



Arts, Sciences
& Education

Department of Psychology

Professional Counseling Psychology Student Handbook Hybrid Program

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Counseling Psychology Master's Program

The information contained in this Handbook is designed to guide students through the educational and clinical training experience requirements necessary for completing the master's degree in psychology with a specialization in counseling, and for obtaining eligibility for a license as a Mental Health Counselor as outlined in Florida Statute 491. The degree requirements for the Counseling Psychology Master's program are designed to be consistent with the state licensure requirements, however, the Board of Clinical Social Work, Marriage & Family Therapy and Mental health Counseling meets several times annually and may change the rules outlined in Chapter 491 at any meeting. It is recommended that all students obtain a copy of the Florida Statutes (Laws and Rules) governing the profession. Students should stay current with changes and new information by maintaining contact with the Florida Board.

Division of Medical Quality Assurance
Board of Clinical Social Work, Marriage and Family Therapy and Counseling Psychology
4052 Bald Cypress Way
Tallahassee, Florida 32399-3258
<http://floridasmentalhealthprofessions.gov>
(850) 245-4474

It is recommended that Students join the Florida Mental Health Counselors Association (FMHCA), which offers important information regarding upcoming changes in the laws and rules as well as other vital information. Their website is <http://www.fmhca.org/>

It is also suggested that students planning to have a career in Psychology and Counseling join the American Counseling Association and the American Psychological Association. They both offer student memberships, many discounts, publications, etc. and they offer student liability insurance.

ACA Membership Services: 800-347-6647 x. 222, <http://www.counseling.org/>.
APA Membership Services: 800-374-2721 <http://www.apa.org/students>.

Student Liability Insurance can be obtained through, Healthcare Providers Service Organization:
www.HPSO.com

You are responsible for the material in this handbook

Most of the counseling program policies and requirements are explained in the Student Handbook –please read all of it; you are responsible for all of it. You will be asked to sign a form, indicating that you have read all the materials and understand that you are responsible for knowing and complying with program requirements.

Informed Consent

Description of Course Expectations and Program Experiences

The course content and experiential activities in the Professional Counseling Program (PCP) are designed to afford students the opportunity to advance their personal, intellectual, and professional development. Throughout the program of study, you will be expected to receive and integrate feedback concerning your personal, academic, and professional strengths, limitations, and performance as a counselor.

The expectations of the counseling curriculum are that you will explore and recognize the effect that your personal beliefs, values, issues, emotions, and behaviors have on your ability to function as a counseling professional. Students in the Counseling Psychology Master's Program are encouraged to seek out experiences for personal growth and reflection (i.e., personal counseling) while in the program to assist in this self-reflective process. This service is offered free of charge for students at the FIU Counseling Center.

The various teaching methods, courses, practica, and internships will require that you develop and demonstrate your counseling skills as you work with other students in role-play scenarios and with clients in actual counseling sessions. You will be required to share audio and/or video tapes of these sessions with your supervisors, instructors, and peers for feedback. In addition to technical feedback about your developing counseling and interviewing skills, you will be asked to consistently and systematically examine your behaviors, beliefs, and emotions in relation to your counseling activities and experiences.

Student Responsibilities

It is the student's responsibility to know and follow the American Counseling Association Code of Ethics. According to the Code, counselors-in-training have a responsibility to adhere to the laws, rules, and policies that govern professional behavior at the placement setting. Furthermore, students have the same obligation to clients as those required of a professional counselor.

Impairment and Remediation

If, in the professional judgment of a supervisor, instructor, or faculty member, a student's behavior is deemed substandard, unethical, illegal, and/or professionally unbecoming at any time during the course of training, a student may be referred for faculty review and remediation. At that time the Faculty Review Committee will be called to review the performance evaluations, record, and behavior of the student and will make recommendations as to whether the student should refrain from providing counseling services and/or develop a plan for remediation (see appendix in manual for full explanation of policy).

The [2014 American Counseling Association Code of Ethics](#) provides the foundation for our ethical standards. Section F.9.b states that "Counselor educators do the following 1) assist students in securing remedial assistance when needed, 2) seek professional consultation and document their decision to dismiss or refer students for assistance, and 3) ensure that students have recourse in a timely manner to address decisions requiring them to seek assistance or to dismiss them and provide students with due process according to institutional policies and procedures."

Attestation Statement

I am willing to adhere to the principles, requirements, and student responsibilities as described. I have also read the description of course requirements and program experiences required in the curriculum for the program. I am willing to participate fully in the courses and requirements of the Professional Counseling Program. I further understand that a course grade of B- or better and a GPA of 3.0 or higher must be obtained to progress in, and graduate from, the program.

Student Name

Signature & Date

PCP Terms and Conditions of the Program

This Agreement specifies the terms and conditions under which the School of Integrated Sciences and Humanity of Florida International University will offer a professional program for students seeking a Master of Science in Psychology with a concentration in Counseling Psychology. Each student participating in the program must accept the terms and conditions outlined below prior to starting their first semester.

Cohort Integrity

- A. The program structure is that of lock-step, cohort program. Students need to adhere to program schedule at all times.
- B. The consequence for skipping or unsatisfactorily completing a course or program component includes, but is not limited to
 - a. one course forgiveness- withdraw from current cohort and join the students in the following year to repeat the failed course when the course is offered again, should the program be offered. Forgiveness will only be allowed for one course. Unsatisfactory completion of more than one course will be cause for dismissal from the program.
 - b. automatic withdrawal from the program with an option to re-apply for the next admission term

It is at the discretion of the Program Director, Program Supervisor(s), and/or Course Instructor(s) which of the delineated consequences will apply. Decisions are made on a case by case basis and will be communicated to the student in writing.

