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licensure for psychological examiners, so the Counseling Psychology master's program no longer admitted students. The Community Counseling and Counseling Psychology programs were discontinued and the department melded the programs into the current Mental Health Counseling program.

ADMISSION AND RETENTION

Admission

Graduate students must be admitted to a program prior to taking any graduate courses in the Department of Psychology and Counseling. Most students begin in the fall semester following admission, but students may begin in the summer semester. Students may not begin the program in the spring semester.

During the first semester, students **MUST** take PSYC 6354 (Theories of Psychotherapy and Counseling) and PSYC 6398 (Legal and Ethical Issues in Psychology).

Annual Review and Other Performance Evaluations

Formal Reviews of Student Performance - Student progress is monitored on an ongoing basis. Review of student performance may occur on two levels. One level is the annual review, which includes all students in the program. The second level, the individual review, occurs when a student-related problem is documented and filed with a member of the Mental Health Counseling Committee by a faculty member, field supervisor, or other individuals affiliated with the training program. Refer to the following sections for additional information on student review procedures and related documentation.

Annual Review Process - The Mental Health Counseling Committee will meet each year to

- expected of graduate students
- Inability to control personal stress, psychological dysfunction, or emotional issues to the extent that they interfere with training or work with clients

The advisor sends a written notification to the student requesting a meeting with the student. At the meeting other persons, for example the faculty person expressing concerns, may be invited to attend, if the advisor deems that additional persons would be helpful. If at any point the advisor has serious concerns about the complaint or if the student is not prompt or helpful in her or his response, the advisor may refer the matter to the Mental Health Counseling Director of Training, who may choose to involve the Mental Health Counseling Committee.

The advisor then completes the Individual Student-Advisor Review Form (Form C). The advisor may make one of two possible decisions:

1. Not to pursue the matter further (state reasons).
2. Forward the matter to the Mental Health Counseling Program Director of Training and Program Committee.

The Mental Health Counseling Committee may then meet with the student. A Corrective Plan will be developed with input from the student, the student's advisor, and the director of the program (Form B). The corrective plan will follow a written action plan, which includes periodic review at appointed times. A letter and the Corrective Plan will be sent to the student regarding the decision of the committee. It is the responsibility of the advisor to follow up and monitor the situation regardless of the specific decision.

Grades and Quality Points

Grades of A, B, and C will allow students to receive graduate credit representing 4, 3, and 2 quality points, respectively. Grades below B are recorded and are considered in determining the quality-point ratio but are not accepted toward completion of the graduate program because only courses with a grade of A or B will be accepted for license application.

All grades, once reported, remain a matter of permanent record and are averaged into the cumulative GPA. Any appeal or question concerning an assigned grade must be made within one calendar year of the time the grade was awarded.

Calculation of the graduate grade point average includes all residence course work atpreW*nQq0.00000912 C

A

Extensions beyond one semester are unusual since all major program requirements have deadlines that are made known to students well in advance. Students are expected to complete all program requirements when they are due.

The Mental Health Counseling Committee engages in a thorough review prior to recommending to the department chair that a student be dismissed. When there is concern about a student's performance that may lead to dismissal, the student's advisor, the Mental Health Counseling Committee, and the department chair review the student's record, provide written comments about deficits in performance, and provide the student with a corrective action plan that outlines steps that need to be taken in order to resolve the problem (see the section on Annual Review and Individual Review of the student). When concerns are not resolved following ample corrective opportunities, the Mental Health Counseling Committee may recommend dismissal of the student from the program. The recommendation to dismiss is forwarded to the department chair, who will make the final decision. If the student wishes to appeal the department chair's decision, they should consult the Graduate Dean for appropriate procedures.

Student Appeals

The Department of Psychology and Counseling is dedicated to protecting the rights of student, and recognizes that appeals may be made for a variety of concerns: Grade Appeals, Student Educational Record Appeals, Academic Policy/Requirements Appeals, and Professional Program Selection Appeals.

