demographic, it is a very important one. It would be nice the have the opportunity, whether through a class or summer elective, to focus on this population. It is much different than with adults. Along those lines, pre-practicum/practicum class would have been more beneficial if those of us who work specifically with children could have had a supervisor dedicated to us; paperwork, charting, etc. interventions look different. Group class was instructive through participating in an actual group, but little time was spent on theory and techniques. Group theory showed up a great deal on the NCE prep. Overall, AWESOME program. I have encouraged many people to apply here because of the quality of this program 😊. I would love to come back in a few years to offer a summer elective around working with young children and play therapy basics 😊

I feel this program has prepared me well. The quality of the instruction was evident as I reviewed for the simulated NCE. The faculty were always available, and helpful. I feel I learned something useful in every class. Thanks for all you did to help me learn and prepare for the profession of counseling.

The program is missing some opportunities on the clinical placement side. This is in no way a criticism of current staff but feedback about the process….Students are stressed about finding placements and the timing of the meeting with supervisors is tight on campus. Other programs have pre-selected sites with affiliation agreements that are continuous. Maybe this program could explore that so we can say we will have placements
and you are not on your own so much. Coming from an unrelated profession, finding placement was on the most stressful experiences for me and for others in this cohort. Loved this program, made tremendous new friends and learned so much. I can’t wait to get into practice. Thanks to everyone at XU for a great experience.

I believe it would be more beneficial for the students if we were able to have more direct routes into being placed with internship sites. It would make it an easier/less stressful process on the students if the process of finding a site was more streamlined, or described more fully in the earlier portion of the program.

An area for improvement is in learning specific interventions/techniques that are most effective with particular diagnoses, symptoms, or populations. Sort of like “tools” for my “counseling tool box”.

Overall felt the program taught me a lot. I thought the professors were committed to helping their students. I liked the flexibility with scheduling classes. Some areas I would have liked more on is practical knowledge of what to do with a client. Even perhaps role playing such as you have a client come to you with depression, what would you do. There was some of this but I think it would have been more helpful earlier in the program. Especially more practical preparation before practicum and internship experience begins.

I thoroughly have enjoyed my time in this program. Practicum was a very difficult class- did not feel Xavier supervisors were on the same page as professor always, so that made knowing expectations hard. But I feel you figure out if this is meant for you if you get through that class. Professors at Xavier are great and always there when we need them! Super grateful for faculty! Overall, great program and I would highly recommend to anyone.

The entirety of attending this program has been a wonderful experience. I have learned and grown so much from the teachings, and feel that I have a good grasp on the material, as well as application. Since prior to being admitted, all faculty have been incredibly helpful and generous with time and information. I really cannot say enough how grateful I am for this program.

I felt professors (ALL) were very accommodating and went above and beyond to make sure students were supported throughout the program. Felt connected to advisors/professors. One suggestion is to provide more interventions/activities/strategies to utilize with clients.

Nothing but positive things to say about XU and this program. The only class that I truly feel was subpar was one class. I took this over the summer with an adjunct professor. I could tell that it was not of the same caliber in comparison to classmates who had a full time faculty member. I completed training with other counselors and I was the only person from Xavier. When receiving the content on CBT and MI, I was the only person familiar with certain concepts. I truly relate this to my XU education. Thank you!

Even if I looked at other schools, I would have chosen Xavier University’s CMHC program. The professors are passionate about teaching and helping students succeed. They are experts in their fields of study within counseling and bring that knowledge to the classroom setting with enthusiasm.

Professors have been incredibly helpful and readily available. The program works well for those with jobs. It’s been a great experience! Couldn’t have asked for a better experience at Xavier. I would recommend this program in a second! Feeling grateful I had the opportunity to be taught by such caring and compassionate professors! I will miss it here! Thank you! 😊
The program is comprehensive - it prepares the student for the counseling profession in a thoughtful and complete manner!

My only real issue throughout my 2 years in the program was the inconsistent temperatures in the classrooms. Although this may seem petty. It made it difficult to stay focused and on task.

In reference to #10 - where I feel my education is lacking at Xavier is in counseling interventions. Most of the Saturday sequence dedicated to “counseling interventions” and “psychotherapy” is focused on one type of intervention (mindfulness). In practicum, we were not taught as much as we were beat down and scolded for mistakes of being new counselors. I would have appreciated more education in this area.

I loved this program! The only thing I wish is that there were more workshops or even a class discussing play therapy since I work with little kids and want to do so in the future as well. Otherwise, this program allowed me to understand the counseling program in a way that was interactive and interesting. We touched on the many lenses that a counselor can look through when assessing a client and the determining the appropriate route to date. If I had to do it all over again, I would choose Xavier once again!