Curriculum

- A. Credits. This is a 60-semester hour, lock-step graduate program. The program consists of 6 semesters (3-4 courses per term).
- B. Clinical Experience Hours. Students are required to complete clinical experience hours as outlined by the program. If a student is unable to complete these hours according to their semester requirements. The student will be considered non-compliant with program requirements and may be withdrawn from the program. Students must receive a passing grade in the clinical experience courses each semester before moving forward with each step in the clinical training process. This includes both Practicum and Internship courses.
- C. Location and Scheduling of Course Offerings. All of the program courses will be offered at the Modesto Maidique Campus or Online. Some courses will be hybrid courses with both an online and on-campus component. Some courses may be online only. Courses that meet on-campus will vary in days and times each semester. Students are expected to be able to be on campus for various program components during the day and evenings, as well as on the weekends.
- D. Maintenance of Good Standing. In order to remain in good standing in the program students must maintain a 3.0 (out of 4.0) grade point average during their studies. Additionally, students must obtain a grade of B- or better in all of their courses. If a student receives a failing grade (i.e. a grade of C+ or lower) the student will be seen as not completing the program satisfactorily and may be withdrawn from the program (see

section on cohort integrity). Students whose GPA falls below a 3.0 will be given a warning, probation, and/or dismissal as outlined below.

- a. **Warning:** A PCP student whose cumulative GPA falls below 3.0 will be placed on warning for the following term. Warning indicates academic difficulty.
- b. **Probation:** A PCP student on warning whose cumulative GPA remains below the 3.0 after the next term will be placed on probation. Such a student will have one semester to raise his/her cumulative GPA to 3.0 or above. Probation indicates serious academic difficulty.
- c. **Dismissal:** A graduate student on probation who does not improve his/her cumulative GPA above the 3.0 level during the next term will be automatically dismissed from the program. The dismissal is for a minimum of one year. After one year, the student may apply for readmission to the University in the same or different program.

E.Expectations for Student Professional, Personal, and Academic Development. In addition to their academic performance, students will be evaluated throughout the program on three criteria:

- 1. Ability to understand and adhere to the counseling profession’s professional and ethical standards of behavior;
- 2. Ability to demonstrate adequate counseling skills and competencies; and
- 3. Freedom from any psychological impairment that may act as a barrier to their ability to provide effective professional counseling.

If at any time, one or more of these expectations are not being met, the student will be referred for Remediation (see Remediation Policy). Students deemed incompetent to complete the required coursework, practicum, and/or internship due to failed remediation efforts will be dismissed from the program.

Acceptance of Terms and Conditions

I, _____, have read, understand, and accept the terms and conditions stated above in this Agreement and in the accompanying Program Information and Policies brochure. I understand that changes may be made based on changes in University policies and State of Florida laws, rules, and regulations.

Signature

Date

Student Survival Guide & Tips

Contact Information: email, phones, and addresses

The Counseling Program, and the psychology department in general, **depend on e-mail as the main method of communication.** You must use your active FIU e-mail account and have it registered with the Counseling Program Office, your Practicum/Internship site, and the Department Main Office. This email must be checked daily. It is your responsibility to ensure that you receive important communications. If your contact information changes at any time during the course of completing the program please fill out the contact information page found in the Program Forms, and turn into the following people:

- Counseling Program Office staff
- Practicum/Internship site

Disability/Impairment Issues

If you have any impairment, including a temporary impairment, due to health, psychological, family, or personal reasons, understand that it is your responsibility to let those who supervise you know of your disability/impairment. Personal problems do not “excuse” you from conducting yourself in a professional manner (e.g. meeting clients on time, showing up for class, etc.). Faculty, instructors, and supervisors are willing to make reasonable accommodations, if they are consulted in a timely manner.

If you have a more extensive disability (e.g. Learning Disability, a physical or mental health condition) that may affect your academic, research, or clinical performance, you should consult with the Disability Resource Center. Reasonable accommodations can be made if a disability is documented, but needs to be done “before” a problem occurs not after.

Contact information for the Disability Resource Center is as follows:

University Park Campus

GC 190

Voice: (305) 348-3532

TTY: (305) 348-3852

Fax: (305) 348-3850

University Graduate School (UGS)

Florida International University's Graduate School assists both prospective and current graduate students in the pursuit of graduate-level programs of study.

At the UGS website you can find information and forms for many things, including but not limited to:

- Time limits for Graduation
- Transfer Credit Limits
- Leave of Absence
- Graduation
- Graduate Student Catalog
- Graduate Policies & Procedures

Please take some time to visit their website (<http://gradschool.fiu.edu/>), as you will find it useful for addressing many different issues. The UGS website also includes important deadlines for graduate students. All of the information in this section is found in the [Graduate Course Catalog](#). It is highly recommended that you download a copy of the Graduate Course Catalog.

Academic Calendar

It is important that you stay up to date with university dates and deadlines. You can find all important University deadlines are available on the [Academic Calendar](#). This is the same calendar that faculty, instructor, and administrators use to plan their courses. The academic calendar also includes dates in which the University is closed (i.e. holidays). You are responsible for obtaining a copy of the academic calendar and adhering to the university's deadlines for registration, drop/add, graduation application, etc.

Syllabi

It is important that you **keep all your syllabi from all your graduate courses!!!** You will need to use your syllabi as evidence that you have covered a specific content area as part of one or more courses. Thus, it is important to keep a copy of your course syllabi for ALL graduate level classes. You will need your syllabi when you register to become an intern with the State of Florida. You can also find brief descriptions of our courses in the graduate catalog, student program manual, and program website.

Emergency Information

In the event of any type of emergencies, we would like our students to be prepared. Our main concern is the safety of our students! Please become familiar with the University's policies in cases of emergencies. FIU's Office of Emergency Management has information to help you personally prepare for emergencies (including hurricanes), as well as notify the university community about any emergencies. Please visit the [Office of Emergency Management Website](#).

