

CHADRON STATE COLLEGE

Counselor Education Student Handbook Fall 2023



Counselor Education

Program Address

Counselor Education at Chadron State College

Department of Professional Studies

1000 Main Street, Miller Hall

Chadron, NE 69337

(1-800-Chadron, 308-432-6000)

counseloreducation@csc.edu

<https://www.csc.edu/academics/counseling/>

 <https://www.facebook.com/groups/CSC.Coun.Program>

 <https://twitter.com/CSCCounseling>

WELCOME

The faculty, administration, and staff of the Department of Professional Studies welcome you to the Chadron State College Online Counselor Education Program. We hope your academic and professional experiences with us are positive and fulfilling as you embark on your chosen career as a professional counselor and begin one of our degree programs. This student handbook provides program curricula, faculty, performance outcomes, program and university policies, professional associations, and student services. We look forward to seeing you in classes and getting to know you better.

Sincerely,

Counselor Education Program Faculty

Program Core Faculty

- [Kathleen Woods](#), PhD, LPC, NCC, School Counselor-NE | Professor, Department Chair, and School Counseling Program Coordinator. *Contact:* 308-432-6239, Old Administration 201, kwoods@csc.edu. *Research Interests:* Program development and school counseling.
- [Tara Wilson](#), PhD, LMHP, NCC. | Associate Professor, Clinical Mental Health Counseling Program Coordinator, CACREP Liaison, Co-director BHECN Panhandle. *Contact:* 308-432-6043, Miller Hall 223, twilson@csc.edu. *Research Interests:* Rural Counseling Issues, including recruitment and retention strategies for counselors serving rural environments.
- [Nathan Favaloro](#), PhD, LPC, NCC, School Counselor-LA | Assistant Professor, Clinical Coordinator. *Contact:* 308-432-6332, Miller Hall 221, nfavaloro@csc.edu. *Research Interests:* School Counseling.
- [Teri Marrow](#), PhD, LPC, NCC, School Counselor-TX | Remote Lecturer. *Contact:* tmarrow@csc.edu. *Research Interests:* Multiculturalism, School Counseling, homelessness & bullying.

Graduate Distance Faculty

- [Lauren Coffey](#), PhD, Adjunct Professor.
- [Kimberly Emery](#), MAE, LPC, Adjunct Professor
- [Branis Knezevic](#), PhD, LMHP, School Counselor-NE, Adjunct Professor
- [Rachel Ratliff](#), PhD, LPC, Adjunct Professor

Undergraduate Distance Faculty

- Jennifer Taylor, MAE, LMHP, LADC Adjunct Professor
- Ann Jamison, MAE, PLMHP, PLADC Adjunct Professor

COUNSELOR EDUCATION PROGRAM STUDENT HANDBOOK

Table of Contents

Welcome.....	2
Introduction.....	4
Program Mission	5
Program Objectives.....	5
Student Learning Outcomes.....	5
Advising.....	6
Accreditations & NDE Approval.....	6
Diversity Statement	6
Online Graduate Degree Programs	7
Clinical Mental Health Counseling (CMHC)	7
School Counseling (SC).....	9
Academic Performance & Transfer Credit	11
Financial Assistance.....	12
Professional Identity	13
Professional Ethics.....	13
Professional Dispositions.....	13
National Credentials.....	13
Professional Organizations.....	13
Student Appropriate Activities.....	14
Appendices.....	14
Appendix A: Counselor Education Course Descriptions	14
Appendix B: Undergraduate Counselor Education Course Descriptions.....	17
Appendix C: Counselor Education Online Portfolio Instructions	19
Appendix D: Practicum Pre-Requisites	21
Clinical Mental Health Counseling	21
School Counseling	21
Appendix E: Statement of Commitment to Professional Dispositions.....	22

INTRODUCTION

Counselor Education is in the Department of Professional Studies at Chadron State College (CSC). We offer the following fully online degrees in mental health: MAE in Clinical Mental Health Counseling (CMHC), MAE in School Counseling (SC), and Four Mental Health Counseling & Addiction Minors.

Online Master's degree Programs:

- **The MAE in Clinical Mental Health Counseling** includes coursework that satisfies Nebraska's academic course requirements for a Licensed Mental Health Practitioner (LMHP). The program aims to prepare professional counselors while closely following the Council for the Accreditation of Counseling and Related Educational Programs (CACREP) standards.
- **The MAE in School Counseling** has two options leading to endorsement as a Nebraska school counselor:
 - **Option 1-School Counseling Endorsement:** students must have a valid teaching certificate.
 - **Option 2-School Counseling Endorsement and Teacher Certification:** students without a teaching degree may complete this option, requiring additional graduate coursework in teacher education.

Online Undergraduate Minors in Mental Health and Addiction:

- Mental Health and Addiction - Alcohol and Drug Counseling
- Mental Health and Addiction - Criminal Justice
- Mental Health and Addiction - Social Welfare
- Mental Health and Addiction - Wellness

Nebraska Alcohol & Drug Counseling: The graduate Clinical Mental Health Counseling program coursework meets the Nebraska requirements for Provisional licensure as a [Alcohol & Drug Counselor](#) (PLADC). Undergraduate students pursuing a PLADC should complete the **Mental Health and Addiction - Alcohol and Drug Counseling minor**.

Tevera License +CCS-R© Assessment: A unified platform supporting mental health training and practice. Tevera has developed standardized workflows and form sets aligned with CACREP standards to support many counseling programs. Tevera's field education software makes it easier to manage placement sites, track student performance, and develop career skills supporting CACREP, ASCA, and CAEP accreditation. This required Tevera is purchased during your first CSC counseling course.

Counselor Competencies Scale—Revised (CCS-R) © (Lambie, Mullen, Swank, & Blount, 2015) The Counselor Competencies Scale—Revised (CCS-R) assesses counselors' and trainees' skills development and professional competencies. Additionally, the CCS-R provides counselors and trainees with direct feedback regarding their demonstrated ability to apply counseling skills and facilitate therapeutic conditions and their counseling dispositions (dominant qualities) and behaviors, offering the counselors and trainees practical areas for improvement to support their development as effective and ethical professional counselors. This assessment is located in Tevera.