This program has been a great experience overall and I think that the caring, helpful and knowledge staff/faculty have really prepared me well for the field of practice. There were times that important dates were not communicated to me (registration for classes/graduation, etc.) which is partially my fault because I think I was left off a mailing list but didn’t inquire about it. I also didn’t know about Saturday class upon entry, which may have influenced my decision of enrollment.

I found all classes to be helpful in obtaining this graduate education. Classes that felt most beneficial were theories, lifespan, and the clinical courses. I feel the counseling supervision course to seem repetitive in focus of discussion and topic, seeming like busy work a lot of the time. I also wish I took group process closer to practicum as I felt that class was more impactful with some knowledge of skill and theory before practicing that experience.

The courses focused on practicing the skills and having the experience of counseling were particularly helpful.

My only complaint were some of the adjuncts. All of the full-time faculty were amazing.

I have really enjoyed/learned a lot at my time at Xavier. The faculty has been truly impressive and caring. Both full-time and adjuncts!

Xavier Counseling Program has been very helpful! I’m glad I picked Xavier!

Programmatic Response to Most Common Suggestions / Feedback

- We continue to look for ways to incorporate more advanced, evidenced-based techniques into Group III and Group IV courses.
- We will continue to look for ways to improve and streamline the practicum/internship placement process. However, we will not assign placements. We feel that we have less problems with placement because the graduate student works proactively with the Clinical Coordinator and site supervisor to increase chances of a good fit. We tend to have significantly more options than other regional universities.
Likert scores averages and the majority of comments reflect extremely high levels of satisfaction by program graduates. We feel that much of this success can be attributed to the quality and commitment of our students.

Clinical Mental Health Counseling Program Evaluation
2013-2016 Results and Programmatic Response
Xavier University
N=61

Gender: 10 male, 45 female, 6 not indicated
Ethnic/Racial Origin: 11 African-American/ Black, 43 White, 2 Asian, 2 Hispanic, 3 not indicated

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Undecided</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

1) Scheduling classes was easy
2) The overall quality of instruction is good to excellent
3) The overall quality of classroom facilities is good to excellent
4) The printed and electronic information provided to me helped to understand and plan my program
5) The overall willingness of the professors/staff to accommodate student needs is good to excellent
6) There exists faculty sensitivity to graduate student ethnic, racial gender diversity issues

My program at Xavier helped me to better understand and apply my knowledge of:

<table>
<thead>
<tr>
<th>My program at Xavier helped me to better understand and apply my knowledge of:</th>
<th>Mean</th>
<th>Percentage who agreed or strongly agreed</th>
</tr>
</thead>
<tbody>
<tr>
<td>7) The nature and needs of individuals at all developmental levels</td>
<td>4.44</td>
<td>91.5%</td>
</tr>
<tr>
<td>8) Issues and trends in a diverse society</td>
<td>4.54</td>
<td>94.9%</td>
</tr>
<tr>
<td>9) Counseling and consultation processes</td>
<td>4.53</td>
<td>96.6%</td>
</tr>
<tr>
<td>10) Group work approaches</td>
<td>4.58</td>
<td>98.3%</td>
</tr>
<tr>
<td>11) Career development theories and career couns. process</td>
<td>4.47</td>
<td>96.6%</td>
</tr>
<tr>
<td>12) Appraisal and evaluation techniques</td>
<td>4.25</td>
<td>88.1%</td>
</tr>
<tr>
<td>13) Appropriate assessments using DSM</td>
<td>4.38</td>
<td>92%</td>
</tr>
<tr>
<td>14) Research methods</td>
<td>4.22</td>
<td>88.1%</td>
</tr>
<tr>
<td>15) Ethical, legal, and professional issues</td>
<td>4.61</td>
<td>98.3%</td>
</tr>
<tr>
<td>16) The counseling profession in general and professional groups and activities associated with the profession.</td>
<td>4.58</td>
<td>98.1%</td>
</tr>
</tbody>
</table>

1. On balance, the program exceeds CACREP standards and has little room for improvement.

2. This is my 20th years at school and Xavier is the best experience in my school life – there is no doubt! I really appreciate the program being predictable in this program. I mean, when you did my plan for graduation, you knew which courses would be open when in the next two years. I also loved the self-work we did during the program. This helped me to know myself better. Moreover, all the professors are SO nice to students. They are incredible!