They will provide you with definitions of emergencies, notification procedures, and resources. Some quick resources include:

- FIU's emergency hotline : 305-348-HELP (available 24/7)
- FIU's emergency website: www.fiu911.org (goes live as soon as the university has declared an emergency situation)
- **FIU Alert** is an emergency notification system used to notify the FIU community of any imminent or immediate threat to life safety. It is designed to reach as many people as possible in a timely manner while also maintaining redundancy should one or several of the methods fail. Students who are in cohort programs must log into [http://my.fiu.edu \(instructions\)](http://my.fiu.edu/instructions) and provide their cell phone number to receive FIU Alerts.

Ethics

Your professional training at FIU includes becoming socialized to the role of a counselor. As a counselor in training you must conduct your clinical, and personal activities in a manner that is consistent with the American Counseling Association (ACA) ethics guidelines and standards. As a graduate student (effective immediately) you are required to know and abide by the ACA ethics guidelines and standards. You may download a free copy of the guidelines at any time by going to the [ACA website](#).

Professional Conduct

Counseling students are in a professional training program and are expected to behave in a professional manner throughout their training. Examples of unprofessional behavior include: frequently arriving late for classes, supervision, clinical appointments with clients, or other professional meetings; inappropriate dress during clinical activities. Evidence of unethical behavior in research, clinical work, or classes (e.g. cheating on exams, or plagiarism, unethical or inappropriate behavior at practicum site) will be dealt with according to the policies of the university. Students violating professional conduct policies may be referred for remediation, which could lead to dismissal from the program.

Program Curriculum

Description of Curriculum

Goals: To prepare students for the independent and licensed professional practice of mental health counseling.

Our program focuses on providing students with a solid foundation in Counseling Psychology, and opportunities for specializing in a range of clinical problems and diverse populations.

Objectives:

- To offer courses that emphasize an evidence-based structure for customizing the therapeutic relationship (ESR's) and treatment methods (EST's) to individual clients.
- To offer courses and clinical training that fulfill the master's degree requirements for a Florida license in Mental Health Counseling.
- To facilitate students' growth toward a professional identity that focuses on development of counselor competencies, cultural awareness, and ethical standards in line with the APA and ACA Codes of Ethics.
- To offer students an opportunity to specialize in a particular clinical problem and specific population through faculty guided research and selected clinical training experiences.
- To facilitate students' recognition of what qualifies as evidence of effective "best practice" through the instruction of, and exposure to, methods of outcome research designed to
 - tailor the therapeutic relationship
 - develop appropriate treatment goals,
 - implement effective evidence-based treatment and
 - measure treatment outcome.
- To provide instruction & skills training to enable students to utilize applied behavioral science and counseling theories, and evidence-based methods and techniques, for the purpose of
 - describing,
 - preventing, and treating psychological problems, *and*
 - enhancing mental health and human development.

I. COURSEWORK

All coursework is completed in sequence following a two-year academic plan.

II. CLINICAL TRAINING (15 credit hours)

Requirements for the completion of the 1000 hours of clinical experience follow the CACREP guidelines for practicum and internship and CACREP standards for clinical instruction.

- ▶ 400 hours of practicum
- ▶ 600 hours of internship
- ▶ Forty percent of clinical work is in direct client contact.
- ▶ Trainees will receive 1 hour of individual supervision per week, and
- ▶ 1 ½ hours of group supervision per week by a qualified professional.
- ▶ Formal evaluation of student's performance.

CLP 6945 Clinical Practicum (3)

Prerequisite: Admission to program

This is the first semester of supervised experience in clinical techniques and methods. Topics include basic overview of ethics, professional identity, basic interviewing skills, and group supervision. Assessment, clinical interviewing and case presentation methods skills are covered.

CLP 6943 Advanced Clinical Practicum (6)

Prerequisite: Completion of CLP 6945

This is the second and third semester of the supervised clinical practicum where students are given the opportunity to sharpen basic counseling skills through their work with clients. Tapes & transcriptions of counseling sessions are shared for peer review and feedback during group supervision. Counselor counter transference issues are introduced and reviewed.

CLP 6948 Clinical Internship (3)

Prerequisite: Completion of CLP 6945 and CLP 6943

Supervised Clinical experiences in which students are engaging in individual, group, and family counseling/psychotherapy sessions. Course focus is on the development of a professional identity through individual and group exercises designed to promote self-awareness and insight pertaining to becoming a professional counselor/therapist.

CLP 6949 Advanced Clinical Internship (3)

Prerequisite: Completion of CLP 6948.

Advanced supervised clinical experiences in which students are engaging in individual, group, and family counseling/psychotherapy sessions including treatment planning and implementation. Students will have the opportunity to develop an in depth case study and advanced case conceptualization based on a specific client and clinical problem, thereby demonstrating the development of a treatment plan and implementation, application of a clinical intervention or treatment of the problem, and treatment outcome.

III. Comprehensive Exam

In addition to coursework and clinical training requirements, students are required to receive a passing score on the Counselor Preparation Comprehensive Examination (CPCE) to become eligible for graduation. The CPCE exam is a 160 question multiple choice exam administered by the National Board for Certified Counselors (NBCC).

The exam may be repeated at the student's expense.

Course Descriptions

PCO 6206 Principles & Practices of Counseling & Psychotherapy (3):

License Content Area: *Counseling Theories and Practice*

This course reviews counseling theories and advanced practice with a focus on patient assessment, case conceptualization, treatment planning, and measurement of treatment outcome. This course will also guide students through the development of an advanced case conceptualization and a personal approach to counseling and psychotherapy based on methods of psychotherapy integration.

CYP 6536 Principles & Methods of Psychological Consultation (3):

Core Psychology Course

This course provides an introduction to basic counseling skills and theories and looks at variables of the counselor-client relationship and the stages of counseling and psychotherapy. The course will help students develop an understanding of how theoretical perspectives of counseling and psychotherapy approaches can be applied to patients' presenting problems, the development of treatment goals and therapeutic intervention (e.g., basic strategies and techniques).

