



**COUNSELING GRADUATE PROGRAM  
M.S.Ed. HANDBOOK**

**Academic Year 2017-2018**

**Counseling Graduate Program  
Department of Counseling and Human Services**



## TABLE OF CONTENTS

Topic	Page
Program Description, Scope of this Handbook	3
Mission Statement	3
Program Objectives	4
University Organizational Structure	6
Accreditation	7
Counselor Licensure and Certification	7
Master's Program Course Requirements	9
Growth Group Requirement & Personal Counseling Services	10
Course Requirements, Prerequisites, and Sequencing	11
Degree Completion Plan Form	14
Content of Courses	15
Elective Course Policy	35
School Counseling Concentration Portfolio Requirement	35
Background Check and Clearance	35
Practicum and Internship Policies and Procedures	36
Requirements and Policies Specifically for School Counselors	38
Comprehensive Examination Policies	38
NCE Exam	41
Student Evaluation, Review, Retention, and Suspension	42
International Counseling Institutes	44
Transfer of Credits	44
Deadlines, Academic Appeal Policy; Professional Associations, Student Association, and Professional Workshops	45
Minority Recruitment Policy; Graduate Assistantships, Financial Aid and Part-Time Employment; Students with Special Needs;	46
Six-Year Limit; Application for Graduation , Graduate Student Satisfaction Survey Orientation; Program Website; Faculty-Student Communication; Program Evaluation	47
Post- Master's Studies	48
Student Complaint Procedures	48
Faculty Profiles	51

## **PROGRAM DESCRIPTION**

The master's degree (M.S. Ed.) in Counseling offers three concentrations: clinical mental health counseling, college, and school counseling. Each concentration requires a total of 60 semester credit hours, which includes a 100 hour practicum and a 600 hour internship.

The three concentrations each include the same core curriculum in counseling, plus 4 to 5 specialty courses and an internship in the area of concentration. According to the concentration chosen, master's degree students are prepared for careers as counselors in colleges or universities, community agencies, private practice, and schools (pre-kindergarten through 12<sup>th</sup> grade).

If the counseling program changes the curriculum while students are completing the program, students may choose to follow their original curriculum contained in the handbook and graduate catalog from the year when the student started, or the student may change to follow the curriculum in the new handbook and graduate catalog. The curriculum may not be combined; a choice of handbook and catalog is required. All students are required to follow any non-curriculum policy changes implemented.

In addition to the three master's degree concentrations described above, the ODU Counseling Graduate Program also offers an education specialist (Ed.S.) degree program and a doctoral of philosophy (Ph.D.) degree program in counseling.

## **SCOPE OF THIS HANDBOOK**

This handbook contains policy statements and important forms you will need as you pursue your master's degree in counseling. Although most of the information you will need while at Old Dominion University is included in this handbook, you are required to also read relevant policies listed in the University Graduate Catalog (<http://catalog.odu.edu/graduate>). Please make sure that all forms are completed by the dates they are required. Note that there are also separate handbooks for practicum and internship (see tab on our website: <https://www.odu.edu/chs>) that govern your fieldwork experiences.

## **MISSION STATEMENT**

The mission of our master's degree (M.S. Ed.) Counseling Graduate Program is to equip our students with the skills, knowledge, and attitudes which will enable them to function ethically and well in the demanding and ever-changing world of the professional counselor. The program faculty's values have been shaped through program accreditation by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP). We accept responsibility for providing high quality counselor preparation programs grounded in self-evaluation and improvement. We intend to remain responsive to the changing requirements of a dynamic, pluralistic society, to new and emerging client needs, and to the counseling profession, both regionally and nationally.

The Counseling Graduate Program serves diverse, qualified students from the Hampton Roads region, from across the United States, and from countries worldwide. A key aim of the program faculty is not only to prepare these diverse students with research-based knowledge and generic competencies, but also to help them develop those attitudes of understanding, curiosity, reflectiveness, commitment, perseverance, and compassion, which will serve them well in professional practice.

Unfolding from this mission statement are the program's objectives and the curriculum, as outlined below.

### **PROGRAM OBJECTIVES**

The Counseling Master's Degree Program currently confers upon graduates the degree Master of Science in Education (M.S. Ed). Counselors must have a critical body of knowledge and set of skills in order to help clients and students function effectively in their lives. To achieve this goal, the program offers a curriculum which includes the following core components: professional orientation and ethical practice, social and cultural diversity, human growth and development, career development, helping relationships, group work, testing and assessment, and research and program evaluation. In addition, course work specific to the various concentrations areas is required. Finally, a variety of field placement activities (e.g., practicum, internship) are required to ensure that students are capable of applying the skills and knowledge they have learned. The Counseling Graduate Program is also designed to make sure that the counseling student possesses the personal characteristics necessary to be an effective helper.

This is accomplished through a multifaceted admissions process, the use of experiential learning approaches, and through the application of an ongoing screening of students' personal characteristics. The program is consistent with the guidelines which have been set by the national accrediting body, the Council for the Accreditation of Counseling and Related Programs (CACREP). Specifically, the Counseling Graduate Program objectives are the following:

- Objective 1: To include studies that provide an understanding of the nature and needs of persons at all developmental levels and in multicultural contexts.
- Objective 2: To include studies that provide an understanding of the cultural context of relationships, issues, and trends in a multicultural society.
- Objective 3: To include studies that provide an understanding of the counseling process in a multicultural society.
- Objective 4: To include studies that provide both theoretical and experiential understandings of group purpose, development, dynamics, theories, methods, skills, and other group approaches in a multicultural society.
- Objective 5: To include studies that provide an understanding of career development and related life factors.

- Objective 6: To include studies that provide an understanding of individual and group approaches to assessment and evaluation in a multicultural society.
- Objective 7: To include studies that provide an understanding of research methods, statistical analysis, needs assessment, and program evaluation.
- Objective 8: To include studies that provide an understanding of all aspects of professional functioning.
- Objective 9: To include studies that offer concentrations at the master's degree level in the areas of college counseling, mental health counseling, and school counseling.
- Objective 10: To offer practicum and internship experiences and provide quality supervision in order to assure that counseling students obtain adequate experience with clients or students in their chosen concentration.
- Objective 11: To offer personal growth experiences that will allow students to assess their personal characteristics and their readiness to enter the counseling field.
- Objective 12: To allow students easy access to program information to assist in making them aware of program policies, and when applicable, help them make informed choices about programmatic decisions that might affect their professional lives.
- Objective 13: To offer grants and scholarships to students that will help some students gain access to graduate school.
- Objective 14: To make available assistantships that will provide students with opportunities to gain professional experiences and will assist students financially in their pursuit of a graduate degree.
- Objective 15: To recruit students from diverse cultural groups in such numbers as to have their presence make a discernible impact upon the program's educational processes and on the community.
- Objective 16: To make available social and educational experiences that will help students develop an appreciation of diverse cultures and foster an international perspective.
- Objective 17: To provide workshops, seminars, and other activities that directly contribute to the personal and professional development of students.
- Objective 18: To provide opportunities for students to engage in research activities on their own or with faculty.

## UNIVERSITY ORGANIZATIONAL STRUCTURE

The Counseling Graduate Program includes the following full-time faculty members:

- Jude Austin, Ph.D., University of Wyoming
- Christine Berger, Loyola University Maryland
- Nina Brown, Ed.D., College of William & Mary
- Jennifer Del Corso, Ph.D., Regent University
- Emily Goodman-Scott, Ph.D., Virginia Polytechnic
- Tim Grothaus, Ph.D., College of William & Mary
- Kaprea Hoquee, Ph.D., The Pennsylvania State University
- Gulsah Kemer, Ph.D., University of North Carolina Greensboro
- Garrett McAuliffe, Ed.D., University of Massachusetts Amherst
- Jeff Moe, Ph.D., University of Toledo
- Ed Neukrug, Ed.D., University of Cincinnati
- Alan Schwitzer, Ph.D., Virginia Commonwealth University
- Chris Sink, Ph.D., University of California Riverside

All faculty members in the Counseling Graduate Program are members of the Department of Counseling and Human Services. The Counseling Graduate Program is a part of that department and all faculty members in the program report to the Department Chair, Dr. Tim Grothaus. The Graduate Counseling Program Director is Dr. Jeff Moe, and the coordinator of clinical instruction is Dr. Jennifer Del Corso. The concentration track coordinators are as follows: Dr. Kaprea Johnson for Counselor Education & Supervision, Dr. Emily Goodman-Scott for School Counseling, and Dr. Christine Berger for Clinical Mental Health Counseling. The department's office manager is Ms. Darrella Wilson, and the department's fiscal technician is Mr. Ash Hickerson.

The Department of Counseling and Human Services is a department within the Darden College of Education. The Dean of the College of Education is Dr. Jane S. Bray.

All programs that offer graduate degrees at ODU are coordinated by the Office of Academic Affairs. The Office of Academic Affairs sets university-wide policies and procedures for graduate programs in partnership with individual colleges. In the College of Education, Dr. Gail Dickinson is the Associate Dean for Graduate Studies and Research and coordinates all graduate programs in the College of Education.

The College of Education is one of seven colleges at ODU. The chief academic officer of the university is the Provost and Vice President for Academic Affairs, Austin Agho. The Provost and Vice President of Academic Affairs reports to the President of the university, John Broderick.

## **ACCREDITATION**

Accreditation of universities and university programs is voluntary. Universities and programs choose to seek accreditation to ensure that their academic programs meet the highest standards that have been set by academics, professionals, and professional associations throughout the United States.