Counselor Preparation Certification Examination (CPCE): Clinical Mental Health Counseling Students must pass this exam before graduation. You may only attempt the

exam twice within six months. Please get in touch with your advisor after two failed attempts.

PRAXIS School Counseling Subject Exam #5422: School Counseling Students must pass this exam before graduation.

CSC Online/Canvas: All counseling courses are offered in CSC online on the Canvas learning management platform in which all instruction, assignments, projects, papers, quizzes, and exams are completed through a virtual classroom (your personal computer!). You will actively engage in learning by communicating online to the instructor and other students. Some of your online courses will require you to meet for virtual synchronous meetings on a particular night of the week.

MyCSC: Provides access to your college records. In MyCSC, you can enroll in classes, search offered courses by semester, and see which courses you've completed. Please take the time to become familiar with your MyCSC.

New Student Orientation Video: This video will provide valuable information regarding our program. Please watch this video either before or during your first semester. Watching this video is an admissions requirement and is found on the CSC Website Homepage.

Program Mission

The Department of Counselor Education at Chadron State College aims to deliver a superior and impactful education in Clinical Mental Health and School Counseling. Employing a collaborative and reflective teaching methodology, our students gain profound and culturally attuned expertise, fostering personal, interpersonal, and professional growth. We aim to equip students to excel as adept counselors in an evolving and diverse global landscape.

Program Objectives

1. The department will focus on training well-suited candidates from culturally diverse backgrounds, enabling them to cultivate a robust professional counselor identity while demonstrating culturally sensitive knowledge, skills, and dispositions.
2. Utilizing a collaborative pedagogy, the department faculty will integrate CACREP standards and the latest evidence-based and culturally appropriate research into the curriculum.
3. The department will conduct regular program evaluations, incorporating input and suggestions from advisory board meetings, employers, faculty, and current and past students. This information will be assessed annually to enhance program evaluation efforts and will be integrated into the curriculum as deemed suitable.

Student Learning Outcomes

Upon successful completion of the CSC Counselor Education Program, graduates will be able to:

1. *Professional Counseling Orientation and Ethical Practice:* Develop a professional identity as a counselor, demonstrate an understanding of the counseling profession, and demonstrate a willingness to provide counseling services within the ethical guidelines of the counseling profession.

2. *Social and Cultural Diversity*: Demonstrate an understanding of the social and cultural influences, the effects of power and privilege, and the impact of acculturative experience on the counseling process.
3. *Human Growth and Development*: Develop an understanding of developmental aspects of human growth and appreciation for the nature of human development and its integration within the counseling process.
4. *Career Development*: Develop an understanding of career development and approaches for conceptualizing the interrelationships between work, mental well-being, and other life roles within counseling.
5. *Counseling and Helping Relationships*: Gain significant knowledge and application of major counseling theories. Identify effective individual counseling techniques that facilitate client growth and the ability to evaluate progress toward treatment goals.
6. *Group Counseling and Group Work*: Develop experiential and theoretical understandings of group purpose, development, dynamics, counseling theories, group counseling methods and skills, and other group approaches.
7. *Assessment and Testing*: Gain knowledge and skills in assessment techniques and apply basic concepts to individual and group appraisal.
8. *Research and Program Evaluation*: Develop the ability to read, critique, evaluate, and contribute to professional research literature.
9. *Clinical Mental Health Program*: Identify principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning.
10. *School Counseling Program*: Develop a model for implementing a school counseling program.

Advising

Accepted degree-seeking students are assigned a faculty advisor. Non-Degree seeking students are advised to contact the Counseling Program for advising. You are required to meet with your assigned advisor upon admission and regularly. It is your responsibility to contact your advisor and initiate these meetings. Your advisor can assist in planning coursework, alert you to developments in the program or profession, and provide you with support and encouragement.

Accreditations & NDE Approval

1. CSC is accredited by the Higher Learning Commission (HLC) of the North Central Association of Colleges and Schools (NCA).
2. The School Counseling program is
 - a. approved by the Nebraska Department of Education (NDE) Title 92, Rule 24.006.47 School Counselor Endorsement, and
 - b. accredited by the [Council for the Accreditation of Educator Preparation](#) (CAEP).
3. The Clinical Mental Health Counseling program is working toward accreditation through the Council for Accreditation of Counseling and Related Programs (CACREP).

Diversity Statement

Faculty value diversity among its student population and in society at large. The Counselor Education program actively recruits students from various backgrounds, experiences, and cultural influences. Integrated into all aspects of our program is a commitment to and appreciation of individual differences, including student selection and admissions, faculty hiring, classroom instruction, texts, teaching materials, clinical practice and supervision,

departmental administration, day-to-day operations, and policy formation.

The Counselor Education program views recruiting and retaining a diverse group of students from the western High Plains States as a significant focus. We define the term diverse group broadly, including ethnic, racial, and cultural identities and personal world views, gender identity, sexual preference, age differences, and the challenges associated with disabilities of various kinds. To attract and support a diverse student population, we have taken several initiatives, including but not limited to the following:

1. *Flexibility* - Our course schedules meet the needs of a diverse, non-traditional student population. We deliver courses in an online instructional format and provide options for students who need to complete a program in stages or part-time.
2. *Affordability* - Our tuition is highly competitive with other Nebraska institutions and significantly less than many online programs offered by private and for-profit institutions.
3. *Financial Support* - Our College offers a financial assistance program (FAFSA), which is open to all students without discrimination. Our program provides for an on-campus graduate assistantship that covers tuition and provides a stipend.
4. *Advertising* - Our program actively advertises a strong emphasis on diversity.