DEP 5796 Developmental Research Methods for Counselors (3):

Core Psychology Course

This course provides an overview of the latest research and research methods used in psychotherapy and evidence-based treatments.

PSY 5939 Advanced Case Conceptualization (3):

Core Psychology Course

This course will provide instruction and guidance for completing the advanced case conceptualization. The project for this course will result in a paper and formal presentation of a clinical case the student has treated at the Internship Site. A formal evaluation of the Written Content, Oral Communication, and Content Knowledge will be completed by faculty. Students will develop literature reviews, identify evidence-based assessments and interventions used to treat a particular clinical problem, develop treatment plans, and be able to measure and evaluate treatment outcomes of a clinical case while identifying ethical and cultural considerations involved with treatment.

DEP 5068 Applied Lifespan Developmental Psychology (3):

Licensing Content Area: *Human Growth and Development*

This course surveys contemporary and classic themes and issues in developmental psychology that are relevant to front-line clinicians in the practice of mental health counseling. Application of developmental theories, and principles of learning and personality development will be covered to assist students in assessing clients from a developmental perspective, and to facilitate an understanding of how theory and research can be translated into professional "best-practice" clinical intervention. Several domains of development including social, emotional, neural, and cognitive development across the lifespan from early childhood through adulthood will be explored in the context of cultural and systemic influences on human growth and change. Developmental psychopathology will be examined along with some specific evidence-based interventions used to treat emotional and behavioral problems. Research-based knowledge applied to the facilitation of optimal development and wellness over the lifespan will also be addressed.

CLP 5166 Advanced Psychopathology (3):

Licensing Content Area: *Psychopathology*

In this course students will gain knowledge and understanding of psychopathology, its symptoms, diagnosis, and treatment. Students will become familiar with the DSM-IV-TR, used to describe psychological disorders. Cultural and medical issues will be covered as relevant to the diagnosis of a particular disorder. Students will learn to

classify psychopathology using the DSM-IV-TR, and gain an understanding of cultural variants in diagnosis and treatment.

CLP 6498 Diagnosis & Treatment of Sexual Disorders (3):

Licensing Content Area: *Human Sexuality*

This course focuses the recent theory and research pertaining to sexual disorders and treatment. The course will offer an in depth clinical examination of sexual functioning, emphasizing disorders of gender identity, paraphilias and other dysfunctions of intimacy problems.

CYP 5534 Groups as Agents of Change (3):

Licensing Content Area: *Group Theories*

This course provides an overview of theoretical concepts and research findings relevant to group psychotherapy. The course covers therapist issues, patient election criteria, group structuring, and basic therapeutic techniques. Students will acquire basic skills in leading group therapy sessions and dealing with difficult situations through experiential exercises.

CLP 6436 Introduction to Psychological Assessment (3):

Licensing Content Area: *Individual Evaluation and Assessment*

This course provides an overview of the principles and methods underlying the administration, construction and evaluation of psychological tests and measures. Students will become familiar with the instruments available for assessment and measurement along with strategies for selecting, administering, and interpreting assessment and evaluation instruments. Ethical and legal considerations will also be reviewed.

CLP 6449 Career Development in Adolescence & Adulthood (3):

Licensing Content Area: *Career and Lifestyle Assessment*

This course provides an overview of career development and other life factors relevant to adolescence and adulthood. From a lifespan developmental perspective. Issues related to research and proven strategies for working with clients in all stages of their career will be reviewed. Career and lifestyle assessment instruments and techniques will also be presented. The interrelationships among and between work, family, and other life roles and factors including the role of diversity and gender in career development will also be examined.

CYP 6526 Psychological Methods of Program Evaluation (3):

License Content Area: *Research*

This course provides an overview of the methods and principles of program evaluation of human service programs. It also surveys the methods available for clinical research (e.g., random clinical trials, process outcome) and the application of the basic principles of such methods. Student will become familiar with conceptualizing, designing, and writing a research project and program evaluation project.

CYP 6766 The Psych of Cross Cultural Sensitization (3):

Licensing Content Area: *Social and Cultural Foundations*

This course will offer a series of weekly seminars to increase student sensitivity to working with clients from different cultural backgrounds to: (1) to facilitate awareness of cultural differences and their impact on social and human service delivery, services (2) identify students own personal biases and values and (3) to help students develop culturally appropriate intervention skills.

CYP 6936 Current Issues in Community Psychology (3):

Licensing Content Area: *Counseling in Community Settings*

This course provides an in depth examination of research and practice in the area of community psychology with issues related to preventing mental health disorders and promoting mental health and wellness. The course will look at the design and implementation methods used to implement program and policies that build and strengthen communities. Topics include: prevention, change strategies, social support, empowerment of client populations, self-help and non professional helpers, outreach, social justice, and social policy.

PCO 5311 Theory, Research, & Treatment of Addictive Behavior (3):

Licensing Content Area: *Substance Abuse*

This course provides an overview of the latest theory and research findings that pertain to the process and development of addictive behavior and the stages and mechanisms of change. The course focus is on providing a practical and comprehensive overview of the evidence-based interventions used to treat substance abuse with adolescents, families, and adults.

CLP 5931 Ethical Code in Psychological Practices (3):

Licensing Content Area: *Legal, Ethical, and Professional Standards*

This course provides an overview of ethical theory and its practical applications to psychotherapy and mental health counseling. The course will cover the APA and ACA Codes of Ethics as well as issues related to Florida Statute 491, Rule Chapter 64B4, F.A.C., legal issues and professional identity.

Graduation Information

Eligibility

To be eligible for the Masters of Science in Psychology, Counseling Psychology Specialization, the student must meet the following requirements:

1. Satisfactory completion of all required courses in the curriculum (60 credit hours)
2. Receive a passing score on the CPCE Exam

Application for Graduation

Step 1. The student must complete and submit an Application for Graduation Form (found online at my.fiu.edu). The application for graduation must be submitted by the deadline established by the University during the beginning of the final semester of studies. Students who do not graduate during that semester must re-submit an Application for Graduation for the semester in which they plan to graduate.