The Old Dominion University master's degree programs in clinical mental health counseling and school counseling, and the Ph.D. degree program in counselor education and supervision, are accredited by the Council on Accreditation for Counseling and Related Educational Programs (CACREP).

In addition to the general prestige of graduating from a program recognized as having met national standards, there are some very concrete advantages of graduating from a CACREP-accredited graduate program in counseling. These advantages include being able to take the National Counselor Examination (NCE) and apply for and become a National Certified Counselor (NCC) upon graduation from the ODU master's degree programs without having to complete two years of post-graduation supervised experience (as is required for those who graduate from master's degree programs that are not CACREP accredited). Many job announcements and doctoral programs list preferences for candidates who have graduated from CACREP accredited graduate programs, who are NCCs, and who are licensed as professional counselors. Finally, graduating from a CACREP program will assist students to become licensed as professional counselors in all 50 states. All of these preferences can be realized more easily by having graduated from a CACREP accredited program in counseling.

All educator preparation programs in the Darden College of Education are accredited by the National Council for Accreditation of Teacher Education (NCATE)/Council for the Accreditation of Educator Programs (CAEP).

ODU is accredited by the Southern Association of Colleges and Schools, the regional accrediting agency of the national Commission on Colleges. All state counseling licensure boards and school counselor certification agencies require that students hold graduate degrees from universities that are regionally accredited. In addition, most jobs require that graduate degrees be granted from accredited universities.

## **COUNSELOR LICENSURE AND CERTIFICATION**

Mental health, college counseling, and school counseling students are encouraged to become licensed as Professional Counselors in Virginia or the jurisdiction in which they plan to live and work. Students who plan to work as school counselors should become licensed as school counselors by the State Department of Education in Virginia or become certified or licensed as school counselors by the state department of education in the jurisdiction in which they plan to live and work. Students should discuss other credentials that might be uniquely important to them with their faculty advisor or with other members of the faculty who are familiar with available credentials. Credentials such as the National Cer

Graduates of any of the three concentrations who wish to become Licensed Professional Counselors (LPCs) should secure a qualified clinical supervisor and register with the Virginia LPC board immediately upon graduation. Delays in registering with the LPC board will result in delays in earning the LPC credential. Please consult with the clinical coordinator for more information about this process.

The 60 credit master's degree program in clinical mental health counseling includes all of the course requirements for licensure as a professional counselor in Virginia. Students who will complete the 60 credit master's degree programs in college counseling and school counseling will need to complete 3 courses as electives in order to be eligible for licensure as a professional counselor in Virginia. Students may also return to return to ODU (or another university) after graduating to complete the courses required to become an LPC. These courses include: (1) COUN 691: Family Systems and Family Development, (2) COUN 647: Addictive Disorders, and (3) COUN 685: Diagnosis and Treatment Planning Mental Health Counseling. Be sure to create your Plan of Study with your faculty advisor within the first semester of the program to ensure your professional goals are being met. (The LPC board updates their policy requirements periodically. This may include new coursework and internship requirements.)

Completion of 60 graduate credits is required, including coursework in specified areas (see <http://www.dhp.virginia.gov/counseling/> for most updated information):

- 1) Professional counseling identity, function, & ethics
- 2) Theories of counseling & psychotherapy
- 3) Counseling & Psychotherapy techniques
- 4) Human growth & development
- 5) Group counseling and psychotherapy, theories & techniques
- 6) Career counseling and development
- 7) Appraisal, evaluation, and diagnostic procedures
- 8) Abnormal behavior and psychopathology
- 9) Multicultural counseling
- 10) Research
- 11) Diagnosis and treatment of addictive disorders
- 12) Marriage and family systems theory
- 13) Supervised Internship of 600 hours

The master's degree program in school counseling includes the courses and field experiences necessary to become licensed as a school counselor in Virginia. Master's degree students who complete the concentrations of college counseling or mental health counseling and desire to complete requirements for a school counseling license would take all the required school counseling courses and the internship as electives during their program or would have to return after graduation and complete five school counseling specialty courses and an additional 300 hour internship in school counseling to be eligible for licensure as school counselors in Virginia. If a student wishes to obtain both a school counseling license and the courses required by the LPC board in 60 hours, he or she should choose the school counseling concentration and take the three courses listed above for their three elective courses.

If a student wishes to graduate from two counseling concentrations concurrently, they must meet the degree requirements for both CACREP accredited concentrations. This would

include meeting the curricular requirements for each concentration and a minimum of a 600 clock hour internship for **each** concentration, for a total of 1200 hours of internship. The awarding of the degree(s) must occur simultaneously.

For licensure as a school counselor in Virginia, school counseling students need to follow all of the steps outlined in the application packet for the “School Counseling Pupil Personnel License” available on the Teacher Education Services website. The packet is currently available at the bottom of the “Initial Virginia License Application and College Verification” page at <http://www.doe.virginia.gov/teaching/licensure/application.pdf>.

When they have completed the Master’s Program and all grades are posted and official transcripts are available, they can submit the packet to the Licensure and Placement Officer who will process the applications for them. However, the initial license in Virginia is non-renewable and valid for three years. A school counselor must be employed for two of the three years to get their continuing license. To ensure that you are eligible for this, work with the TES office to ensure that you receive a statement of eligibility for school counseling licensure from the Virginia Department of Education. Once you have secured a job offer, the school district that hires you will likely help you process your actual license.

Every person **seeking initial licensure** or renewal of a license shall provide **evidence of completion of certification or training in emergency first aid, cardiopulmonary resuscitation, and the use of automated external defibrillators**. The certification or training program shall be based on the current national evidenced-based emergency cardiovascular care guidelines for cardiopulmonary resuscitation and the use of an automated external defibrillator, such as a program developed by the American Heart Association or the American Red Cross. The Board shall provide a waiver for this requirement for any person with a disability whose disability prohibits such person from completing the certification or training.

The master’s degree concentrations of clinical mental health counseling, college counseling, and school counseling include all of the course requirements for credentialing as a National Certified Counselor (NCC). Students may become certified upon graduation from the program if they register for and pass the National Counselor Examination (NCE).

### **MASTER’S PROGRAM COURSE REQUIREMENTS**

The course requirements for the three concentrations offered by the program are listed below. A total of 60 credits are required for each of the concentrations.

In addition, ODU has implemented a requirement that all graduate students complete a research ethics online training course (Responsible Conduct of Research – RCR) during their first year of enrollment in graduate school. Students are encouraged to complete this requirement in their first semester.

Access the following page on the ODU Darden College of Education website and follow the instructions for completing the on-line training course:  
<https://www.odu.edu/impact/responsible-conduct-of-training>

## **GROWTH GROUP EXPERIENCE REQUIREMENT AND PERSONAL COUNSELING SERVICES**

Growth group is an opportunity for students to learn about themselves and thus increase their effectiveness as counselors through interacting with peers under the direction of a group leader. CACREP accreditation requires that students participate in a minimum of 10 hours of group as a part of their academic experience.

Master's degree students must complete the growth group requirement prior to enrolling in practicum (COUN 669) and prior to graduation. The group meetings are typically facilitated by adjunct faculty in the human services program to ensure confidentiality of information shared by participants in the group setting (given the usual ethical limitations to confidentiality of court ordered testimony or harm to self or others).

Growth groups are scheduled and students will be notified that they may sign up at the beginning of each semester. Students should complete their growth group requirement during their second semester in the program.

### **Personal Counseling**

Counseling graduate students are encouraged by the faculty to seek personal counseling services during the time they are enrolled in the counselor preparation program. In keeping with the philosophy of counseling that counseling services can be helpful to all persons, not just individuals who have emotional or mental disorders, but also for individuals who are functioning effectively as well, graduate students are encouraged to learn about themselves from being a client in a counseling relationship. In addition to self-exploration, being a client provides counseling students with the opportunity to experience what they ask their clients to do, which helps counseling students empathize more fully with clients who seek counseling services.

Although counseling graduate students may engage in conversations with counseling faculty members regarding personal matters in the course of their studies, it is inappropriate for counseling faculty members to become a counselor for a counseling graduate student. Faculty members and counseling graduate students should maintain their roles as professor and student and all times and are not ethically allowed to engage in counseling or personal relationships.

ODU graduate students are entitled to free individual counseling sessions through ODU Counseling Services. Counseling students who seek services in the center should identify themselves as counseling graduate students so they will be assigned to mental health professionals who are not students themselves in the ODU Counseling Graduate Program.

In addition to counseling services provided on the ODU campus, counseling graduate students may seek counseling through private practitioners in the community. Students who seek counseling in the community may be eligible for third party reimbursement for counseling if they have a personal health insurance plan that reimburses for such services. Students who seek private counseling services in the community are encouraged to work with Licensed Professional Counselors (LPCs).

## **COURSE REQUIREMENTS, PREREQUISITES, and SEQUENCING**

The course prerequisites listed below must be followed. If a student wishes to take a course prior to completing a prerequisite, permission must be obtained from the **Graduate Program Director**. Students wishing to take a course elsewhere and transfer the course in must obtain permission from their **faculty advisor first**. Also shown are the semesters the courses are offered and the required courses for each concentration. Students must submit their degree completion plans, signed by their advisor (below chart) by the end of their first semester. Students will be assigned advisors in their specialty areas when at all possible. Students who do not turn in a Plan of Study by the end of their first semester will have a registration hold on their account until the plan is turned in to the office manager in the CHS office.

When courses have less than the minimum number enrolled, they will be cancelled. Also, courses fill up quickly once registration begins. As a result, it is important for students to register early in the registration process for courses they need.