ONLINE GRADUATE DEGREE PROGRAMS

The Counselor Education program prepares students as professional counselors (LMHP) and offers coursework toward licensure as a Licensed Alcohol & Drug Counselor (LADC). We offer an MAE in Clinical Mental Health Counseling (CMHC), MAE in School Counseling (SC), and coursework required to obtain the [Nebraska Licensed Alcohol & Drug Counselor \(LADC\) Licensure](#). Please review [CSC Graduate Studies](#) online degree program website for more information.

Clinical Mental Health Counseling (CMHC)

The MAE in Clinical Mental Health Counseling (CMHC) will equip you with entry-level skills to work as a counselor in a variety of community and agency settings such as counseling centers, drug and substance abuse centers, career counseling centers, employee assistance programs in business and industry, adult probation offices, MHMR agencies, corrections, and private counseling practice. Upon graduation, you will have acquired the coursework required to obtain the Provisional Nebraska Licensed Mental Health Practitioner (PLMHP) and Provisional Nebraska Licensed Alcohol & Drug Counselor (PLADC).

Currently, [Nebraska DHHS](#) requires 60 credit hours of academic coursework to be eligible for licensure as a PLMHP. In addition, the program requires you to pass the [Counselor Preparation Comprehensive Examination \(CPCE\)](#) and Graduate e-Portfolio. You will have seven (7) years to complete the MAE degree. The state regulates all licensure requirements for the PLMHP and PLADC.

CMHC Program Curricula

The CMHC MAE requires the completion of 60 credit hours of graduate academic work. It includes four major components: Counseling Core, Clinical Mental Health Specialization, Assessment and Research, and Clinical Experience. You are responsible for meeting

academic program requirements and meeting with your faculty advisor regularly. The program curricula and conditions are subject to change at any time.

CSC Graduate Studies does not allow students to enroll in more than 12 credit hours per 16 week-semester. We encourage you to enroll in 9 semester hours during the fall and spring semesters, as this is considered full-time; however, you may choose to enroll in fewer classes.

COUNSELING CORE (27 Credits)		Credit Hours
COUN 531 ^{1,2}	Counseling and Communication Skills	3
COUN 533 ^{1,2}	Counseling Ethics and Professional Identity	3
COUN 535	Multicultural Counseling	3
COUN 541 ^{1,2}	Counseling Theories	3
COUN 629	Counseling Children	3
COUN 630	Crisis Counseling	3
COUN 632	Career and Lifestyle Development	3
COUN 634 ^{1,2,3}	Group Counseling	3
COUN 637	Advanced Human Development	3
SPECIALIZATION (18 Credits)		
COUN 520	Psychopharmacology, Social and Medical Issues in Addictions	3
COUN 523 ^{1,2}	Diagnosis and the DSM	3
COUN 532	Treatment Issues in Addiction	3
COUN 545	Essentials of Addiction Counseling & Case Management	3
COUN 631 ^{1,2}	Principles and Practices of Mental Health Counseling	3
COUN 636	Family Counseling	3
MEASUREMENT & RESEARCH (6 Credits)		
COUN 534	Fundamentals of Assessment	3
EDCI 631	Research Design and Data Analysis	3
CLINICAL EXPERIENCES (9 credits)		
COUN 601 ^{2,4}	Practicum in Counseling	3
COUN 640 ²	Internship in Counseling	6
CSC Graduation Requirements		
1. Counselor Preparation Certification Examination (CPCE) ⁵		
2. Graduate e-Portfolio ⁵		
MAE-Total Minimum Semester Hours—non-thesis		60

Footnotes-

1. Pre-Requisites before enrolling in COUN 601 (COUN 523, 531, 533, 541, 631, 634).
2. To graduate, you must achieve a B grade (COUN 523, 531, 533, 541, 601, 631, 634, 640).
3. COUN 634 can be completed before or concurrently with COUN 601.
4. COUN 601 must be completed before COUN 640
5. CPCE & e-Portfolio must be completed 8 weeks before graduation.

CMHC Recommended Beginning Courses

COUN 631: Principles and Practices of Mental Health Counseling

COUN 523: Diagnosis and the DSM
 COUN 531: Counseling and Communication Skills
 COUN 533: Counseling Ethics and Professional Identity
 COUN 541: Counseling Theories
 COUN 634: Group Counseling
 EDCI 631: Research Design and Data Analysis

School Counseling (SC)

The CAEP-accredited School Counseling program provides the academic training to pursue the Nebraska School Counselor endorsement. The Nebraska Department of Education (NDE) has final endorsement approval. Our curriculum meets the American School Counselor Association (ASCA) Professional Standards. Students are responsible for meeting academic program requirements and are advised to meet with their faculty advisor regularly.

Students must choose a Nebraska Department of Education Endorsement Level:

- **School Counseling-Elementary (PK-8)** prepares school counselors to work with and apply for elementary (PK-8) grade level. This level requires one 450-hour elementary school counseling internship.
- **School Counseling-Secondary (7-12)** prepares school counselors to work with and apply for the (7-12) grade level. This level requires one 450-hour secondary school counseling internship.
- **School Counseling (PK-12)** prepares school counselors to work with and apply for the (PK-12) grade level. This level requires a 900-hour internship (450 hours in an elementary setting and 450 in a secondary setting).

School Counseling Program Curricula

CSC Graduate Studies does not allow students to enroll in more than 12 credit hours per 16 week-semester. We encourage you to enroll in 9 semester hours during the fall and spring semesters, as this is considered full-time; however, you may choose to enroll in fewer classes.

Option 1 Program: This 39-credit hour program is designed for students with a valid teaching certificate. The program curricula and requirements are subject to change at any time.