Step 2. Complete the Alumni Data Form (found in the Program Forms section in the Handbook) and submit to program coordinator.

Professional Counseling Psychology
Exit Requirement:
Counselor Preparation Comprehensive Examination (CPCE)

WHAT STUDENTS NEED TO KNOW

The comprehensive exam is an exit examination required of all PCP students at Florida International University. The purpose of the exam is to assess the student's knowledge of counseling to ensure minimum competence in the field. The CPCE will also provide collective feedback that can be used by the program in developing/adapting curriculum.

BENEFITS OF USING THE CPCE

- Provides a master's program comprehensive exam that meets high psychometric standards.
- Gives programs an objective view of the knowledge level of their students.
- Allows programs to examine student functioning in various curricular areas.
- Promotes longitudinal self-study.
- Compares a program's results to national data.
- Stimulates student integration of knowledge learned in separate courses.
- Gives students comparative strength and weakness feedback.

Please note that the CPCE is NOT a licensure exam.

DEVELOPMENT OF THE CPCE

The CPCE is researched, developed, and distributed by both the Research and Assessment Corporation for Counseling (RACC) and the Center for Credentialing and Education (CCE), two affiliate corporations of the National Board for Certified Counselors (NBCC). The item writing committee was selected from master's and doctoral level professionals. The committee compiled a comprehensive listing of texts used in counselor education programs. Each question was developed based on information found in the most commonly used textbooks.

CONTENT OF THE CPCE

The CPCE covers the eight Council for Accreditation of Counseling and Related Educational Programs (CACREP) common-core areas as defined by their *Standards for Preparation*:

1. *Professional Counseling Orientation and Ethical Practice* - studies that provide an understanding of all aspects of professional functioning.
2. *Social and Cultural Diversity* - studies that provide an understanding of the cultural context of relationships, issues, and trends in a multicultural society.
3. *Human Growth and Development* - studies that provide an understanding of the nature and needs of persons at all developmental levels and in multicultural contexts.
4. *Career Development* - studies that provide an understanding of career development and related life factors.

5. *Counseling and Helping Relationships* - studies that provide an understanding of the counseling process in a multicultural society.

6. *Group Counseling and Group Work* - studies that provide both theoretical and experiential understandings of group purpose, development, dynamics, theories, methods, skills, and other group approaches in a multicultural society.

7. *Assessment and Testing* - studies that provide an understanding of individual and group approaches to assessment and evaluation in a multicultural society.

8. *Research and Program Evaluation* - studies that provide an understanding of research methods, statistical analysis, needs assessment, and program evaluation.

These eight core areas serve as the primary theoretical basis for the examination. It is through these areas that the CPCE is associated with accepted professional standards.

FORMAT OF THE CPCE

The CPCE is a knowledge-based exam that consists of approximately 160 items with 20 items per CACREP area. Of the 20 items per section, 17 will be scored; the remaining three will be pretest items that are not identified to the student. The purpose of imbedded pre-testing is to generate actual score performance data on items. This allows CCE to select items for future test construction that have the most desirable psychometric attributes. Scores for each section and a total score will be reported for each student. The CCE will provide statistics on the program's students as well as national data. Students are allowed four (4) hours to complete the examination. After each examination, the student is responsible for reporting their score to the program. Once all students have completed the exam and reported their scores, the program will notify each individual student of the final results.

STUDY RESOURCES AND TIPS

Listed below are three resources representative of the study materials available that offer preparation materials. **The Program does not endorse any one set of preparation materials.**

1. Mastering the National Counselor Examination (NCE) and the counselor preparation comprehensive examination (CPCE) by Bradley T. Erford. Available at https://www.amazon.com/Mastering-National-Counselor-Preparation-Comprehensive/dp/0133786773/ref=dp_ob_image_bk
2. Encyclopedia of Counseling, Fourth Edition by Howard Rosenthal. Available at <https://www.amazon.com/Encyclopedia-Counseling-Third-Examination-Comprehensive/dp/B004HL16ZQ>
3. The Study Guide for the National Counselor Examination and CPCE by Dr. Andrew Helwig. Available at <http://www.counselorprep.com/cpce-counselor-preparation-comprehensive-examination/>

The following extremely useful tips are from [Counselor Exam Prep](#).

1. In preparing to study for the exam, do a pretest, if possible. Determine what your areas of strength and weakness are to help you develop a plan of attack for studying.

2. Starting with the second week of study, you need to go back and review the material you studied the first week so you don't lose it. Each subsequent week, you need to keep reviewing material studied earlier. This re-review should be fairly rapid although you may want to add a few new concepts to that content area you had not studied before. Of course, if you have scheduled yourself for the exam and you have less than two months before you test, you will need to adjust your study schedule accordingly.
3. For most of your study hours, try to use quality daytime hours when you are rested and alert. Schedule study hours on your cell phone or in your day timer. Your late night study hours, after the house is finally quiet, may be less effective because of your fatigue.
4. Don't overwhelm yourself with tons of materials to study that you have gathered from all over including study guides, textbooks, course notes, etc. Use one comprehensive source (such as the study guides provided above).

EXAMPLE PROCEDURES FOR THE EXAM FROM PREVIOUS SEMESTERS

Students will need to schedule their own exam with a local proctoring site. You can do so by going online and setting up an account and registering for an available testing site: <http://www.pearsonvue.com/CPCE/>. The program will provide you with voucher numbers and additional instructions so that you can register for the exam at least one month in advance of the due date for the exam.

You will be given a timeline, in advance, similar to the timeline that appears below.

You must complete the exam by July 10, 2017.