Course Number	Course Title	Admission to M.S.Ed. Program or Graduate Program Director Approval.	Required coursework (A=all concentrations, C=college, MH=mental health, S=school)	Semesters offered (F=fall, SP=spring, SU=summer)	Prerequisites and Notes
	Growth Group	x	A	F, SP, SU,	
COUN 601	Principles of Professional Counseling and Ethics		A	F, SP, SU	
COUN 631	Counseling for Lifespan Development	x	A	F, SP, SU	
COUN 633	Counseling and Psychotherapy Techniques	x	A	F, SP, SU	Must be completed with a 'B' or higher to take COUN 634
COUN 634	Advanced Counseling and Psychotherapy Techniques	x	A	F, SP, SU	COUN 601, 633, & 650 Must be completed with a 'B' or higher
FOUN 611	Introduction to Research	x	A	F, SP, SU	
COUN 642	Structured Counseling Groups	x	S	F	COUN 601, 633, 650, & 678
COUN 644	Group Counseling and Psychotherapy	x	C or MH	F, SP, SU	COUN 601, 633, & 650
COUN 645	Testing and Client Assessment	x	A	F, SP, SU	COUN 633

COUN 647	Addictive Disorders	x	<b>MH</b>	<b>F, SP</b>	COUN 601, 633, & 650
COUN 648	Foundations of Career	x	<b>A</b>	<b>F, SU</b>	COUN 601, 645 & 650
COUN 650	Theories of Counseling and Psychotherapy	x	<b>A</b>	<b>F, SP, SU</b>	
COUN 655	Social and Cultural Issues in Counseling	x	<b>A</b>	<b>F, SP, SU Ireland=SU</b>	
COUN 666 (6 total credits required, can be taken as 3 or 6 credits)	Internship in College Counseling	x	<b>C</b>	<b>F, SP, SU</b>	COUN 601, 633, 634, 644, 645, 648, 650, 669, 685, 686, + application
COUN 667 (6 total credits required, can be taken as 3 or 6 credits)	Internship in Mental Health Counseling	x	<b>MH</b>	<b>F, SP, SU</b>	COUN 601, 633, 634, 644, 645, 648, 650, 669, 680, 685, + application
COUN 668 (6 total credits required, can be taken as 3 or 6 credits)	Internship in School Counseling	x	<b>S</b>	<b>F, SP, (SU=only by exception)</b>	COUN 601, 633, 634, 642 or 644, 645, 648, 650, 669, 676, 677, 678, + application
COUN 669	Practicum in Counseling	x	<b>A</b>	<b>F, SP, SU</b>	COUN 601, passing 633 and 634 with a 'B' or higher, 642 or 644, 650, + application
COUN 670	Introduction to Counseling Supervision	x	<b>MH</b>	<b>F, SP, SU</b>	COUN 601, 669
COUN 676	Professional Issues in School Counseling K-12	x	<b>S</b>	<b>SP</b>	Twenty hours of observation in a school is required
COUN 677	School Culture, Learning, and Classroom Management	x	<b>S</b>	<b>F</b>	COUN 676 Ten hours of observation in a school is required
COUN 678	Counseling Children and Adolescents in School Settings	x	<b>S</b>	<b>SP, SU</b>	COUN 601, 633, 650

COUN 679	School Counseling Program Development K-12	x	<b>S</b>	<b>SP</b>	COUN 601, 642, 648, 676
COUN 680	Mental Health Counseling	x	<b>MH</b>	<b>SP, SU</b>	
COUN 685	Diagnosis and Treatment Planning in Mental Health Counseling	x	<b>MH</b>	<b>F, SP</b>	COUN 601, 633, & 650
COUN 686	College Counseling	x	<b>C</b>	<b>F</b>	
COUN 691	Family Systems and Family Development	x	<b>MH</b>	<b>F, SP, SU</b>	COUN 601, 633, & 650
COUN 707/807	Adult and College Student Development	x	<b>C</b>	<b>F, SU</b>	
HIED 710	Introduction to Student Affairs	x	<b>C</b>	<b>SP</b>	
COUN Electives		x	<b>C=9 credits MH=6 credits S=9 credits</b>		
COUN 695	Topics in Counseling	x	(Elective)	<b>SU</b>	
COUN 681	Couples Counseling	x	(Elective)	<b>F</b>	COUN 601,633, & 650
COUN 708	Constructivist Counseling and Positive Adult Development	x	(Elective)	<b>SU</b>	
COUN 742	Advanced Counseling Theory & Practice	x	(Elective)	<b>SU</b>	Instructor Permission
COUN 744	Advanced Group Counseling	x	(Elective)	<b>SU</b>	Instructor Permission
COUN 783	Complementary & Alternative Therapies in Mental Health Counseling	x	(Elective)	<b>SU</b>	
COUN 786	Spirituality in Counseling	x	(Elective)	<b>SU</b>	

## DEGREE COMPLETION PLAN FORM

**Your Name:**

**Your Concentration:**

**Directions:** To complete the Degree Completion Plan Worksheet, consult the chart above which lists the Required Courses for your concentration, Course Prerequisites, and the Sequence of Course Offerings. Schedule an appointment with your faculty advisor to review and sign the form you have completed, give it the office manager, (who scans these into your e-file), and keep your copy of the form. In the event you change your plans, complete a revised form, sign the form, obtain your faculty advisor's signature, turn in to the front office, and keep a copy.

Please complete and file this form in your **first semester**.

F	S	S
Year:	Year:	Year:
Year:	Year:	Year:
Year:	Year:	Year:

I have read the Counseling Master's Degree Program Handbook and ODU Graduate Catalog and agree to abide by the policies and procedures included in these publications.

Your Signature:

Date:

Faculty Advisor's Signature:

Date:

## CONTENT OF COURSES

Courses in the curriculum are listed below. The catalog description of the course is listed first, followed by content in the course required by CACREP.

### **COUN 601: Principles of Professional Counseling and Ethics**

Catalog Description: Aligned with a spiral approach to learning, students will be introduced to theory, practice, methods, basic principles, and concepts used by counselors in educational settings and community agencies. In subsequent courses, these topics will be revisited in depth. The course will emphasize professional and ethical issues related to counseling.

CACREP Required Content:

**PROFESSIONAL ORIENTATION AND ETHICAL PRACTICE**—studies that provide an understanding of all of the following aspects of professional functioning:

- a. history and philosophy of the counseling profession;
- b. professional roles, functions, and relationships with other human service providers, including strategies for interagency/interorganization collaboration and communications;
- c. counselors' roles and responsibilities as members of an interdisciplinary emergency management response team during a local, regional, or national crisis, disaster or other trauma-causing event;
- d. self-care strategies appropriate to the counselor role;
- e. counseling supervision models, practices, and processes;
- f. professional organizations, including membership benefits, activities, services to members, and current issues;
- g. professional credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues;
- h. the role and process of the professional counselor advocating on behalf of the profession;
- i. advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients; and
- j. ethical standards of professional organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling.

**HELPING RELATIONSHIPS**—studies that provide an understanding of the counseling process in a multicultural society, including all of the following:

- e. a systems perspective that provides an understanding of family and other systems theories and major models of family and related interventions.

### **COUN 631: Counseling for Lifespan Development**

Catalog Description: A study of phase and stage theories of lifespan development with application to counseling. Current research findings on major developmental issues (e.g., gender) will be emphasized.

CACREP Required Content:

**HUMAN GROWTH AND DEVELOPMENT**—studies that provide an understanding of the nature and needs of persons at all developmental levels and in multicultural contexts, including all of the following:

- a. theories of individual and family development and transitions across the life span;

- b. theories of learning and personality development, including current understandings about neurobiological behavior;
- c. effects of crises, disasters, and other trauma-causing events on persons of all ages;
- d. theories and models of individual, cultural, couple, family, and community resilience;
- e. a general framework for understanding exceptional abilities and strategies for differentiated interventions;
- f. human behavior, including an understanding of developmental crises, disability, psychopathology, and situational and environmental factors that affect both normal and abnormal behavior;
- g. theories and etiology of addictions and addictive behaviors, including strategies for prevention, intervention, and treatment; and
- h. theories for facilitating optimal development and wellness over the life span.

### **COUN 633: Counseling and Psychotherapy Techniques**

Catalog Description: The course focuses on development of attitudes and skills essential to effective professional counseling. Emphasis is on conducting the helping interview, as well as conducting an intake interview, a mental status evaluation, a bio-psychosocial history, a mental health history, and a psychological assessment for treatment planning and caseload management.

CACREP Required Content:

HELPING RELATIONSHIPS—studies that provide an understanding of the counseling process in a multicultural society, including all of the following:

- a. an orientation to wellness and prevention as desired counseling goals;
- b. counselor characteristics and behaviors that influence helping processes; and
- c. essential interviewing and counseling skills.

### **COUN 634: Advanced Counseling and Psychotherapy Techniques**

Catalog Description: The course focuses on development of advanced skills essential to effective professional counseling.

CACREP Required Content:

HELPING RELATIONSHIPS—studies that provide an understanding of the counseling process in a multicultural society, including all of the following:

- f. a general framework for understanding and practicing consultation; and
- g. crisis intervention and suicide prevention models, including the use of psychological first aid strategies.