The student appeals process is listed in the UCA Student Handbook: <http://uca.edu/student/student-handbook> and the handbook should be followed for current

PLAN OF STUDY AND CHECKSHEET

The Mental Health Counseling Program consists of 60 semester hours of course work including one semester of a full time internship in an approved facility. Not all courses are offered every semester and the plan must coincide with dates specified in the UCA Bulletin.

Prerequisites to Admission (15 hours)

_____ General Psychology _____ Psychological Statistics _____ Theories of Personality
_____ Research Methods _____ Abnormal Psychology

Required Coursework (48 hours)

_____ P6398 Legal & Ethical Issues _____

COMPREHENSIVE EXAMINATION

The comprehensive exam is held on two half days, 8:00am-12:00pm during the following days:

Fall Testing – The 2nd Tuesday & Wednesday in October for students who plan to intern in the spring.

Spring Testing – The 2nd Tuesday & Wednesday in March for students who plan to

INTERNSHIP IN MENTAL HEALTH COUNSELING

The section provides guidelines for the internship in counseling for use by interns, their university trainers, and their on-site supervisors. This will be achieved through the four points:

1. The purpose and philosophy of the internship.
2. The place of the internship in the graduate program.
3. The requirements of the internship.
4. The responsibilities of the intern, the trainer, and the supervisor.

Purpose and Philosophy

The internship is intended to provide a full time pre-professional experience for the counseling student who has completed all academic course work in the UCA program. Under the supervision of a qualified professional, approved by the Mental Health Counseling Committee, the intern should perform all or most of the duties of a professional counselor in his/her field. We recognize that the student is not, at this point, a skilled professional. However during the graduate training program, the student will have developed the theoretical and academic background and practical skills necessary to begin making a contribution to the work of the internship agency or school almost immediately. In fact, a good internship should be of benefit to both the intern and the school or agency which provides the setting for the internship. The intern will be providing valuable professional services to the agency while continuing to learn and improve professional skills through supervision from, and association with, professionals in the field. Ideally, at the end of the internship, the intern would be qualified to accept an entry-level position in his or her chosen field.

Place of the Internship in the Program

The Department of Psychology and Counseling is part of the College of Health and Behavioral Sciences at the University of Central Arkansas. The Master's of Science degree is offered in several areas of psychology and counseling: school psychology, counseling psychology, and mental health counseling. All master's degree programs require internship, although this document covers only the internships in mental health counseling. Typically, before beginning an internship, the student will have completed all graduate course work for the degree and will have passed the comprehensive examination. Therefore, the student will have completed fifty-seven (57) semester hours of course work, when they begin the internship. Occasionally, a student will be allowed to begin an internship and concurrently take one course which they could not take earlier. The internship is normally given three semester hours of graduate credit; however, students may be given six hours credit for internship in order to satisfy financial aid requirements. The additional three hours do not substitute for coursework hours.

Requirements

Setting. The internship should be completed in an agency or college setting, which provides counseling services to a variety of clients. Acceptable internship settings would include: community mental health centers, rehabilitation centers, college or university student services offices, church counseling centers, veteran's administration centers, and private practices. The specific agency chosen for an internship would depend on the intern's interests and needs, the availability of an internship at the agency, and the acceptance of the intern by the agency. In addition, all internships must be approved by the Mental Health Counseling Committee. A list of approved internship sites can be obtained from the program director.

The student should begin the process of finding an internship early in the semester prior to the semester during which the internship is anticipated. Possible internship sites should be discussed with the student's advisor, the internship coordinator, or other faculty members. The department

**DEPARTMENT OF PSYCHOLOGY AND COUNSELING
GRADUATE FACULTY**

Core Mental Health Counseling Faculty

ELSON BIHM, Ph.D. - Texas Tech University - Counseling psychology, Social-emotional Learning, Pragmatism

ART GILLASPY, Ph.D. - Texas A & M University - Therapeutic Relationships, Measurement Issues in Counseling Research, Addictions Counseling