Please make sure to do the following:

1. Schedule the exam and send us an email with your day and time by July 1, 2017. Any student who has not reported their exam date will not be confirmed for graduation.
2. Complete the exam by July 10, 2017.
3. Report your exam score by July 11, 2017 via email. Send a scan or picture of your unofficial score report.
4. Students will be notified if they have passed or failed the exam by July 13, 2017.
5. If a student fails the exam, they will have to reschedule, provide confirmation, and complete the exam by July 28, 2017. They will have to report their exam score by July 29, 2017. Any student who has to re-take the exam will have to pay for the exam out of pocket.

Student must receive a passing score. Students who fail the exam must take it again within one week of receiving notice of failure in order to graduate on time. A subsequent failure will postpone graduation. Students who fail the exam two (2) times should consult with the Program Director to devise an individual assessment plan in order to graduate.

Alumni Data Form

Name: _____

Date of Graduation: _____ (semester) of 20_____

Address: _____

Phone: _____

Email address: _____

Place of Employment: _____

Are you planning to register with the Florida Board as a Mental Health Intern: _____

If so, when do you plan to do this? _____

Where are you planning to accumulate your post-masters hours:

May we contact you in the future regarding the program, employment opportunities, and request for updated information? _____

May we add you to our Alumni Database that will located on the Student website?

What information do you allow us to have on our student website?

Name___ Year of Graduation___ Address___ Phone___ E-mail___

Place of Employment___ Status as Intern___

(We will not print any information that you do not authorize us to print)

Student Signature

Print Name

Date

Graduation Checklist

Counseling Psychology Master's Program FALL 2020

45 CREDIT HOURS OF COURSEWORK

	Semester/Grade
Psychology Core Courses (9 credits)	
CYP 6526 Psychological Methods of Program Evaluation and Research (3)	_____
CLP 6436 Intro to Psychological Assessment (3)	_____
DEP 5796 Methods of Developmental Research for Counselors (3)	_____
Counseling Psychology Area Courses (36 credits)	
CYP 6536 Principles & Methods of Psychological Consultation (3)	_____
CLP 5931 Ethical Code in Psychological Practices (3)	_____
CYP 6766 The Psychology of Cross Cultural Sensitization (3)	_____
PCO 6206 Principles & Practices of Counseling & Psychotherapy (3)	_____
CYP 5534 Groups as Agents of Change (3)	_____
CLP 5166 Advanced Psychopathology (3)	_____
PCO 5311 Theory, Research, & Treatment of Addictive Behavior (3)	_____
CYP 6936 Current Issues in Community Psychology (3)	_____
PSY 5939 Advanced Case Conceptualization (3)	_____
CLP 6449 Career Development in Adolescence & Adulthood (3)	_____
CLP 6498 Diagnosis & Treatment of Sexual Disorders (3)	_____
DEP 5068 Applied Lifespan Developmental Psychology (3)	_____

15 CREDIT HOURS OF CLINICAL TRAINING

	SEMESTER/ # OF CREDITS
CLP 6945 Clinical Practicum (3)	_____
CLP 6943 Advanced Clinical Practicum (3)	_____
CLP 6943 Advanced Clinical Practicum (3)	_____
CLP 6948 Clinical Internship (3)	_____
CLP 6949 Advanced Clinical Internship (3)	_____

EXIT REQUIREMENT

_____ Passing score on Comprehensive Exam

**Change of Contact Information
Department of Psychology
Counseling Psychology
Master's Program**

Students please use this form whenever there has been a change in any of the information that is included in this form. Please submit completed form to the Program Coordinator, Graduate Secretary, and the Department Office Assistant.

Panther ID: _____

Name: _____
Last, First, Middle

Mailing Address:

Street City State Zip Code

Home # _(____)_____ Cell # _(____)_____

E-mail: _____

Secondary Email: _____

When did you enter the program (Semester, year): _____

Date of Birth: _____

Policy & Procedure for Remediation Policy

All students will read and sign the Informed Consent Form during New Student Orientation. This form is intended to notify students of the program description, student responsibilities, and procedures for dealing with student remediation.

If, in the professional judgment of a supervisor, instructor, or faculty member, a student is deemed substandard, unethical, illegal, and/or professionally unbecoming at any time during the course of training, a student may be referred for faculty review and remediation. Remedial interventions may include personal therapy, increased supervision, the repetition of academic and clinical coursework, additional assignments, and student restrictions within the program. The student may also be required to take 1-2 semesters of Remedial Professional Development.

Procedure

The student will be notified in person by the Program Director or Faculty Clinical Supervisor that impairment in the student's performance has been noted, and that his or her record is under review by the Faculty Review Committee. A Notification of Impairment Form will be signed by the student indicating that they were informed of the initiation of this process.

The Faculty Review Committee (made up of a sub committee of the counseling program faculty) will meet to review and discuss the student's performance evaluation, records, and behavior.

An Individualized Remediation Plan will be initiated by the committee to identify the competency areas that fall below standard range.

The Faculty Supervisor will meet with the student to further develop the Individualized Remediation Plan, based on the identified competency areas that are in need of remediation, with corresponding goals to address each area.

The Remediation Plan will be reviewed throughout the semester to determine the student's readiness to progress in the program. At this time, (1) a further plan for remediation will be developed, (2) a decision will be made to advance the student in the practicum or internship, or (3) the student will be dismissed from the program.

Copies of the Informed Consent, Notification of Impairment, and Individualized Remediation Plan will be provided to the Student, Program Director, and Faculty Supervisor. Copies will be placed in the student's file. In addition, the Director of Graduate Studies and the Department Chair may be consulted.

Notification of Impairment

Student Name: _____ Date: _____

This is to notify you that you are under faculty review for remediation for the due to the following concerns:

- 1.
- 2.
- 3.
- 4.
- 5.

The faculty will hold a meeting with you to develop an Individualized Remediation Plan to address these issues.