### **COUN 642: Structured Counseling Groups**

Catalog Description: This course is designed to prepare students to facilitate structured counseling groups for children and adolescents primarily in the K-12 school setting. CACREP

Required Content: 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, including all of the following: (a) principles of group dynamics, including group process components, developmental stage theories, group members' roles and behaviors, and therapeutic factors of group work; (b) group leadership or facilitation styles and approaches, including characteristics of various types of group leaders and leadership styles; (c) theories of group counseling, including commonalities, distinguishing characteristics, and pertinent research and literature; and (d) group counseling methods,

including group counselor orientations and behaviors, appropriate selection criteria and methods, and methods of evaluation of effectiveness. Students will be required to complete 30 hours of fieldwork with K-12 aged youth, preferably in a school setting. Prerequisites: Admission to Counseling graduate program or graduate program director approval; COUN 601, COUN 633, COUN 650 and COUN 678. CACREP Required Content:

C.1- Knows the theories and processes of effective counseling and wellness programs for individual students and groups of students.
C.3- Knows strategies for helping students identify strengths and cope with environmental and developmental problems.
C.5- Understands group dynamics—including counseling, psycho-educational, task, and peer helping groups—and the facilitation of teams to enable students to overcome barriers and impediments to learning.
D.1- Demonstrates self-awareness, sensitivity to others, and the skills needed to relate to diverse individuals, groups, and classrooms.
D.2- Demonstrates self-awareness, sensitivity to others, and the skills needed to relate to diverse individuals, groups, and classrooms.
D.3- Designs and implements prevention and intervention plans related to the effects of (a) atypical growth and development, (b) health and wellness, (c) language, (d) ability level, multicultural issues, and (f) factors of resiliency on student learning and development.
E.4- Understands multicultural counseling issues, as well as the impact of ability levels, stereotyping, family, socioeconomic status, gender, and sexual identity, and their effects on student achievement.
G.1- Understands the influence of multiple factors (e.g., abuse, violence, eating disorders, attention deficit hyperactivity disorder, childhood depression) that may affect the personal, social, and academic functioning of students.
G.3- Identifies various forms of needs assessments for academic, career, and personal/social development.
J.2- Develops measurable outcomes for school counseling programs, activities, interventions, and experiences.

### **COUN 644: Group Counseling and Psychotherapy**

Catalog Description: Developing effective group leadership competencies is the focus for the course. Identification of group dynamics, use of group level process, and the self-development of the leader are some major topics.

CACREP Required Content:

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, including all of the following:

- a. principles of group dynamics, including group process components, developmental stage theories, group members' roles and behaviors, and therapeutic factors of group work;
- b. group leadership or facilitation styles and approaches, including characteristics of various types of group leaders and leadership styles;
- c. theories of group counseling, including commonalities, distinguishing characteristics, and pertinent research and literature; and
- d. group counseling methods, including group counselor orientations and behaviors, appropriate selection criteria and methods, and methods of evaluation of effectiveness.

### **COUN 645: Testing and Client Assessment**

Catalog Description: This course examines individual and group approaches to formal and informal assessment techniques, including diagnosis. It includes an examination of: the history of assessment; basic test statistics; test worthiness (reliability, validity, and cross-cultural issues); the selection, administration, and interpretation of assessment instruments; and ethical and legal issues relative to assessment. The focus of this class is on major concepts and principles of psychological testing and evaluation and use of standardized instruments with differing populations.

CACREP Required

Content:

ASSESSMENT—studies that provide an understanding of individual and group approaches to assessment and evaluation in a multicultural society, including all of the following:

- a. historical perspectives concerning the nature and meaning of assessment;
- b. basic concepts of standardized and nonstandardized testing and other assessment techniques, including norm-referenced and criterion-referenced assessment, environmental assessment, performance assessment, individual and group test and inventory methods, psychological testing, and behavioral observations;
- c. statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations;
- d. reliability (i.e., theory of measurement error, models of reliability, and the use of reliability information);
- e. validity (i.e., evidence of validity, types of validity, and the relationship between reliability and validity);
- f. social and cultural factors related to the assessment and evaluation of individuals, groups, and specific populations; and
- g. ethical strategies for selecting, administering, and interpreting assessment and evaluation instruments and techniques in counseling.

### **COUN 647: Addictive Disorders**

Catalog Description: Examines the etiology, risk factors, assessment, counseling approaches and treatment of alcoholism and other addictions. Prerequisites: Admission to Counseling graduate program or graduate program director approval; COUN 601, COUN 633, and COUN 650.

CACREP Required Content:

- a. Recognizes the potential for substance use disorders to mimic and coexist with a variety of medical and psychological disorders.
- b. Provides appropriate counseling strategies when working with clients with addiction and co-occurring disorders.

- c. Identifies standard screening and assessment instruments for substance use disorders and process addictions.

### **COUN 648: Foundations of Career Development**

Catalog Description: Principles and theories of career development, occupational and educational information, employment trends, concepts and principles for effective work in educational and career planning and development are considered.

CACREP Required Content:

CAREER DEVELOPMENT—studies that provide an understanding of career development and related life factors, including all of the following:

- a. career development theories and decision-making models;
- b. career, avocational, educational, occupational, and labor market information resources, and career information systems;
- c. career development program planning, organization, implementation, administration, and evaluation;
- d. interrelationships among and between work, family, and other life roles and factors, including the role of multicultural issues in career development;
- e. career and educational planning, placement, follow-up, and evaluation;
- f. assessment instruments and techniques relevant to career planning and decision making; and
- g. career counseling processes, techniques, and resources, including those applicable to specific populations in a global economy.

### **COUN 650: Theories of Counseling and Psychotherapy**

Catalog Description: A study of major theories of counseling and psychotherapy. The primary focus is on providing students with a theoretical foundation upon which to develop their own approach for providing counseling and psychotherapy.

CACREP Required Content:

HELPING RELATIONSHIPS—studies that provide an understanding of the counseling process in a multicultural society, including all of the following:

counseling theories that provide the student with models to conceptualize client presentation and that help the student select appropriate counseling interventions. Students will be exposed to models of counseling that are consistent with current professional research and practice in the field so they begin to develop a personal model of counseling;

### **COUN 655: Social and Cultural Issues in Counseling**

Catalog Description: Designed to engage helping professionals in cultural self-awareness and the search for solutions to disparities in society through counseling work. Emphasis on the social identities of gender, race, ethnicity, religion, ability, class, sexual orientation, and age.

CACREP Required Content:

SOCIAL AND CULTURAL DIVERSITY—studies that provide an understanding of the cultural context of relationships, issues, and trends in a multicultural society, including all of the following:

- a. multicultural and pluralistic trends, including characteristics and concerns within and among diverse groups nationally and internationally;

- b. attitudes, beliefs, understandings, and acculturative experiences, including specific experiential learning activities designed to foster students' understanding of self and culturally diverse clients;
- c. theories of multicultural counseling, identity development, and social justice;
- d. individual, couple, family, group, and community strategies for working with and advocating for diverse populations, including multicultural competencies;
- e. counselors' roles in developing cultural self-awareness, promoting cultural social justice, advocacy and conflict resolution, and other culturally supported behaviors that promote optimal wellness and growth of the human spirit, mind, or body; and
- f. counselors' roles in eliminating biases, prejudices, and processes of intentional and unintentional oppression and discrimination.

### **COUN 666: Internship in College Counseling**

Catalog Description: This internship is designed to provide individual students with a planned program of advanced on-the-job professional experience in a college or university setting. A university instructor will coordinate internship assignments. An experienced professional in the college or university setting will provide direct supervision. Available for pass/fail grading only. Completion of a background check is required prior to commencing the field placement. \*Please refer to the Practicum and Internship Handbook for additional policy and procedures\*

### **COUN 667: Internship in Mental Health Counseling**

Catalog Description: This counselor education experience is designed to provide a planned program of supervised clinical instruction in mental health counseling in an appropriate professional setting, including provision of direct service and performance of indirect professional activities under appropriate clinical supervision of a site supervisor as well as classroom instruction and supervision. This pass/fail course requires successful completion of 450 hours of counseling field placement work and 180 hours of direct service in each of two semesters of enrollment. \*Please refer to the Practicum and Internship Handbook for additional policy and procedures\*

### **COUN 668: Internship in School Counseling**

Catalog Description: This internship is designed to provide individual students with a planned program of advanced on-the-job professional experience in a school setting. A university instructor will coordinate internship assignments. An experienced professional in the school setting will provide direct supervision. Available for pass/fail grading only. Completion of a background check is required prior to commencing the field placement. \*Please refer to the Practicum and Internship Handbook for additional policy and procedures\*

### **COUN 669: Practicum in Counseling**

Catalog Description: This supervised experience will enable students to practice basic and intermediate individual and group counseling skills with clients while integrating knowledge and skills learned in previous course work. \*Please refer to the Practicum and Internship Handbook for additional policy and procedures\*

### **COUN 670: Introduction to Counseling Supervision**

Catalog Description: This course provides an opportunity to learn one's personal style for supervision, to have supervised field supervision experiences and to gain an understanding of the different models of supervision.

### **COUN 676: Professional Issues in School Counseling K-12**

Catalog Description: A professional seminar that emphasizes the contemporary role of the school counselor as leader and advocate in delivering school counseling programs to all students. Emphasis is placed on acquiring the awareness, knowledge and skills necessary to negotiate the cultural, educational, and contextual forces that impact the lives and academic achievement of students in a pluralistic society. Twenty hours of observation in a school is required. As a result, students need to register prior to these semesters with Teacher Education Program Support, in order to be assigned a placement. More information here: <https://www.odu.edu/success/academic/teacher-education/placement/observation>.