COUNSELING CORE (24 Credits)		Credit Hours
COUN 531 ^{1,2}	Counseling and Communication Skills	3
COUN 533 ^{1,2}	Counseling Ethics and Professional Identity	3
COUN 535	Multicultural Counseling	3
Choice of: COUN 629 COUN 630	Counseling Children Crisis Counseling	3
COUN 541 ^{1,2}	Counseling Theories	3
COUN 632	Career and Lifestyle Development	3
COUN 634 ^{1,2}	Group Counseling	3
COUN 637	Advanced Human Development	3

SPECIALIZATION (3 Credits)		
COUN 635 ^{1,2}	School Counseling	3
MEASUREMENT & RESEARCH (6 Credits)		
COUN 534	Fundamentals of Assessment	3
EDCI 631	Research Design and Data Analysis	3
CLINICAL EXPERIENCES (6 credits)		
COUN 602 ^{2,4}	Practicum in Counseling	3
COUN 640 ²	Internship in Counseling	3
Graduation Requirements		
1. Pass Praxis [®] Subject Assessment for Endorsement in Professional School Counselor (5422) ⁵		
2. Graduate e-Portfolio ⁵		
MAE-Total Minimum Semester Hours-Non-Thesis		39

Footnotes-

1. Pre-Requisites before enrolling in COUN 602 (COUN 531, 533, 541, 634, 635).
2. To graduate, you must achieve a B grade (COUN 531, 533, 541, 602, 634, 635, & 640).
3. COUN 634 can be completed before or concurrently with COUN 602.
4. COUN 602 must be completed before COUN 640
5. Praxis 5422 & e-Portfolio must be completed 8 weeks before graduation.

Option 2-Program: This 54-credit hour program is designed for students without a valid teaching certificate or teacher education degree. This option will provide students with the state-required background in education to obtain a Nebraska initial teacher certification and School Counselor endorsement.

COUNSELING CORE (24 Credits)		Credit Hours
COUN 531 ^{1,2}	Counseling and Communication Skills	3
COUN 533 ^{1,2}	Counseling Ethics and Professional Identity	3
COUN 535	Multicultural Counseling	3
Choice of: COUN 629 COUN 630	Counseling Children Crisis Counseling	3
COUN 541 ^{1,2}	Counseling Theories	3
COUN 632	Career and Lifestyle Development	3
COUN 634 ^{1,2}	Group Counseling	3
COUN 637	Advanced Human Development	3
SPECIALIZATION (3 Credits)		
COUN 635 ^{1,2}	School Counseling	3
MEASUREMENT & RESEARCH (6 Credits)		
COUN 534	Fundamentals of Assessment	3
EDCI 631	Research Design and Data Analysis	3
Teacher Education (15 credits)		
EDUC 530	Integrated Classroom Methodologies	3
EDUC 639	Advanced Methods of Performance Assessment	3
EDCI 635	Curriculum Development	3
Choice of:		3

READ 530	Reading & Writing in the Middle/Secondary Schools	
READ 532	Reading in the Content Fields	
READ 535	Reading and the At-Risk Student	
Choice of: SPED 230 SPED 532	Introduction to the Exceptional Learner Survey of Special Education	3
CLINICAL EXPERIENCES (6 credits)		
COUN 602 ^{2,4}	Practicum in Counseling	3
COUN 640 ²	Internship in Counseling	3
Graduation Requirements		
1. Pass Praxis® Subject Assessment for Endorsement in Professional School Counselor (5422) ⁵		
2. Graduate e-Portfolio ⁵		
MAE-Total Minimum Semester Hours-Non-Thesis		54

Footnotes-

1. Pre-Requisites before enrolling in COUN 602 (COUN 531, 533, 541, 634, 635).
2. To graduate, you must achieve a B grade (COUN 531, 533, 541, 602, 634, 635, 640).
3. COUN 634 can be completed before or concurrently with COUN 602.
4. COUN 602 must be completed before COUN 640
5. Praxis 5422 & e-Portfolio must be completed 8 weeks before graduation.

Recommended Beginning Courses

COUN 635: School Counseling
 COUN 531: Counseling and Communication Skills
 COUN 533: Counseling Ethics and Professional Identity
 COUN 541: Counseling Theories
 COUN 634: Group Counseling
 EDCI 631: Research Design and Data

Please note that many other states and accrediting organizations, such as the [Council for Accreditation of Counseling & Related Educational Programs](#) (CACREP), require more academic credit hours for school counseling endorsement. Thus, review your state standards for a specific policy.

Graduate Field Experience

Graduate students will spend substantial time in fieldwork to meet practicum and internship requirements. Although our courses are online and most synchronous classes are offered in the evening, the fieldwork experiences are typically completed during daytime hours. You must reserve your place in Practicum and Internship the semester before you intend to enroll in the class. **These forms should be submitted in Tevera.** Alternatively, follow the links for the [Practicum Reservation form](#) and the [Internship Reservation Form](#) found on the website. **For more information, please see the Practicum and Internship Handbook on the program website.**

Academic Performance & Transfer Credit

Grade Point: Graduate Counselor Education program students must achieve and maintain a grade point average (GPA) of 3.0 (4.0 = A) for graduation. Students must earn a B or higher in COUN 523, 531, 533, 541, 601, 602, 631, & 640. When the student's GPA falls below 3.0, the student's graduate status will be lowered to non-degree seeking. Students earning a grade of C or below in a practicum/internship may be terminated from the counseling program.

Transfer Credit: All courses obtained from another counseling program (9 credit hours maximum) will be considered for transfer except for COUN 601, 602, and 640. Each transfer credit must carry a grade of B or higher, and those with grades of P or S will not be accepted. Acceptance of transfer credit is contingent upon approval of the counseling program faculty and Dean of Graduate Studies. Your responsibility is to supply information establishing any course for transfer as equivalent to a class at Chadron State College. Usually, the equivalency can be established by meeting with your faculty advisor at Chadron State College and providing a course description and syllabus for the course under consideration. All requirements for master's degrees must be met within seven years from the year the student completes the first graduate course that is to apply toward the degree. For further information, please see the [CSC Transfer Policy](#).