CHRISTINA JEFFERY, Ph.D. – Texas A & M University – Case Conceptualization, Counseling Supervision

KEVIN ROWELL, Ph.D. - Texas A & M University –

COUNSELING LICENSURE INFORMATION

This is a summary of requirements and procedures for applying for counselor licensure in Arkansas, under Act 593 of 1979. For more detailed information and a formal application packet contact:

Executive Secretary
Arkansas Board of Examiners in Counseling
101 East Capitol, Suite 104
Little Rock, AR 72201

Office Phone
(501) 683-5800
Fax
(501) 683-6349

Website: www.state.ar.us/abec

Email: arboec@sbcglobal.net

This information was compiled in August 2014. It is subject to change and is compiled from official sources, but is unofficial itself.

Qualifications:

- A. Master's degree in Counseling and a minimum of 60 graduate semester hours in counseling.

NOTE: A

- B. Graduate Courses:

<u>Required Area</u>	<u>UCA Course(s)</u>
1. Human Growth & Development	P6370 Advanced Development Psy.
2. Social & Cultural Diversity	P6355 Multicultural Issues in Counseling
3. Helping Relationships	P6354 Theories of Psychotherapy & Counseling C6350 Counseling Process & Skills
4. Group Work	P6356 Group Psychotherapy & Counseling
5. Career Development	C6342 Career Education & Vocational Development
6. Appraisal	C6334 Analysis of the Individual
7. Research & Evaluation	C6360 Research Methods in Counseling or P6331 Research Design
8. Professional Identity	P6398 Legal & Ethical Issues in Psychology and Counseling
9. Practicum and/or Internships	C6381 C6382 Counseling Practicum I & II

examination.

**M.S. Mental Health Counseling Program
Annual Review Form
(continued)**

In addition to the programmatic goals, there are other areas in which students are expected to demonstrate professional and responsible behavior. The rating scale used above was also used to rate students in these areas.

Exemplary (E), Satisfactory (S), Unsatisfactory (US), or Not Applicable (NA).

For any area rated Unsatisfactory, an explanation is provided.

Professional area	Rating	
In class personal presentation and attendance	E	S

APPENDIX B

Student Corrective Action Plan

(Check one) ____ Initial Plan ____ Follow-up ____ Final Review

Student: _____ Date: _____

Identified Areas of Concern:

- A.
- B.
- C.
- D.

Remediation Plan and Schedule:

State for each area of concern:

Area

Specific Behavioral Objectives and Target Dates

Method of Remediation Met? Y/N

- A.
- B.
- C.
- D.

APPENDIX C

Individual Student-Advisor Review

Student Name: _____

Date of Meeting: _____

Persons Present.

Summary of Problem(s)

**Individual Student-Advisor Review
(Continued)**

Faculty Recommendation:

___ No action required (state reasons).

___ Remediation required (attach copy of plan). If a remediation plan needs to be developed, every effort should be made to involve the student in the process of problem identification and clarification, the generation of alternatives, the selection of appropriate outcomes, the development of ways to achieve these outcomes, as well as techniques to monitor progress.

___ Matter forwarded to Mental Health Counseling Director of Training.

RECOMMENDATION APPROVED:

Student's Advisor: _____ Date: _____

Mental Health Counseling Director of Training: _____ Date: _____

Date of Feedback meeting: _____

Student's comments:

Signature of Student: _____ Date: _____

(Signature does not indicate agreement, only that feedback was given.)

APPENDIX E

The Graduate Association of Counseling & Psychology Students (CAPS)

The Graduate Association of **C**ounseling **A**nd **P**sychology **S**tudents (CAPS) is a student-led organization created for all students in the graduate programs within the Department of Psychology & Counseling at UCA. The purpose of CAPS is to organize informational and social events to enhance the experience of and promote fellowship between our graduate students!

What are the benefits of joining CAPS?

Develop & enhance close friendships among your peers

Spend time with your colleagues & professors outside of the school setting in a more relaxed, informal environment