Completion of a background check is required prior to commencing the field

placement. CACREP Required Content:

A.1- Knows history, philosophy, and trends in school counseling and educational systems
A.2- Understands ethical and legal considerations specifically related to the practice of school counseling.
A.3- Knows roles, functions, settings, and professional identity of the school counselor in relation to the roles of other professional and support personnel in the school.
A.4- Knows professional organizations, preparation standards, and credentials that are relevant to the practice of school counseling.
B.1- Demonstrates the ability to apply and adhere to ethical and legal standards in school counseling.
D.1- Demonstrates self-awareness, sensitivity to others, and the skills needed to relate to diverse individuals, groups, and classrooms.
E.1- Understands the cultural, ethical, economic, legal, and political issues surrounding diversity, equity, and excellence in terms of student learning.
E.2- Identifies community, environmental, and institutional opportunities that enhance— as well as barriers that impede—the academic, career, and personal/social development of students.
E.4- Understands multicultural counseling issues, as well as the impact of ability levels, stereotyping, family, socioeconomic status, gender, and sexual identity, and their effects on student achievement.

F.1- Demonstrates multicultural competencies in relation to diversity, equity, and opportunity in student learning and development.
F.2- Advocates for the learning and academic experiences necessary to promote the academic, career, and personal/social development of students.
F.4- Engages parents, guardians, and families to promote the academic, career, and personal/social development of students.
H.1- Assesses and interprets students' strengths and needs, recognizing uniqueness in cultures, languages, values, backgrounds, and abilities.
M.1- Understands the ways in which student development, well-being, and learning are enhanced by family-school-community collaboration.
M.4- Understands systems theories, models, and processes of consultation in school system settings.
M.5- Knows strategies and methods for working with parents, guardians, families, and communities to empower them to act on behalf of their children.
M.6- Understands the various peer programming interventions (e.g., peer meditation, peer mentoring, peer tutoring) and how to coordinate them.
N.1- Works with parents, guardians, and families to act on behalf of their children to address problems that affect student success in school.
O.1- Knows the qualities, principles, skills, and styles of effective leadership.
O.2- Knows strategies of leadership designed to enhance the learning environment of schools.
O.4- Understands the important role of the school counselor as a system change agent.
O.5- Understands the school counselor's role in student assistance programs, school leadership, curriculum, and advisory meetings.
P.2- Plans and presents school-counseling-related educational programs for use with parents and teachers (e.g., parent education programs, materials used in classroom guidance and advisor/advisee programs for teachers).

### **COUN 677: School Culture, Learning, and Classroom Management**

Catalog Description: School counselor's role in contributing to a safe, equitable, and culturally responsive school culture; promoting student learning and achievement; and the

practice of effective teaching and classroom management. Cultural, political, economic, ethical, and legal issues are addressed. Ten hours of observation in a school is required. As a result, students need to register prior to these semesters with Teacher Education Program Support, in order to be assigned a placement. More information here: <https://www.odu.edu/success/academic/teacher-education/placement/observation>. Completion of a background check is required prior to commencing the field placement

**CACREP Required Content:**

A.3- Knows roles, functions, settings, and professional identity of the school counselor in relation to the roles of other professional and support personnel in the school.
D.2- Provides individual and group counseling and classroom guidance to promote the academic, career, and personal/social development of students.
E.4- Understands multicultural counseling issues, as well as the impact of ability levels, stereotyping, family, socioeconomic status, gender, and sexual identity, and their effects on student achievement.
F.2- Advocates for the learning and academic experiences necessary to promote the academic, career, and personal/social development of students.
F.3- Advocates for school policies, programs, and services that enhance a positive school climate and are equitable and responsive to multicultural student populations.
K.1- Understands the relationship of the school counseling program to the academic mission of the school.
K.2- Understands the concepts, principles, strategies, programs, and practices designed to close the achievement gap, promote student academic success, and prevent students from dropping out of school.
K.3- Understands curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies for teaching counseling- and guidance-related material.
L.3- Implements differentiated instructional strategies that draw on subject matter and pedagogical content knowledge and skills to promote student achievement.

**COUN 678: Counseling Children and Adolescents in School Settings**

Catalog Description: This course will provide an overview of theories and techniques of counseling children and adolescents in school settings. Emphasis will be placed upon the counselor's role as a facilitator of normal developmental processes to promote academic success.

**CACREP Required Content:**

A.2- Understands ethical and legal considerations specifically related to the practice of school counseling.
A.3- Knows roles, functions, settings, and professional identity of the school counselor in relation to the roles of other professional and support personnel in the school.
A.6- Understands the effects of (a) atypical growth and development, (b) health and wellness, (c) language, (d) ability level, (e) multicultural issues, and (f) factors of resiliency on student learning and development.
A.7- Understands the operation of the school emergency management plan and the roles and responsibilities of the school counselor during crises, disasters, and other trauma- causing events.
C.1- Knows the theories and processes of effective counseling and wellness programs for individual students and groups of students.
C.3- Knows strategies for helping students identify strengths and cope with environmental and developmental problems.
C.6- Understands the potential impact of crises, emergencies, and disasters on students, educators, and schools, and knows the skills needed for crisis intervention.
D.1- Demonstrates self-awareness, sensitivity to others, and the skills needed to relate to diverse individuals, groups, and classrooms.
D.2- Provides individual and group counseling and classroom guidance to promote the academic, career, and personal/social development of students.
D.4- Demonstrates the ability to use procedures for assessing and managing suicide risk.
D.5- Demonstrates the ability to recognize his or her limitations as a school counselor and to seek supervision or refer clients when appropriate.
E.4- Understands multicultural counseling issues, as well as the impact of ability levels, stereotyping, family, socioeconomic status, gender, and sexual identity, and their effects on student achievement.
G.1- Understands the influence of multiple factors (e.g., abuse, violence, eating disorders, attention deficit hyperactivity disorder, childhood depression) that may affect the personal, social, and academic functioning of students.
G.2- Knows the signs and symptoms of substance abuse in children and adolescents, as well as the signs and symptoms of living in a home where substance abuse occurs.
H.1- Assesses and interprets students' strengths and needs, recognizing uniqueness in cultures, languages, values, backgrounds, and abilities.

H.4- Makes appropriate referrals to school and/or community resources.
M.7- Knows school and community collaboration models for crisis/disaster preparedness and response.

### **COUN 679: School Counseling Program Development K-12**

Catalog Description: This course is designed as a capstone experience that synthesizes graduate course work into a practical school counseling program manual. Emphasis is placed on assessment, data collection and analysis, design and development, implementation and evaluation of systemic school counseling programs K-12. Specific emphasis is given to the integration of assessed needs, the National Standards for School Counseling Programs and the Virginia Standards of Learning.

#### **CACREP Required Content:**

A.1- Knows history, philosophy, and trends in school counseling and educational systems.
A.5- Understands current models of school counseling programs (e.g., American School Counselor Association [ASCA] National Model) and their integral relationship to the total educational program.
B.2- Demonstrates the ability to articulate, model, and advocate for an appropriate school counselor identity and program.
C.2- Knows how to design, implement, manage, and evaluate programs to enhance the academic, career, and personal/social development of students.
C.4- Knows how to design, implement, manage, and evaluate transition programs, including school-to-work, postsecondary planning, and college admissions counseling.
D.1- Demonstrates self-awareness, sensitivity to others, and the skills needed to relate to diverse individuals, groups, and classrooms.
D.5- Demonstrates the ability to recognize his or her limitations as a school counselor and to seek supervision or refer clients when appropriate.
E.2- Identifies community, environmental, and institutional opportunities that enhance— as well as barriers that impede—the academic, career, and personal/social development of students.
E.3- Understands the ways in which educational policies, programs, and practices can be developed, adapted, and modified to be culturally congruent with the needs of students and their families.

E.4- Understands multicultural counseling issues, as well as the impact of ability levels, stereotyping, family, socioeconomic status, gender, and sexual identity, and their effects on student achievement.
F.1- Demonstrates multicultural competencies in relation to diversity, equity, and opportunity in student learning and development.
F.2- Advocates for the learning and academic experiences necessary to promote the academic, career, and personal/social development of students.
F.3- Advocates for school policies, programs, and services that enhance a positive school climate and are equitable and responsive to multicultural student populations.
F.4- Engages parents, guardians, and families to promote the academic, career, and personal/social development of students.
H.1- Assesses and interprets students' strengths and needs, recognizing uniqueness in cultures, languages, values, backgrounds, and abilities.
H.2- Selects appropriate assessment strategies that can be used to evaluate a student's academic, career, and personal/social development.
H.3- Analyzes assessment information in a manner that produces valid inferences when evaluating the needs of individual students and assessing the effectiveness of educational programs.
H.4- Makes appropriate referrals to school and/or community resources.
H.5- Assesses barriers that impede students' academic, career, and personal/social development.
I.1- Understands how to critically evaluate research relevant to the practice of school counseling.
I.2- Knows models of program evaluation for school counseling programs.
I.3- Knows basic strategies for evaluating counseling outcomes in school counseling (e.g., behavioral observation, program evaluation).
I.4- Knows current methods of using data to inform decision making and accountability (e.g., school improvement plan, school report card).