Equal Access: Chadron State College works to ensure that all programs, activities, and services, including electronic and remote services, are accessible to people with disabilities. Upon request, CSC will provide reasonable accommodations to ensure students have equal access to programs, activities, and services. For assistance, contact the Equal Access Coordinator, Deena Kennell, at 308.432.6467 or by email at dkennell@csc.edu

Financial Assistance

Financial assistance is available to graduate students, usually via student loans and graduate assistantships. Students interested in financial aid should contact the [START Financial Aid Office](#), Crites Hall First Floor, 1-800-CHADRON (1-800-242-3766).

[BEHAVIORAL HEALTH EDUCATION CENTER OF NEBRASKA \(BHECN\)](#): BHECN commits to increase the number of students training in the behavioral health fields in all areas of the state. Please visit the BHECN Student Program site for funding and scholarship opportunities. You may also contact [Dr. Tara Wilson](#), CSC Associate Professor and BHECN Panhandle Co-director, for more information.

[The Quell Foundation](#) promotes open, judgment-free dialogue to normalize the conversation around mental health. The Foundation awards scholarships for a brighter future in the mental health field, increases access to services for better care and treatment, and encourages sharing personal stories to inspire hope.

[Nebraska Student Loan Program \(NSLP\)](#) awards forgivable student loans to Nebraska medical, dental, physician assistant, and graduate-level clinical mental health students who agree to practice in an approved specialty in a state-designated shortage area. Applications are accepted April 1 through June 1 of each year to the Nebraska Department of Health & Human Services, Office of Rural Health, P. O. Box 95026 Lincoln, NE, 68509-5026, (402) 471-2337.

[Graduate Assistantships](#). A limited number of Graduate Assistantships, which cover tuition and provide a stipend, are available for students enrolled in a graduate

degree program. Assistantships offer assignments designed to provide opportunities for supervised educational experiences at the graduate level. Graduate assistants should maintain full-time status while serving as assistants.

PROFESSIONAL IDENTITY

Professional Ethics

The Counselor Education faculty endorse and implement [the American Counseling Association \(ACA\) Code of Ethics \(2014\)](#) and the [American School Counselor Association \(ASCA\) Ethical Standards for School Counselors \(2022\)](#). Students and supervisees preparing to become counselors must adhere to these ethical standards with the same obligations to clients as professional counselors require.

Professional Dispositions

Counselor Education students are held to a higher standard due to anticipated interaction with clients and community members. As prospective counselors, you are expected to represent the College as professionals and adhere to the ethics and standards of the counseling profession. In addition to the Student Code of Conduct, professional dispositions apply to all students in the Counselor Education Program before, during, and after your Field Experiences. The standards address affective attributes and general dispositions attributed to a counselor. Please see Professional Dispositions in the appendix. Dispositions will be reviewed regularly throughout your program utilizing the Counselor Competencies Scale (CCS-R). Faculty will consult and potentially remediate students who fail to meet these standards.

National Credentials

The benefits of national certification are three-fold: by participating in the certification process, you will be acknowledged for your competencies and accomplishments as a nationally certified counselor, and you will be elevating your professional identity, which could be important to your building principal and community stakeholders, and you may receive financial incentives from your state and local school board. Consider obtaining National Credentials with the National Board of Certified Counselors, Inc. (NBCC) and the National Board of Professional Teaching Standards (NBPTS). To receive more information about these two certifications, visit the [NBCC](#) and the [NBPTS](#) websites.

Professional Organizations

We encourage you to join a variety of professional associations that promote the interests of counselors. The counseling faculty actively participate as members of these groups. Membership applications can be obtained directly from the organization or faculty.

American Counseling Association
5999 Stevenson Ave.
Alexandria, VA 22304-3303
1-800-347-6647

www.counseling.org

American School Counselors Association
(ASCA)

801. N. Fairfax St., Suite 310
Alexandria, VA 22314
703-683-ASCA
www.schoolcounselor.org

American Mental Health Counselors
Association (AMHCA)
675 North Washington Street, Suite 470
Alexandria, VA 22314
800-326-2642 or 703-548-6002
www.amhca.org

Nebraska Counseling Association
P.O. Box 283
Kearney, NE 68848-0283
402-509-8080 or 800-758-3010
www.necounseling.org

Nebraska School Counselor Association
PO Box 81863
Lincoln, NE 68501
www.neschoolcounselor.org

Student Appropriate Activities

Students may be interested in obtaining experiences in the field to further their education or exposure to counseling settings. Students are encouraged to seek opportunities that allow for skill development and familiarity with counseling settings. However, students are only encouraged to accept paid or volunteer positions for which they are qualified and trained. Students are advised to seek jobs that provide appropriate supervision, guidance, and on-site licensed practitioners.

APPENDICES

Appendix A: Counselor Education Course Descriptions

COUN 501 TOPICS IN COUNSELING 1-3 Credits

To meet the individual needs of students, it may become necessary to offer seminars or special topics that are not within the range of counseling courses described in this publication.

COUN 520 PSYCHOPHARMACOLOGY, SOCIAL AND MEDICAL ISSUES IN ADDICTIONS 3 Credits

This course will explore and review issues of medical and psychological aspects of alcohol/drug use, abuse and addiction. This course is designed to meet the requirements to apply for addictions counseling licensure. Special emphasis is placed on psychopharmacology within the context of addiction.

COUN 523 DIAGNOSES AND THE DSM 3 Credits

Within the context of normal human growth and development, mental health and behavioral disorders are studied using the current Diagnostic and Statistical Manual of Mental Disorders.

COUN 531 COUNSELING AND COMMUNICATION SKILLS 3 Credits

The purpose of this course is to develop basic competencies in the processes of communication, interviewing, and counseling. This course is meant to provide an introduction to counseling skills and provide a foundation for utilization of techniques across various theoretical orientations.

Requirements: Synchronous and Asynchronous Online Participation

COUN 532 TREATMENT ISSUES IN ADDICTIONS 3 Credits

Substance abuse issues are explored in a variety of counseling settings.