3. It would be easier to maintain full-time employment while completing internship hours if the class was scheduled after 5 p.m.

4. Most of the classes were from an adult-based approach. Most of us do clinical work with kids but don’t get a lot of instruction on how to work with them. Play therapy workshops were great! I would have liked more instruction on possible interventions to use with clients. Pre-practicum class was really helpful to practice counseling skills, but it would have been helpful to be somewhat more prepared for writing notes and treatment plans. Overall, I’ve really loved this program – I just would have liked more child-based instruction and intervention ideas. Thank you for all your help and work!

5. Please improve the access to appropriate Practicum and Internship sites. Some of them do not do what they promise Xavier and it’s students – despite advocacy on both parts/sides.

6. Program is excellent. I felt like the skills I’ve learned and help I’ve received from faculty was helpful and will make me an effective, competent, and wise clinician.

7. My experience with this program has been great. Each faculty member has been so kind and helpful and have shared their knowledge and wisdom. I think it would have been more helpful to have more experience with techniques and theories. The workshops are awesome for this, but I think adding these -in addition to theories class - would be helpful.

8. Would be helpful to incorporate more specific self-care – either as a summer course or more integrated within each class. Especially during practicum and internship rotation.

9. There is an opportunity for us to learn more regarding counseling skills, treatment planning, and documentation. I feel like the pre-practicum class was too easy and only focused on empathy and basic counseling skills. In practicum, there was not enough time to really learn and understand treatment planning, goal setting, case conceptualization, etc. Maybe there is room for tweaking content between these two classes? I wish I would have known more about scheduling, class sequence, etc. from fellow students when I began my first semester.

10. Faculty/staff is wonderful in their knowledge of the field as well as their ability to assist students with personal and professional concerns. My only unmet desire for the program would be to provide students with more in depth learning. Some classes (career, family, research, addictions) could be better if deeper learning could be reached. Time constraints make this difficult I know. Also, learning more about the special needs of specific populations could also enhance the program’s quality.

11. I am very glad that I chose to come to Xavier! The faculty and other students have been excellent.

12. The only comment I would give is to make sure that internship sites meet the requirements and protocols for the program…. Some sites expect students to complete DAFs and make diagnoses when they have not yet taken these courses.

13. Few opportunities to learn about interventions related to children or elderly. Possibly another class of nothing more than practicing specific interventions early in the program. More cross class communication. Going in depth about active listening in Theories and Pre-Practicum and Addictions might not be the best use of time. I understand that not all of these courses are sequential but there might be a way to have a more streamlined approach.

14. I really appreciated the NCE exam preparation that was provided.

15. SO happy I chose this program instead of ____!!!!!
Xavier Counseling’s program staff, full-time professors, and adjunct instructors are nothing short of phenomenal. They are fully committed, with every ounce of their being, to conducting counselor education in line with CACREP standards, and, by association, the mission of Xavier University. I am convinced that Xavier University continues to set the standard for all higher education can and should be, which is to send graduates into the world to do good. To be engaged in culture, to question, to reflect on and appreciate ambiguity, but to also take a stand for what is good and just. This place, these people, have changed me forever.

Programmatic Responses to Likert Scores and Concerns Noted in Comments:

**General:** We are proud of the extremely high likert averages for most of the program evaluation questions. Likert averages increased for most every question from previous evaluation period. For example, 60 of 61 respondents agreed or strongly agreed that the quality of instruction was good or excellent! Nevertheless, we will continue to utilize student feedback to make improvements in our programs. Below, we outline some of the steps we have taken or plan to take to address student concerns:

A3 – For over 60 years, we have scheduled classes after 4 p.m. to accommodate individuals who are working. While most of our students work throughout their program, this balance becomes more difficult during the semester(s) they are completing their internship requirements. Internship has traditionally been scheduled at 4:15 p.m. on Mondays to give students the option taking an additional course at 7 p.m. Moving the course to a later time would remove this option. When possible, we will continue to schedule classes which allow students to complete program requirements while also working.

A4/A13 – Occasionally, students will share concerns that the program is geared primarily for adults. Interestingly, we also hear concerns that there is too much focus on children and adolescents. We will continue to try to find an appropriate balance. Like most programs, we probably do a better job of preparing our graduates to work with individuals from 6 to 66 than those who are younger or older. We will continue to explore avenues to accommodate those students who are interested in working with older adults or younger children.

A5/A12 – Fortunately, these concerns seems to be the exception rather than the rule. Most of our practicum and internship supervisors work very collaboratively with our students, internship instructors, and clinical coordinator. We will continue to strive to improve communication between our supervisors and our faculty to make sure everyone is on the same page.