I.5- Understands the outcome research data and best practices identified in the school counseling research literature.
J.1- Applies relevant research findings to inform the practice of addiction counseling.
J.2- Develops measurable outcomes for addiction counseling programs, interventions, and treatments.
J.3- Analyzes and uses data to increase the effectiveness of addiction counseling programs.
L.1- Conducts programs designed to enhance student academic development.
L.2- Implements strategies and activities to prepare students for a full range of postsecondary options and opportunities.
M.2- Knows strategies to promote, develop, and enhance effective teamwork within the school and the larger community.
M.3- Knows how to build effective working teams of school staff, parents, and community members to promote the academic, career, and personal/social development of students.
M.4- Understands systems theories, models, and processes of consultation in school system settings.
M.5- Knows strategies and methods for working with parents, guardians, families, and communities to empower them to act on behalf of their children.
M.6- Understands the various peer programming interventions (e.g., peer meditation, peer mentoring, peer tutoring) and how to coordinate them.
N.1- Works with parents, guardians, and families to act on behalf of their children to address problems that affect student success in school.
N.2- Locates resources in the community that can be used in the school to improve student achievement and success.
N.3- Consults with teachers, staff, and community-based organizations to promote student academic, career, and personal/social development.
N.4- Uses peer helping strategies in the school counseling program.
N.5- Uses referral procedures with helping agents in the community (e.g., mental health centers, businesses, service groups) to secure assistance for students and their families.
O.3- Knows how to design, implement, manage, and evaluate a comprehensive school counseling program.
P.1- Participates in the design, implementation, management, and evaluation of a comprehensive developmental school counseling program.

P.2- Plans and presents school-counseling-related educational programs for use with parents and teachers (e.g., parent education programs, materials used in classroom guidance and advisor/advisee programs for teachers).

### **COUN 680: Mental Health Counseling**

Catalog Description: This course will examine the broad range of roles and functions of the mental health counselor within contemporary professional practice settings.

#### CACREP Required Content:

A.1. Understands the history, philosophy, and trends in clinical mental health
A.2. Understands ethical and legal considerations specifically related to the practice of clinical mental health counseling.
A.3. Understands the roles and functions of clinical mental health counselors in various practice settings and the importance of relationships between counselors and other professionals, including interdisciplinary treatment teams.
A.4. Knows the professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling.
A.5. Understands a variety of models and theories related to clinical mental health counseling, including the methods, models, and principles of clinical supervision.
A.6. Recognizes the potential for substance use disorders to mimic and coexist with a variety of medical and psychological disorders.
A.8. Understands the management of mental health services and programs, including areas such as administration, finance, and accountability.
A.9. Understands the impact of crises, disasters, and other trauma-causing events on people.
A.10. Understands the operation of an emergency management system within clinical mental health agencies and in the community.
A.1. Demonstrates the ability to apply and adhere to ethical and legal standards in clinical mental health counseling.
B.2. Applies knowledge of public mental health policy, financing, and regulatory processes to improve service delivery opportunities in clinical mental health counseling.
C.1. Describes the principles of mental health, including prevention, intervention, consultation, education, and advocacy, as well as the operation of programs and networks that promote mental health in a multicultural society.
C.3. Knows the models, methods, and principles of program development and service delivery (e.g., support groups, peer facilitation training, parent education, self-help).
C.4. Knows the disease concept and etiology of addiction and co-occurring
C.5. Understands the range of mental health service delivery—such as inpatient, outpatient, partial treatment and aftercare—and the clinical mental health counseling services network.
C.6. Understands the principles of crisis intervention for people during crises, disasters, and other trauma-causing events.

C.7. Knows the principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning.
C.9. Understands professional issues relevant to the practice of clinical mental health counseling.
D.1. Uses the principles and practices of diagnosis, treatment, referral, and prevention of mental and emotional disorders to initiate, maintain, and terminate counseling.
D.2. Applies multicultural competencies to clinical mental health counseling involving case conceptualization, diagnosis, treatment, referral, and prevention of mental and emotional disorders.
D.3. Promotes optimal human development, wellness, and mental health through prevention, education, and advocacy activities.
D.4. Applies effective strategies to promote client understanding of and access to a variety of community resources.
D.5. Demonstrates appropriate use of culturally responsive individual, couple, family, group, and systems modalities for initiating, maintaining, and terminating counseling.
D.6. Demonstrates the ability to use procedures for assessing and managing suicide
D.7. Applies current record-keeping standards related to clinical mental health counseling.
D.9. Demonstrates the ability to recognize his or her own limitations as a clinical mental health counselor and to seek supervision or refer clients when appropriate.
E.1. Understands how living in a multicultural society affects clients who are seeking clinical mental health counseling services.
E.2. Understands the effects of racism, discrimination, sexism, power, privilege, and oppression on one's own life and career and those of the client.
E.3. Understands current literature that outlines theories, approaches, strategies, and techniques shown to be effective when working with specific populations of clients with mental and emotional disorders.
E.4. Understands effective strategies to support client advocacy and influence public policy and government relations on local, state, and national levels to enhance equity, increase funding, and promote programs that affect the practice of clinical mental health counseling.
E.5. Understands the implications of concepts such as internalized oppression and institutional racism, as well as the historical and current political climate regarding immigration, poverty, and welfare.
E.6. Knows public policies on the local, state, and national levels that affect the quality and accessibility of mental health services.
F.1. Maintains information regarding community resources to make appropriate referrals.
F.2. Advocates for policies, programs, and services that are equitable and responsive to the unique needs of clients.
F.3. Demonstrates the ability to modify counseling systems, theories, techniques, and interventions to make them culturally appropriate for diverse populations.
H.1. Selects appropriate comprehensive assessment interventions to assist in diagnosis and treatment planning, with an awareness of cultural bias in the implementation and interpretation of assessment protocols.

H.2. Demonstrates skill in conducting an intake interview, a mental status evaluation, a biopsychosocial history, a mental health history, and a psychological assessment for treatment planning and caseload management.
H.3. Screens for addiction, aggression, and danger to self and/or others, as well as co-occurring mental disorders.
H.4. Applies the assessment of a client's stage of dependence, change, or recovery to determine the appropriate treatment modality and placement criteria within the continuum of care.
I.1. Understands how to critically evaluate research relevant to the practice of clinical mental health counseling.
I.2. Knows models of program evaluation for clinical mental health programs.
I.3. Knows evidence-based treatments and basic strategies for evaluating counseling outcomes in clinical mental health counseling.
J.1. Applies relevant research findings to inform the practice of clinical mental health counseling.
J.2. Develops measurable outcomes for clinical mental health counseling programs, interventions, and treatments.
J.3. Analyzes and uses data to increase the effectiveness of clinical mental health counseling interventions and programs.

### **COUN 685: Diagnosis and Treatment Planning in Mental Health Counseling**

Catalog Description: A course focused on developing knowledge, attitudes, and skills essential to effective DSM-5 diagnosis, client conceptualization assessment, and clinical treatment planning. Emphasis on the use of client conceptualization models as a basis for treatment planning in mental health counseling.

#### CACREP Required Content:

C.2. Knows the etiology, the diagnostic process and nomenclature, treatment, referral, and prevention of mental and emotional disorders.
C.7. Knows the principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning.
G.1. Knows the principles and models of assessment, case conceptualization, theories of human development, and concepts of normalcy and psychopathology leading to diagnoses and appropriate counseling treatment plans.
G.2. Understands various models and approaches to clinical evaluation and their appropriate uses, including diagnostic interviews, mental status examinations, symptom inventories, and psychoeducational and personality assessments.
G.3. Understands basic classifications, indications, and contraindications of commonly prescribed psychopharmacological medications so that appropriate referrals can be made for medication evaluations and so that the side effects of such medications can be identified.
K.1. Knows the principles of the diagnostic process, including differential diagnosis, and the use of current diagnostic tools, such as the current edition of the <i>Diagnostic and Statistical Manual of Mental Disorders (DSM)</i> .
K.2. Understands the established diagnostic criteria for mental and emotional disorders, and describes treatment modalities and placement criteria within the continuum of care.

K.4. Understands the relevance and potential biases of commonly used diagnostic tools with multicultural populations.
K.5. Understands appropriate use of diagnosis during a crisis, disaster, or other trauma-causing event.
L.1. Demonstrates appropriate use of diagnostic tools, including the current edition of the <i>DSM</i> , to describe the symptoms and clinical presentation of clients with mental and emotional impairments.
L.2. Is able to conceptualize an accurate multi-axial diagnosis of disorders presented by a client and discuss the differential diagnosis with collaborating professionals.
L.3. Differentiates between diagnosis and developmentally appropriate reactions during crises, disasters, and other trauma-causing events.

### **COUN 686: College Counseling**

Catalog Description: Overview of counseling services provided on college and university campuses. Topics include wellness of students, multicultural issues, ethical and legal issues, crisis and disaster response, advocacy, and program evaluation.