COUN 533 COUNSELING ETHICS AND PROFESSIONAL IDENTITY 3 Credits

Surveys the ethical, legal and professional issues in counseling. Topics include professional conduct, decision-making and legal requirements for the counseling professional.

Notes: Online synchronous participation may be required.

COUN 534 FUNDAMENTALS OF ASSESSMENT 3 Credits

Introduction to the uses of assessments in counseling and school counseling. Understanding the uses of validity and reliability in assessment instruments will be presented. Exploration offered in types of assessment and what is needed to construct assessments.

COUN 535 MULTICULTURAL COUNSELING 3 Credits

Topics include issues of diversity, cultural characteristics, culturally appropriate and sensitive interventions imperative for those entering the counseling profession.

COUN 541 COUNSELING THEORIES 3 Credits

Review of the major theoretical constructs in counseling and psychotherapy with incorporation of multicultural relevance in the treatment of each theory.

COUN 545 ESSENTIALS OF ADDICTION COUNSELING AND CASE MANAGEMENT 3**Credits**

This course is designed to review specific needs and approaches in alcohol/drug assessment, case planning and management.

COUN 600 INDEPENDENT RESEARCH OR STUDY 1-3 Credits

Guided independent research or study in the area of counseling. The number of credit hours varies in accordance with the topic and the amount of work required.

Add Consent: Instructor Consent

Requirements: Permission of instructor, Dean of Graduate Studies, and Academic Vice President.

COUN 601 PRACTICUM-CLINICAL MENTAL HEALTH COUNSELING 3 Credits

Provides Clinical Mental Health counseling students with opportunities to work with clients in on-going counseling situations, under the direct supervision of a qualified faculty member and site-supervisor. Students observe and practice counseling under faculty supervision, site supervision, and interaction with other students. Activities include observation, direct counseling, and self-evaluation. Students see individual clients and/or group clients in counseling clinic settings. Students must participate in synchronous online group supervision.

Prerequisites: [COUN 523](#), [531](#), [533](#), [541](#), [631](#) and 634

Co-requisites: [COUN 634](#)

Add Consent: Instructor Consent

Requirements: Synchronous and Asynchronous Online Participation; Instructor Permission; Minimum Grade of B.

COUN 602 PRACTICUM-SCHOOL COUNSELING 3 Credits

Provides School Counseling students with opportunities to work with clients in on-going counseling situations, under the direct supervision of a qualified faculty member and a site supervisor. Students will see individual clients and/or group clients in a school setting gaining clinical experience within the school systems prior to Internship. These hours are determined by the Nebraska Department of Education regulations at the grade levels for the endorsement. Students must participate in synchronous online group supervision.

Prerequisites: [COUN 531](#), [533](#), [541](#), [634](#), [635](#)

Co-requisites: [COUN 634](#), [635](#)

Add Consent: Instructor Consent

Requirements: Synchronous and Asynchronous Online Participation; Instructor Permission; Minimum Grade of B.

COUN 629 COUNSELING CHILDREN 3 Credits

This course provides a theoretical overview of the growth and development of children. Emphasis is placed on translating theory into practice in school and community settings.

COUN 630 CRISIS COUNSELING 3 Credits

This course provides an overview of crisis and disaster intervention strategies for the professional counselor. Topics will include, but are not limited to, crisis of suicide, homicide, domestic violence, school violence, post-traumatic stress disorder, and vicarious trauma. The course will also explore the counselor's role in natural and human disaster intervention.

Notes: Online synchronous participation may be required.

COUN 631 PRINCIPLES AND PRACTICES OF MENTAL HEALTH COUNSELING 3 Credits

This course addresses professional principles and practices of mental health counseling. It includes history, identity, roles, and trends affecting the field and practice of mental health counseling in community and agency settings.

COUN 632 CAREER AND LIFESTYLE DEVELOPMENT 3 Credits

This course studies career development throughout the lifespan with an exploration of models and theories of career development that shape career-decision making from pre-school through retirement. Includes sources of career and lifestyle information relevant to educators, human resource specialists, and counselors.

Notes: Synchronous online participation may be required.

COUN 634 GROUP COUNSELING 3 Credits

This course will explore the theories, research and application of group counseling dynamics and techniques. Students will participate in a weekly synchronous online group counseling experience.

Requirements: Synchronous and Asynchronous Online Participation

COUN 635 SCHOOL COUNSELING 3 Credits

This course is designed to prepare school counseling students for effective program development, delivery, and evaluation based on the national ASCA model focusing on the career, academic, personal, and social development aspects of school counseling.

COUN 636 FAMILY COUNSELING 3 Credits

Examines the dynamics of family counseling and family systems. Satisfactory completion of this course gives students a fundamental understanding of family systems theory and other leading theories of family counseling and their application in the counseling process.

COUN 637 ADVANCED HUMAN DEVELOPMENT 3 Credits

Case studies interwoven with empirical findings, theory, research methodology, explanations of technical concepts and practical issues are presented to clarify biological, perceptual, cognitive, social and emotional development.

COUN 640 INTERNSHIP IN COUNSELING 1-6 Credits

Professional fieldwork experience in counseling to refine and enhance the basic counseling or student developmental skills and integrate professional knowledge and skills appropriate to the student's specialization. This will be done in accordance with the Nebraska state law requirements for licensure and/or certification of the student's specialization.

Prerequisites: [COUN 601](#) or 602

Add Consent: Department Consent

Requirements: Synchronous and Asynchronous Online Participation; Instructor Permission; Minimum Grade of B.

COUN 655 SCHOLARLY PROJECT 1-3 Credits

For students selecting Plan II, as listed under Program Requirements. The student engages in a major project related to their area of specialization. The design of the paper and the project is in cooperation with the student's graduate committee.

Add Consent: Department Consent

Requirements: Must complete three (3) credit hours.