Signatures:

Student: _____ Date: _____

Faculty Supervisor: _____ Date: _____

Site Supervisor: _____ Date: _____

Program Director: _____ Date: _____

Final Outcome:

INDIVIDUALIZED REMEDIATION PLAN (IRP)

NAME: _____ SEMESTER: _____

Students will work together with the Faculty Supervisors to:

- Outline performance concerns
- Identify specific remedial goals related to the concerns
- Outline specific methods to achieve the goals
- Identify evaluation procedures

PERFORMANCE CONCERNS:

REMEDATION GOALS:

METHODS TO ACHIEVE GOALS:

EVALUATION PROCEDURES:

SIGNATURES:

Student: _____ Date: _____

Faculty Supervisor: _____ Date: _____

Faculty Supervisor: _____ Date: _____

Sample Syllabus for Remedial Professional Development (may be taken for credit)

GENERAL INFORMATION

Instructor: Prof. Lisa Arango, Ph.D.,
LMHC

Phone: (305) 348-7076

Prof. Jessica Robb, Ph.D.

Class Meetings: Wed. 3:30-5:30

Office: Bldg., Room # DM 282, MMC

Individual Supervision Meetings (as scheduled)

Office Hours: Wednesdays 12:30-2:00
& by appointment

E-mail: arangol@fiu.edu

Fall 2013

COURSE DESCRIPTION

Purpose: The purpose of this course is to facilitate the counseling student's professional development and provide support to the student through the remediation process. The CACREP Standards require that programs have a student retention policy that addresses remediation procedures (2009, Section .L). The Standards glossary further defines student retention policy as "the policy by which program faculty members evaluate each student for academic, professional, and personal fitness to continue in a counseling program...(p. 62). When counselor educators become aware that a student's competence is interfering with performance, the student should be offered remedial assistance to address the issues at hand (ACA Code of Ethics F.9.b.). Students with any impairment should refer to ACA Code of Ethic C.2.b. Remedial interventions may include personal therapy, increased supervision, the repetition of academic and clinical coursework, additional assignments, and student restrictions within the program as supported in relevant literature (Biaggio, Gasparikova-Krasnec, & Bauer, 1983; Bradey & Post, 1991; Fly, van Bark, Weinman, Kitchener, & Lang, 1997; Henderson, 2010; Kress & Protivnak, 2009; Lamb et al., 1987; McAdams & Foster, 2007; Olkin & Gaughen, 1991; Procidano, Busch Rossnagel, Reznikoff, & Geisinger, 1995; Russell & Peterson, 2003).

COURSE OBJECTIVES

Student will be able to:

1. Demonstrate skills in developing and maintaining a counseling relationship while maintaining appropriate boundaries;
2. Accurately conceptualize client concerns and issues;
3. Assess clients from a multicultural perspective to understand their worldview, values, family structure and behavioral norms;
4. Interpret data about clients regarding diagnosis and treatment planning and demonstrate

- familiarity with the DSM-V classification of disorders
5. Conduct mock individual and group counseling sessions
 6. Demonstrate sensitivity for legal and ethical dilemmas and conduct oneself in a professional and ethical manner
 7. Demonstrate verbal communications that are clear and concise in daily interactions with clients, co-workers and other professionals;
 8. Engage in consultation with professionals and during interdisciplinary team meetings;
 9. Demonstrate effective referral and collaboration skills;
 10. Write reports required by supervisor including progress notes and written client records;

TEXTBOOK

REQUIRED:

Echterling, Cowan, Evans, Staton, McKee, Presbury, & Stewart. (2008) Thriving! A Manual for Students in the Helping Profession. Wadsworth Publishing.

Kiser, P.M. (2011). The Human Services Internship. Brooks/Cole.

ACA Code of Ethics

REMEDIAL INTERVENTIONS

- Increased faculty supervision meetings (as scheduled)
- Participate in practicum weekly group supervision
- Suspension from clinical work
- Additional Assignments (see course outline)
- Assigned Reading
- Attendance at Workshops (as assigned)

GRADING

COURSE REQUIREMENTS: Journal, Mock Session, Increased Supervision, Reading Assignments, View Counseling Videos

EVALUATIONS & GRADING POLICY

Remedial Students will be evaluated on a Pass/Fail basis.

A grade of **Pass** will be earned based on the following appraisals:

- (1) acceptable evaluation/feedback from supervisors,
- (2) satisfactory progress made on remediation goals as outlined in the IRP
- (4) class and supervision meeting attendance
- (5) completion of all required assignments.

A grade of **Fail** will be given for any of the following

- (1) evaluation and feedback from supervisors suggest that you have not met expectations as a graduate level student
- (2) semester goals not met
- (3) missed class/supervision meetings without excused
- (4) missed assignments

JOURNAL

JOURNAL: The student will purchase a notebook to be used as a Journal for the semester. The Journal will be brought to all supervision meetings to be signed by Supervisor and Student. Weekly entries will include:

- (1) the activities for the week,
- (2) reflection of what has been learned through the assigned reading and activities,
- (3) a summary of what was discussed in supervision
- (4) feedback and follow meeting.

INDIVIDUALIZED REMEDIATION PLAN

Students will work together with the Faculty Supervisors to:

- Outline performance concerns
- Identify specific remedial goals related to the concerns
- Outline specific methods to achieve the goals
- Identify evaluation procedures

TAPE/CASE PRESENTATION

Four taped and transcribed mock sessions will be submitted for feedback.

POTENTIAL OUTCOMES

If the requirements for a “ Passing” grade for the RPD course ARE met then the student will move onto the next semester of RPD.

If the requirements for the RPD course are NOT met then the students will be dismissed from the PCP program.

Licensing Information

The following information is intended to provide you with some basic guidelines for obtaining a license in Mental Health Counseling.

The PCP Program consists of 60 credit hours of graduate study that leads to a Master's of Science in Psychology (M.S. in Psychology) and eligibility to become a Licensed Mental Health Counselor (LMHC) in the state of Florida. Note that State requirements undergo annual review and change. Therefore, it is the student's responsibility to ensure that they meet the requirements current at the time they apply for licensure. For information concerning the most recent requirements for all licensed professions (including the MHC license), please visit the Florida licensing requirements website.