#### **CACREP Required Content:**

A.11. Understands the impact of crises, disasters, and other trauma-causing events on people in the postsecondary education community.
A.12. Understands the operation of the institution's emergency management plan and the roles of student affairs professionals and counselors in postsecondary education during crises, disasters, and other trauma-causing events.
B.1. Demonstrates the ability to apply and adhere to ethical and legal standards in student affairs and college counseling.
B.7. Demonstrates an understanding of the psychological impact of crises, disasters, and other trauma-causing events on students, faculty, and institutions.
C.3. Knows principles of addiction intervention, consultation, education, and outreach for students in postsecondary education.
C.4. Understands the principles of intervention for people in the learning community during times of crises and disasters in postsecondary education.
C.5. Demonstrates the ability to recognize his or her own limitations as a college counselor and/or student affairs professional and to seek supervision or refer clients when appropriate.
D.1 . Applies multicultural competencies to the practice of student affairs and college counseling.
D.2. Demonstrates the skills necessary to facilitate the academic, social, and career success of postsecondary students.
D.3. Demonstrates skills in helping postsecondary students cope with personal and interpersonal problems, as well as skills in crisis intervention in response to personal, educational, and community crises.
D.4. Demonstrates the ability to use procedures for assessing and managing suicide risk.
D.6. Participates in the design, implementation, and evaluation of programs that promote wellness, as well as prevention and intervention services for students in

postsecondary education.
E.4. Understands the effect of discrimination and oppression in postsecondary education.
E.6. Understands the cultural, ethical, economic, legal, and political issues surrounding diversity, equity, and efficacy in the postsecondary environment.
F.2. Analyzes postsecondary student needs for appropriate learning and developmental opportunities.
F.3. Collaborates with the postsecondary community to assist students, and uses postsecondary community resources to improve student learning and development.
F.4. Applies multicultural competencies to serve diverse postsecondary student populations.
F.5. Addresses multicultural counseling issues as they relate to student development and progress in postsecondary education (e.g., discrimination, power, privilege, oppression, values).
F.6. Advocates for policies, programs, and services that are equitable and responsive to the unique needs of postsecondary students.
G.2. Knows current theories and methods of using assessment data, especially program evaluation and environmental assessment models, to support data-based decision making.
H.1. Assesses and interprets postsecondary student needs, recognizing uniqueness in culture, languages, values, backgrounds, and abilities.
H.2. Analyzes and uses multiple data sources, including institutional data, to make decisions about improving differentiated student programs.
I.1. Understands how to critically evaluate research relevant to the practice of student affairs and college counseling.
I.2. Knows models of program evaluation for student affairs and college counseling that include measures for learning processes and outcomes and assessment of postsecondary environments and organizations.
I.3. Knows basic strategies for evaluating counseling outcomes and/or programmatic outcomes in student affairs and college counseling.
J.1. Applies relevant research findings to inform the practice of student affairs and college counseling.
J.2. Develops measurable outcomes for college counseling and student development activities,
J.3. Analyzes and uses data to enhance student affairs and college counseling programs.
J.4. Demonstrates the ability to prepare a research proposal for a human subjects/institutional review board review.

### **COUN 691: Family Systems and Family Development**

Catalog Description: The course offers a study of the family as a system, family life cycle stages, tasks, and difficulties that families may experience as they move through their developmental stages. Concepts and principles applicable to helping people within a systems perspective will also be discussed.

CACREP Required Content:

C.8. Recognizes the importance of family, social networks, and community systems in the treatment of mental and emotional disorders.

**COUN 707: Adult and College Student Development**

Catalog Description: Exploration of theories informing practice regarding late adolescent, young adult, and adult psychological and cognitive development, adjustment, and learning in the two- and four- year college and university context. Influences of individual differences highlighted.

Applications for college counseling, higher education, and community college practitioners, professionals, and leaders.

CACREP Required Content:

A.3. Understands the interrelationships among the educational, personal/social, and career roles and responsibilities of students and others in the learning community.
A.6. Understands student development theories, including holistic wellness and research relevant to student learning and personal development.
B.2. Demonstrates an understanding of the interrelationships among the educational, personal/social, and career roles and responsibilities of students and others in the learning community.
B.3. Demonstrates the ability to understand, support, and advocate for postsecondary student learning and development.
C.1. Identifies the specific factors related to personal, social, educational, and career planning and development appropriate for students in postsecondary education.
C.2. Understands individual and group dynamics related to advising, counseling, instructing, mediating, and facilitating student opportunities in postsecondary education.
E.1. Understands postsecondary student development in a multicultural society, including characteristics such as immigrant status, disability, extreme ability or talent, cultural background, spirituality, and family situation.
E.2. Understands learning styles as well as institutional, systemic, interpersonal, and intrapersonal barriers to learning in postsecondary education.
E.5. Recognizes the special needs of students in postsecondary education, including residents, commuters, distance learners, students with disabilities, adult learners, and student athletes, as well as nontraditional, international, and first-generation students.

**FOUN 611: Introduction to Research**

Catalog Description: Introduction to qualitative and quantitative research and program evaluation.

CACREP Required Content:

RESEARCH AND PROGRAM EVALUATION—studies that provide an understanding of research methods, statistical analysis, needs assessment, and program evaluation, including all of the following:

- a. the importance of research in advancing the counseling profession;

- b. research methods such as qualitative, quantitative, single-case designs, action research, and outcome-based research;
- c. statistical methods used in conducting research and program evaluation; and
- f. ethical and culturally relevant strategies for interpreting and reporting the results of research and/or program evaluation studies.

### **HIED 710: Introduction to Student Affairs**

Catalog Description: Students affairs in higher education. The role of counseling programs within student affairs units in higher education.

#### CACREP Required Content:

A.1. Understands the history, philosophy, and trends in student affairs and college counseling.
A.2. Understands ethical and legal considerations specifically related to the practice of student affairs and college counseling.
A.4. Knows the diversity of roles, functions, and settings of student affairs professionals and counselors working in postsecondary education.
A.5. Knows professional organizations, preparation standards, and credentials relevant to the practice of student affairs and college counseling.
A.7. Recognizes current trends in higher education and the diverse character of postsecondary education environments.
A.8. Understands organizational, management, and leadership theory and practice.
A.9. Understands strategies and leadership required for services encompassed by college student development in postsecondary education, such as admissions, financial aid, academic advising, judicial services, recreational sports, disability services, international student affairs, and health services.
A.10. Is familiar with the concepts of organizational culture, budgeting and finance, and personnel practices in postsecondary education.
B.4. Applies knowledge of issues that affect student affairs practice (e.g., public policy, finance, governance, cultural contexts, international education, global understanding).
B.5. Demonstrates an understanding of leadership, organization, and management practices that help institutions accomplish their missions.
B.6. Participates in the design, implementation, management, and evaluation of student affairs programs, and is aware of various systems and environmental contexts that affect participants.
E.3. Knows the sociopolitical and socioeconomic forces that affect all students.

### **COUN 742 Advanced Counseling Theory and Practice**

Catalog Description: An in-depth study of selected counseling theories through the study of cases. Included Content: Theories pertaining to the principles and practice of counseling, career development, systems, and consultation.

CACREP Required Content: Theories pertaining to the principles and practice of counseling, career development, group work, systems, consultation, and crises, disasters, and other trauma causing events. Knows the major counseling theories, including their strengths and

weaknesses, theoretical bases for efficacy, applicability to multicultural populations, and ethical/legal considerations. Understands the research base for existing counseling theories. Understands the effectiveness of models and treatment strategies of crises, disasters, and other trauma-causing events. Demonstrates a personal theoretical counseling orientation that is based on a critical review of existing counseling theories. Demonstrates effective application of multiple counseling theories.

## **ELECTIVE COURSES**

Students will select elective courses from counseling courses offered at the 600 or 700 levels for which they have prerequisites. If students wish to take other graduate courses in the university, they must first secure their **faculty advisor's** permission.

## **SCHOOL COUNSELING CONCENTRATION PORTFOLIO REQUIREMENT**

In addition to course requirements, practicum, and internship, degree-seeking students and students seeking licensure in school counseling are required to complete a portfolio as part of NCATE/CAEP Accreditation. Instructions for completing the portfolio are provided in the internship handbook.

## **BACKGROUND CHECK and CLEARANCE**

All students must complete a background check before beginning Practicum and Internship. The State of Virginia, Old Dominion University, and the College of Education require a background check for all education preparation program candidates conducting their fieldwork (e.g., Practicum or Internship) in a kindergarten through 12<sup>th</sup> grade school. Most community mental health agencies funded by or run by the State also require background checks. Students must complete their background check by the semester prior to beginning their Practicum or Internship, and will not be able to commence fieldwork until the results of the Background check are forwarded to the Teacher Education Services office within the College of Education. Candidates will be provided a field experience placement when the background check process is completed with resolution of any issues. The process to complete the ODU clearance background check is located at:

<http://www.odu.edu/success/academic/teacher-education/placement/background-checks>.

The process includes: an FBI fingerprint, a child protective, service/social service review, and a Virginia State Police sex offender registry review. Students are advised to complete this clearance process immediately upon entry into the program since the clearance process takes a minimum of eight weeks to complete.

- a. If you have had background checks completed within the last two years, you can submit a copy to TES by emailing them to Sherrie Deutsch at [sdeutsch@odu.edu](mailto:sdeutsch@odu.edu).

She will confirm that the university can accept them. If the universality cannot, you will need to follow the steps outlined above to complete the necessary checks. You should submit to Sherrie Deutsch at [sdeutsch@odu.edu](mailto:sdeutsch@odu.edu) 16 weeks prior to the first day of classes of the semester in which you enroll in practicum.

- b. You can check Leo Online for your results. They will be located under your test scores. If your results have not been posted within 8 weeks of your submission, please contact Sherrie Deutsch at [sdeutsch@odu.edu](mailto:sdeutsch@odu.edu) or 757-683-5179. A score of “1” is passing.
- c. There will be no exceptions. Anyone who does not have satisfactory results on file will not be able to participate in Practicum/Internship.
- d. It is essential that you read the instructions carefully and follow them accurately. Any delays in the processing of your background checks could result in deferring your application to the next semester. Please note there are specific instructions for candidates in the Hampton Roads area, outside the Hampton Roads area, and outside the state of Virginia.
- e. Even if you have completed background checks at your work or site, you must do them through ODU too. If your work or site will release them, you may submit the results to Sherrie Deutsch as outlined in (a).
- f. Once a candidate is cleared, ODU will not require an additional clearance unless there is a break in attendance that requires the candidate to go through the reactivation process with the admissions office.
- g. If you completed the background checks for an observation for a class with ODU, you do not need to do them again as long as the results are in Leo Online.