COUN 660 THESIS 1-6 Credits

For students selecting Plan I, as listed under Program Requirements. The student designs and implements an extensive research project. The research and the paper are designed in cooperation with the student's graduate committee.

Add Consent: Department Consent

Requirements: Permission of advisor and the Dean of Graduate Studies; must complete six (6) credit hours.

Appendix B: Undergraduate Counselor Education Course Descriptions

COUN 127: Lifespan Development - 3 credits (45 contact hours)

This course will study the nature and needs of individuals at all development levels from birth to death. Prerequisites: None.

COUN 133: Clinical Addiction Treatment Issues - 3 credits (45 contact hours)

This course will study treatment issues specific to addiction and chemical dependency, such as denial, resistance, minimization, co-occurring disorders, family dynamics, spirituality, and influences of self-help groups. It will incorporate the study of chemical dependency clinical treatment needs of individuals while taking into consideration gender, culture, and lifestyle. Prerequisites: None.

COUN 225: Addiction Counseling with Groups - 3 credits (45 contact hours)

This course will identify theories, processes, dynamics, techniques, and methods of group addiction counseling and facilitation. Prerequisites: None.

COUN 235: Alcohol/Drug Assessment, Case Planning, & Management – 3 credits (45 contact hours)

This course will explore the process of collecting client data for decision-making on alcohol/drug disorder diagnosis, level of care placement, treatment, and referral. It will also study the practice of record keeping, assessment summaries, treatment plans, progress notes, discharge plans, clinical case reviews, assessment instruments, and case management activities designed to achieve client treatment goals. Prerequisites: None.

COUN 321: Addiction Counseling Theories and Techniques - 3 credits (45 contact hours)

This course will include the study and practice of theories, principles, and techniques of counseling. Counseling theories such as Adlerian, Cognitive Behavioral, Reality, Client-Centered, Gestalt, among others, will be included. Counseling techniques such as attending skills, reflective feedback, paraphrasing, summarizing, therapeutic confrontation, empathy development, among others, will be included. Requirements: None. Prerequisites: None.

COUN 323: Addiction Counseling Ethics and Diversity – 3 credits (45 contact hours)

This course will explore the ethical standards of addiction counseling. This will include the application of ethical principles such as non-discrimination, integrity, competence, and client welfare, among others, to diverse populations. It will also address cultural, social, lifestyle, spiritual, and economic factors relevant to the provision of competent counseling to varied and multicultural populations. Prerequisites: None.

COUN 331: Medical and Psychosocial Aspects of Alcohol/Drug Use, Abuse, and Addiction – 3 credits (45 contact hours)

This course will study the physiological, psychological, and sociological aspects of alcohol/drug use, abuse, and dependence. It will explore the processes of dependence, addiction, and withdrawal along with associated signs, symptoms, and behavior patterns. It will also include the study of drug types and pharmacology. Prerequisites: None.

aAppendix C: Counselor Education Online Portfolio Instructions

Purpose

Your online portfolio will serve two central purposes. The first is synthesizing and demonstrating your learning in the counseling master's degree program. The second is presenting your skills and accomplishments to an authentic professional audience outside CSC. If you are looking for employment, a web-based professional portfolio can help get the attention of a potential employer. If you are already employed, it can be a helpful communication tool, giving others some insight into your professional skills and accomplishments. We hope the portfolio will be a living document you choose to maintain and adapt throughout your career as a counseling professional. **This portfolio is due to your counseling faculty advisor no later than Midterm, the semester you plan to graduate.**

Web Platform

Your portfolio must be created on the Web and publicly viewable to be used in your professional life. You will be responsible for choosing between the two web hosting sites listed below and learning how to use them effectively. Your advisor and committee members may be able to offer some guidance, but this will be primarily a self-directed project that demonstrates your ability to learn and use web-based technology. Your website should be well-designed and easy to read. You may also contact the CSC Teaching and Learning Center Instructional Technology & Design for more in-depth guidance on using these platforms.

1. Weebly (<http://www.weebly.com/>)
2. Wix (<http://www.wix.com/>)

Note: The following resources will help you with basic web design principles: [Web Design for Professional Portfolios](#) (six short videos)

Required Elements

1. **Homepage**—The homepage should briefly introduce the site's purpose and engage your viewers to want to see more.
2. **Theoretical Orientation Statement**—You have developed your counseling theoretical orientation throughout your program. Add a clear, concise final statement of your counseling theoretical orientation and how your orientation is congruent with your goals for working with clients. Be sure to link to your Theoretical Orientation assignment completed in the Theories course.
3. **Resume or CV**—Present a clear, easy-to-read resume or curriculum vitae highlighting your professional skills. Your resume must be a web page, though you may attach a downloadable PDF version. For security reasons, do not include private information such as your home address or telephone number on your resume page or the downloadable version. You will want a way for employers or other interested parties to contact you, but a professional email address or a "contact me" page on your website is much safer. *Note: text alignment on the Web can be tricky. Ensure you enter clean, unformatted text on your resume page; do not copy and paste text directly from your word processing software. (You can often remove hidden word processor codes by pasting unformatted text from your word processor to a simple text editor like Notepad and then copying from Notepad to your web page.) You may need to make different formatting choices for a Web-based resume than for a printed version to achieve clean, browser-friendly alignment.
4. **CSC Plan of Study**—You will include a signed copy of your filed Plan of Study. Please get in touch with Graduate Studies for an electronic copy if necessary.
5. **Course Syllabi**—You will include the course syllabus for all courses completed during your degree program.
6. **Showcase of Work Samples**—Present a showcase of the Key Performance Indicator (KPI) assignments you've completed in your master's program. Post links to the actual work and a brief (one-paragraph) description of how it relates to counselor education. Your work samples should all be displayed on the Web rather than as files that have to be downloaded (though optional downloadable files are also acceptable if you want to include them). For example, if your work sample is a PowerPoint presentation, it should be hosted on SlideShare or some similar option rather than requiring your viewers to download a .ppt file. (Downloadable files may be acceptable in specialized cases where displaying the work on the web is impossible or highly impractical. Check with your advisor for a work sample in this category.) The following example may help you visualize what a showcase might look like. The portfolios are provided

here to give you a starting place for designing your showcase; remember that these are not counseling portfolios.