A8 – Over the past few years, several faculty members have incorporated a variety of “self-care” lessons into their classes. For example, both mindfulness and self-care are central themes in COUN 764.

A9/A10 – While basic counseling skills are introduced in the Theories and Techniques class, there is not enough time to really practice and refine these skills in that class. PrePracticum focuses on learning the “building block skills” for being an effective counselor. PrePracticum and Practicum instructors will continue to work with other faculty in helping students develop a wide variety of beginning and advanced skills.
Some Successful Counseling Student Characteristics

- Assumes responsibility for their own learning.
- Is academically honest and respectful of fellow students.
- Demonstrates an openness to supervision and critique.
- Adheres to ethical guidelines of the counseling profession.
- Has a genuine interest in the welfare of others while appropriately observing interpersonal boundaries.
- Is willing to address personal issues that can significantly impair one’s performance in counselor preparation.
- Follows Department/University policies such as curriculum sequence requirements, registration and drop/add procedures, class attendance, etc.
- Appreciates and accepts the “higher standard” of professional expectations in practicum/internship experiences.
- Recognizes that “becoming a counselor” is a developmental process and thus, avoids over-scheduling courses “just to get through”.
- Maintains a keen sense of humor.
- Acknowledges the importance of maintaining balance in living.
- Understands the need for continuous learning.
A STUDENT'S GUIDE TO PROFESSIONAL ORGANIZATIONS

A significant responsibility of the professional counselor rests with the active involvement in organizations dedicated to addressing issues that impact their clients and the public at large.

Graduate students preparing for the Counseling Profession are strongly encouraged to become participatory members of appropriate organizations to complement their academic preparation and remain current about issues related to the practice of counseling. Reduced – rate student membership fees lead to low cost liability insurance, a variety of professional meeting opportunities, and timely publications on a myriad of professional topics.

While you will certainly learn much more about these and other organizations through your graduate studies, several are listed below for your consideration.

The American Counseling Association  (www.counseling.org)

The American Counseling Association (ACA) is the world’s largest association exclusively representing professional counselors in various practice settings. Over 52,000 members can access leadership training, publications, continuing education opportunities and advocacy services.

State Branches of ACA include the Ohio Counseling Association (www.ohiocounselingassociation.com) and The Kentucky Counseling Association (www.kyca.org)

The American School Counseling Association  (www.schoolcounselor.org)

The American School Counselor Organization (ASCA) supports approximately 14,000 school counselors in their efforts to help students focus on academic, personal/social, and career development so they not only achieve success in school but are prepared to lead fulfilling lives as responsible members of society.

State Branches of ASCA include the Ohio School Counseling Association (www.ohioschoolcounselor.org) and the Kentucky School Counseling Association (www.kentuckyschoolcounselor.org).

The Greater Cincinnati Counseling Association  (www.cincicounseling.org)

The counseling community in the southwestern Ohio area is supported by the Greater Cincinnati Counseling Association (GCCA). Xavier University and the GCCA, a local chapter of the Ohio Counseling Association, have enjoyed a 35 year relationship by co-hosting an annual professional development conference for counselors and counselors-in-training from the surrounding Ohio, Kentucky, and Indiana metro areas.
Students of the Year Awards

Chi Sigma Iota, the National Counseling Honor Society, sponsors awards for an outstanding Community Counseling student and School Counseling student each year.

The Outstanding Clinical Mental Health Student Award has been established to honor Dr. Lon Kriner, who directed the Counseling Programs from 1993 to 2010.

The Outstanding School Counseling award has been established to honor Dr. Albert Anderson, Professor Emeritus, who directed the Counseling Programs from 1963 to his retirement in 1993.

Candidates for these awards are nominated and then selected by the Xavier Faculty.

Nominees are considered who exemplify:

- Strong scholarship and research skills in their graduate studies
- An attitude for professionalism and leadership
- Interest and support of professional organizations
- High ethics standards in their involvement in the Helping Profession
CSI VISION

Chi Sigma Iota is an international society of professional counselors and counselors-in-training, which profession through leadership, research, and the pursuit of academic and clinical excellence.

CSI MISSION

The mission of Chi Sigma Iota is to promote scholarship, research, professionalism, leadership and excellence in counseling, and to recognize high attainment in the pursuit of academic and clinical excellence in the field of counseling.