The program does not guarantee eligibility for licensure in states other than Florida, though students may be license eligible in several states. It is the student's responsibility to research licensure requirements in other states to determine if any additional coursework or training is needed to be license eligible in that particular state.

For specific up to date details governing the profession, students should consult the website of the [Board of Clinical Social Work, Marriage & Family Therapy, and Mental Health Counseling](#). Florida statute 491, Rule Chapter 64B4, of the Florida Administrative Code describes the rules for licensure as an LMHC. These rules can be changed by the Florida Legislature at any time.

The American Counseling Association provides a listing of licensure requirements by state that can be found [here](#) for your reference. As stated on their website, "Every effort has been made to ensure the accuracy of the information presented here, but, due to the complexity of laws and regulations, and the frequency with which state regulations can and do change, we cannot guarantee that this report is completely without error."

Practicum & Internship Verification Form

When applying to become a Registered Intern, the Board will request that a letter be sent from the University verifying your practicum and internship experience (i.e., the 1000 hours of Clinical Training Experience) was completed in accordance with the CACREP standards.

Please fill out the information below and email the form to the program assistant at pcp@fiu.edu so that the program can prepare and send the letter to the Board.

Student Name: _____ Date: _____

Please complete this form and return to the Program Coordinator when you are preparing to apply to the Board as a Registered Intern.

	Semester taken	Site Name	# of hours completed
CLP 6945 Clinical Practicum	_____	_____	_____
CLP 6943 Ad. Clinical Pract	_____	_____	_____
CLP 6943 Ad. Clinical Pract	_____	_____	_____
CLP 6948 Clinical Internship	_____	_____	_____
CLP 6949 Ad. Clinical Intern	_____	_____	_____

Obtaining a License In Mental Health Counseling in Florida

___ Complete a Master's degree from a program related to the practice of mental health counseling that includes a practicum and internship and consists of at least 60 credit hours in the 12 required content areas.

___ Register with the Department as a MHC Intern by completing all sections of the Intern Registration Application which can be [completed fully online](#) or obtained as a PDF [online](#) or

Application sections include:

- General Information
- Educational Worksheet
- Submit Official Transcripts
- Practicum/Internship Field Placement Verification (complete the Verification Form (next page) and turn in to the Program Coordinator to be sent to the Board).
- Return the application with the appropriate fee.

___ Begin the two-years post-degree clinical experience in mental health counseling. Make sure to use the following guidelines:

- Two years' experience is defined as 1500 direct client contact hours and 100 hours of supervision.
- The hours must be completed over two years, no less than 100 weeks (i.e. they may not be completed in one year, but may be completed in more than 2 years).
- These hours must be completed in a mental health setting where there is a licensed mental health counselor (or the equivalent) on staff.
- You must obtain supervision for this experience by someone who is a Qualified Supervisor (as defined by Rule 64B4). This person may or may not be on staff at place of employment.
- You must document one hour of supervision for every 15 client contact hours.
- Fifty percent of supervision hours may be completed in group supervision (defined as a max of six persons) as opposed to individual supervision (defined as no more than two persons).

___ Complete an eight-hour Laws and Rules course and submit the original certificate of completion to the Board.

___ Complete a two-hour Prevention of Medical Errors course and submit a copy of the certificate of completion to the Board.

___ Complete an application for licensure.

___ Register for and take the National Clinical Mental Health Counseling Examination. A Preparation guide can be found at the website maintained by the [National Board for Certified Counselors](#).

***Everyone should obtain a copy of the current Laws and Rules governing the profession. These can be ordered from the Department or downloaded from their website**

<http://floridasmentalhealthprofessions.gov> .

Education Worksheet
MENTAL HEALTH COUNSELING
(FL Licensure Requirements for LMHC's)

Content Area	School Course Number	Course Title
Counseling Theories and Practice:	PCO 6206	Principles & Practices of Counseling & Psychotherapy
Human Growth and Development:	DEP5068	Applied Lifespan Developmental Psychology
Psychopathology:	CLP 5166	Advanced Psychopathology
Human Sexuality:	CLP 6498	Diagnosis & Treatment of Sexual Disorders
Group Theories:	CYP 5534	Groups as Agents of Change
Individual Evaluation and Assessment:	CLP 6436	Intro to Psychological Assessment
Career and Lifestyle Assessment:	CLP 6449	Career Dev. In Adolescence & Adulthood
Research:	CYP 6526	Psychological Methods of Program Evaluation
Social and Cultural Foundations:	CYP 6766	The Psych of Cross Cultural Sensitization
Counseling in Community Settings:	CYP6936	Current Issues in Community Psychology
Substance Abuse:	PCO 5311	Theory, Research, & Treatment of Addictive Behavior
Legal, Ethical and Professional Standards:	CLP 5931	Ethical Code in Psychological Practice

To qualify for mental health counseling intern registration, an applicant must have completed a minimum of 7 of the above required course content areas, one of which must be a course in psychopathology or abnormal psychology. Please see s. 491.005(4)(c), Florida Statutes.

FAQ's Mental Health Counseling License

1. Can I sit for the National Examination before I finish my post-masters hours?

Yes.

2. Do I have to be finished with my supervised experience before I can take the laws and rules course and the medical errors course?

No. You can take these courses anytime.

3. As a registered intern, am I required to obtain continuing education?

No, however, you may choose to take the HIV/AIDS and Domestic Violence requirements for initial Licensures while you are a registered intern.

4. I've just put my application for intern registration in the mail. Can I begin counting my hours now?

*No. Chapter 491.0045, F.S. requires that you register as an intern **prior to commencing and counting the hours towards the post-master's experience.***

5. Can I complete my hours in less than 2 years?

No.