- [Tish Mindemann](#)
- [Reed Ellard](#)
- [Adam Gleason](#)
- [Laura Zaepfel](#)

The following 10 KPI assignments must be included in your showcase:

KPI Area	Course	Assignments
KPI 1 Professional Orientation and Ethics	COUN 533	Ethical Self-Reflection Paper - Parts 1 & 2
KPI 2 Social and Cultural Diversity	COUN 535	Multicultural Interview Paper
KPI 3 Human Growth and Development	COUN 637	Developmental Milestones / Stories of Development Self-Reflection Paper
KPI 4 Career Counseling	COUN 632	Preparing for Employment
KPI 5 Counseling Skills and Helping Relationships	COUN 541	Theoretical Orientation
KPI 6 Group Counseling and Group Work	COUN 634	Group Proposal
KPI 7 Assessment and Testing	COUN 534	Self-Directed Search (SDS) Assessment Paper
KPI 8 Research and Program Evaluation	EDCI 631	Research Proposal
KPI 9 Clinical Mental Health Counseling or School Counseling	COUN 523 COUN 635	Final Paper and Treatment Plan Comprehensive School Counseling Program Assessment

7. **Reflective Essay linked to the CACREP eight common core areas of Professional Counseling Identity**—You will include a reflective essay that consists of the following four topics while addressing how your development in each area is linked to the [CACREP eight common core areas of Professional Counseling Identity](#) (Professional Counseling Orientation and Ethical Practice, Social and Cultural Diversity, Human Growth and Development, Career Development, Counseling and Helping Relationships, Group Counseling and Group Work, Assessment and Testing, Research and Program Evaluation).
1. Counseling Professional Identity—describe the components contributing to developing your counselor identity.
 2. Legal and ethical issues—describe the most pressing issues you anticipate encountering as a professional counselor.
 3. Professional Competence—describe your most significant areas of strength and weakness as you grow as a successful counselor.
 4. Continuing Development—describe how you will continue to grow in counseling. Share new counseling areas in which you see yourself successfully expanding.

Appendix D: Practicum Pre-Requisites

Clinical Mental Health Counseling

Prerequisites

COUN 523-Diagnosis & the DSM
COUN 531-Counseling and Communication Skills
COUN 533-Counseling Ethics and Professional Identity
COUN 541-Counseling Theories
COUN 631-Principles and Practices of Mental Health Counseling
COUN 634-Group Counseling (may also be taken concurrently with 601)

School Counseling

Prerequisites

COUN 531-Counseling and Communication Skills
COUN 533-Counseling Ethics and Professional Identity
COUN 541-Counseling Theories
COUN 634-Group Counseling (may also be taken concurrently with 602)
COUN 635-School Counseling

NOTE: All prerequisites must be completed before enrolling in COUN 601 or 602. Students enrolling in COUN 601 or 602 must be admitted to the Counseling Program.

Appendix E: Professional Dispositions

	Primary Professional Dispositions	Specific Professional Disposition Descriptors
1	Professional Ethics	Adheres to the ethical guidelines of the ACA, ASCA, IAMFC, APA, & NBCC, including practices within competencies. (CCS-R, 2.A)
2	Professional Behavior	Behave professionally towards supervisors, peers, and clients (e.g., appropriate dress, attitudes, and communication). To include professional behavior in meeting all classroom expectations. Able to collaborate with others. (CCS-R, 2.B)
3	Professional & Personal Boundaries	Maintains appropriate boundaries with supervisors, peers, & clients. (CCS-R, 2.C)
4	Knowledge & Adherence to Site Policies	Demonstrates an understanding and appreciation for all counseling site policies & procedures. (CCS-R, 2.D)
5	Record Keeping & Task Completion	Completes all weekly record-keeping and tasks correctly and promptly (e.g., case notes, psychosocial reports, time logs, supervision reports). (CCS-R, 2.E)
6	Multicultural Competencies	Demonstrates awareness, appreciation, and respect of cultural differences (e.g., race, ethnicity, spirituality, sexual orientation, disability, SES, etc.) (CCS-R, 2.F)
7	Emotional Stability & Self-control	Demonstrates emotional stability (i.e., congruence between mood and Affect) and self-control (i.e., impulse control) in relationships with supervisor, peers, & clients. (CCS-R, 2.G)
8	Motivated to Learn & Grow/Initiative	Demonstrates engagement in learning & development of their counseling competencies. (CCS-R, 2.H)
9	Openness to Feedback	Responds non-defensively and alters behavior per peer, supervisory, and faculty feedback. (CCS-R, 2.I)
10	Flexibility & Adaptability	Demonstrates ability to be flexible in changing circumstances, unexpected events, and new situations. (CCS-R, 2.J)
11	Congruence & Genuineness	Demonstrates ability to be present and "be true to oneself." (CCS-R, 2.K)

Students are expected to disclose any unethical or unlawful activity from the time the application was submitted to the program until graduation. Dispositions will be reviewed regularly throughout your program utilizing the Counselor Competencies Scale (CCS-R).

Should the program faculty determine a student's behavior is substandard, unethical, illegal, and or violates the Professional Dispositions, the following actions may be taken:

1. **Probation and Remediation.** The student will be placed on probation, and the student and advisor will jointly develop a remediation plan or follow the professional disposition plan of action. This plan will be in writing and signed by all parties. A copy of the plan will be provided to the student, and a copy will be retained for the student's file.
2. **Voluntary Resignation.** The faculty may recommend that the student resign from the program.
3. **Dismissal from the Program.** The faculty will recommend an immediate dismissal if a student's unacceptable professional and personal behaviors are deemed severe.