CHI SIGMA IOTA
AT
XAVIER UNIVERSITY

- Leadership
- Research
- Academic Excellence
- Clinical Excellence

BENEFITS OF MEMBERSHIP

<table>
<thead>
<tr>
<th>Professionalism</th>
<th>EXEMPLAR</th>
<th>Leadership Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSI values high standards in the relatively young and emerging field of counseling. Along with credentialing, standards, and graduate school accreditation, CSI is striving to define and unify the counseling profession. One way we do this is through active, service-oriented university based chapters composed of neophyte and experienced professional counselors. Recognition</td>
<td>The CSI Exemplar is distributed three times a year to all CSI members, and is the main communication for informing members on a variety of professional topics and issues as well as activities of the Society. Its content encourages a commitment to and enthusiasm for academic and professional excellence in counseling. Periodically an additional issue is published on special topics such as mentoring and passageways to the profession. All past issues of the Exemplar are available on the website. Annual Conventions</td>
<td>Developing leaders for the Society as well as the profession is a part of the CSI mission. The CSI officers, Scholars, and Academy of Leaders for Excellence are a rich source for a variety of leadership development activities. These include occasional papers, articles and workshops focused on leadership. In addition to annual leadership training at the Spring conference, CSI leaders conduct leadership training at the chapter level. These activities augment the fellowship and intern programs of the Society. Awards</td>
</tr>
<tr>
<td>Recognition</td>
<td>Leadership Development</td>
<td></td>
</tr>
<tr>
<td>Recognition for the pursuit of personal excellence is a fundamental purpose of the Society. It is through the efforts of individual members that the collective influence of the Society is realized. As a consequence, the Society seeks to identify and encourage all those who have made a commitment to excel in all that they do. From the time of their first invitation to join the Society and throughout their professional careers, CSI strives to support and promote the activities of its members and chapters. In addition to the membership certificate and recognition pin, members are encouraged to wear honor regalia at official functions as both a sign of their accomplishments and continuing commitment to excellence.</td>
<td>CSI chapters and members are always encouraged to strive for excellence and high achievement. Annual awards and fellowships are given during conventions to further compel students, faculty, and professionals to work for outstanding scholarship and professionalism. For More Information on Meeting Times and Locations, Call Xavier Graduate Counseling Department (513) 745-3655</td>
<td></td>
</tr>
</tbody>
</table>
Counseling Program Email Distribution List

The Counseling Program maintains an email distribution system to enhance communication with current students and alumni.

We will utilize your Xavier email address. Please see the next page for instructions to forward your Xavier email to your personal email address.

To update your mailing information please submit the following form to the Register’s Office:

- Change of Biodemographics Form

Occasionally students encounter problems receiving distribution list emails. The source of the problem may be one of the following:

1. An incorrect email address is on file in our office.
   - Contact Diane St. Clair at (513) 745-2953 to correct an error.

2. Your email automatically directs our messages to your ‘junk’ folder.
   - Check your junk folders. Emails come from Norman@xavier.edu or StClairD@xavier.edu

3. Your mailbox is full and therefore rejects our message.
   - You can fix this deleting old/unnecessary emails and emptying your ‘trash’ on a regular basis.
Instructions for Grad Student Forwarding

All graduate students wanting to have their email forwarded from their Xavier University email account must follow the below steps:

1. Log into Outlook Web App: [http://office365.xavier.edu](http://office365.xavier.edu)
2. In the top right corner of the OWA window, press the “Cogwheel” button that will take you to Settings, and then choose Options.
3. From the Options page, expand Mail >> Accounts and click on Forwarding.
4. Click the Start Forwarding radio button, type in the email address that you want to forward your mail to and click the Save button.
5. To remove the forward, click the Stop Forwarding radio button and click the Save button.

- Xavier Information Resources cannot recover the mail being forwarded off of the Exchange server.
- Xavier Information Resources cannot recover the deleted e-mail once it is forwarded off of the Exchange server.
- Xavier Information Resources does not retain a backup of your e-mail.
- Xavier Information Resources does not retain a copy of the forwarded e-mail on the Exchange server.
- Message tracking is disabled when forwarding is put into place.
- If you are forwarding with your e-mail client (Outlook, Entourage, Eudora etc.) there will not be a copy left in the inbox.
- If you forward your Exchange e-mail to another mail server, and that mail server rejects the message for some reason, (Spam, Invalid forwarding address, Message exceeds size limitations, etc.) the original sender does not get a message back stating that the message was not delivered.

The Xavier Information Resources Help Desk (513-745-HELP) will look into problems with forwarding from Xavier’s system. However, problems with student email accounts outside of Xavier (Gmail, Yahoo account etc.) are the student’s responsibility.