## **PRACTICUM AND INTERNSHIP POLICIES AND PROCEDURES**

### **I. INTRODUCTION**

A practicum that includes a **minimum** of 100 hours (40 direct) and an internship that includes a **minimum** of 600 (240 direct) hours of clinical experience is required in all concentrations in the Master’s in Counseling Program and should be completed near the end of the program.

### **II. PREREQUISITES**

All students must have completed Growth Group before they are able to enroll in practicum.

Information about Growth Group scheduling and registration will be sent to students by email at the beginning of each semester. It is the student's responsibility to fulfill the growth group requirement in their second semester.

In addition to Growth Group, the student must successfully complete the following COUN courses before the start of the practicum semester: COUN 601, passing 633 and 634 with a 'B' or higher, 642 or 644, & 650.

Prerequisites for Internship include:

For Mental Health Counseling Students: COUN 645, 648, 680, 685, 669

For School Counseling Students: COUN 645, 648, 676, 677, 678, 669

For College Counseling Students: COUN 645, 648, 685, 686, 669

### III. APPLICATION FOR PRACTICUM AND INTERNSHIP

Deadlines: The student must submit the Master's Practicum or Internship Application (form available on the program website: [www.odu.edu/chs](http://www.odu.edu/chs)) to the Graduate Clinical Coordinator ([clinicalcoord@odu.edu](mailto:clinicalcoord@odu.edu)) by November 15<sup>th</sup> for a summer semester practicum/internship, January 15<sup>th</sup> for a fall semester practicum/internship, and July 15<sup>th</sup> for a spring semester practicum/internship. School counseling students must also complete the online application for practicum and internship through the Teacher Education Service's website, as school counselors are placed in the schools by TES. See the following website for more details: (<https://www.odu.edu/success/academic/teacher-education/placement/observation>)

The application process includes submitting a formal application to [clinicalcoord@odu.edu](mailto:clinicalcoord@odu.edu). After approval by the Graduate Clinical Coordinator students are responsible to register for COUN 669, complete a Site Supervision Agreement (form available on the program website: <https://www.odu.edu/content/dam/odu/col-dept/counseling-human-services/docs/2-site-agreement-both-web.pdf>) and any additional steps required by the site, and coordinate scheduling with supervisors. The Site Supervision Agreement is due **4 weeks prior** to the start of the semester in which you enroll in Practicum or Internship for Mental Health and College counseling students. For School counseling students, the site agreement is due **2 weeks after** you are placed in the school.

Students are required to complete internship over two semesters, please make sure that you complete separate application forms for each semester of internship. In limited circumstances, student can obtain approval by the clinical coordinator to enroll in 600 hours of internship within the same semester

**\*Please see the Practicum and Internship Handbook for more details about policies, procedures, and logistics including moving out of the area during practicum or internship, working at your practicum and internship sites, etc.**

## **REQUIREMENTS AND POLICIES SPECIFICALLY FOR SCHOOL COUNSELORS**

School counseling students should complete their internship requirements during the fall or spring semesters: 300 hours each semester. School counseling students are allowed to complete their internship in the summer only if (a) they submit a statement indicating the need for a summer internship; (b) a school or district representative is willing to agree that a school will provide an internship for the student, and (c) a placement has been arranged that meets the standards of program faculty for a meaningful school counseling experience.

Full-time teachers who are completing their school counseling internship while they are employed must spend a minimum of 10 full days as a school counselor intern (5 days at an elementary school and 5 days at a middle or secondary school). The remainder of the 600 hour internship may be spread out over more than two semesters and completed as the teacher can make arrangements to perform school counselor internship duties (during planning periods, after school, evenings, etc.).

## **COMPREHENSIVE EXAMINATION POLICIES**

The Counselor Preparation Comprehensive Examination, known as the CPCE and developed by affiliates of the National Board for Certified Counselor (“comps”), is an exit examination required of all Master's degree counseling students. The purpose of the CPCE is to assess your learning in the core counseling areas and whether you have a satisfactory knowledge base for practice. All students must pass the examination to receive their master's degree. The comprehensive examination will be offered every semester. Students register for their comprehensive examination through the coordination of the Counseling & Human Services Department Office Manager, including paying the required fee.

The examination is ordinarily taken while students are enrolled in internship. Students must be registered for at least one semester credit the semester the exam is completed. In order to be eligible for the comprehensive examination, students must have completed all the core courses with a passing grade, have an overall average of B or better, and be a student in good standing. Core courses include the following:

COUN 601: Principles of Professional Counseling and Ethics  
 COUN 631: Counseling for Lifespan Development  
 COUN 633: Counseling and Psychotherapy Techniques  
 COUN 634: Advanced Counseling and Psychotherapy Techniques  
 COUN 642 or 644: Group Counseling  
 COUN 645: Testing and Client Assessment  
 COUN 648: Foundations of Career Development  
 COUN 650: Theories of Counseling and Psychotherapy

COUN 655: Social and Cultural Issues in Counseling  
FOUN 611: Introduction to Research

Students need to complete the Comprehensive Exam Checklist on the ODU Counseling website and turn it in along with their registration form. The checklist may be accessed at:  
<https://www.odu.edu/chs>

### **Benefits of the Counselor Preparation Comprehensive Examination**

The Counselor Preparation Comprehensive Examination (CPCE) was developed by the Research and Assessment Corporation for Counseling (RACC) in conjunction with the Center for Credentialing and Education (these are affiliates of the National Board for Certified Counselors).

- (1) Provides master's programs with a comprehensive exam that meets psychometric standards.
- (2) Gives programs an objective view of the knowledge level of their students.
- (3) Allows programs to examine student functioning in various curricular areas.
- (4) Promotes longitudinal self-study.
- (5) Compares a program's results to national data.
- (6) Stimulates integration of knowledge learned in separate courses.
- (7) Gives students comparative strength/weakness feedback.

### **Administration and Evaluation**

The CPCE, a national standardized test, is administered at a local educational testing office in coordination with the ODU campus. Students who fail the examination may retake it during future scheduled exam dates (upon reapplication and payment of the fee each time).

Results are mailed approximately 3-4 weeks after the test administration. Any student wishing to appeal the grade on the comprehensive examination must comply with the same procedures for grade appeal outlined in the University catalog and faculty handbook.

### **Application**

Application packets will be available in the department office or sent by e-mail each semester. An application form for the comprehensive examination should be filed before the deadline listed on the application with the office manager in the Counseling Program office. A registration fee of \$50.00 (personal check or money order) must be submitted with each application form. Students who are approved for the comprehensive examination will be notified.

## Preparing for 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 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. HELPING RELATIONSHIPS—studies that provide an understanding of the counseling process in a multicultural society.
6. 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—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.

The content addressed in the CPCE is covered in the core courses students complete in their master's degree program at ODU. As a result, a review of core course materials with a focus on information that might be included in multiple-choice questions is the best way to prepare for the exam. There are no published study materials available for the CPCE; however, the exam content is similar to the NBCC National Counselor Examination. Students may obtain information regarding study guides at the following web site: <http://www.nbcc.org/study>. Please note that neither NBCC nor Old Dominion University endorses any study materials for these exams.

The student counseling association, Chi Sigma Iota, offers study seminars to assist master's student in preparing for the comprehensive examination and for the NBCC examination described below. Contact one of the Chi Sigma Iota advisors, Drs. Emily Goodman-Scott or Jeff Moe for additional information.

## NCE EXAM

Old Dominion University Counseling Graduate Program students have a special opportunity to become a Nationally Certified Counselor (NCC). Because ODU's master's degree programs are nationally CACREP accredited, and because we use the CPCE as our comprehensive exam, the Counseling Program at ODU is participating in giving the *National Counselor Exam (NCE) for Licensure and Certification* for all students. Students may take the NCE as they near their graduation date, *prior to actually graduating*. In contrast, students who have graduated from a non-CACREP accredited

program must wait until after they graduate before taking the exam. Please also note that if you take the exam from ODU it will cost substantially less than if you take it at a later date at a national testing center.

The best time to take the exam is the semester in which students have studied for the comprehensive exams or directly after that semester, as memorized information will be fresh. Students who pass the exam, upon graduation, will be a Nationally Certified Counselors (NCCs). This exam does not count as the exam for your residency in Virginia, the NCMHCE must be taken once your residency is completed (post-master's).

### **STUDENT EVALUATION, REVIEW, RETENTION, and SUSPENSION**

In addition to the academic probation and suspension policy in the ODU Graduate Catalog, degree-seeking students in counseling graduate programs who earn a grade of C+ or lower (which includes grades of U) in a graduate course in their academic program are considered to be making unsatisfactory academic progress. In the event a student earns one or more grades of C+ or lower in a semester, the student is required to meet with the Graduate Program Director prior to the beginning of the next semester or summer term or during the early part of the next semester to review progress and develop strategies to avoid additional unacceptable grades. Upon earning a third grade of C+ or lower in a graduate course, a student will be academically suspended from the program and may not register for additional graduate courses in the counseling program. Suspended students who wish to be considered for reinstatement in the graduate program must follow the procedures set forth in the ODU Graduate Catalog.

Students who receive a grade of B- or below in COUN 633 (Counseling and Psychotherapy Techniques), COUN 634 (Advanced Counseling and Psychotherapy Techniques) or a U in COUN 669 (Practicum) must repeat the course. Students who receive a second grade of B- or below in either of these courses will be suspended from the program by the Graduate Program Director. Students who are dissatisfied with their grades may follow the Grade Appeals Procedure found in the ODU Graduate Catalog. In the event a grade is appealed and changed to a B or better after a student has been suspended from the program, the student will be reinstated.

The ODU Graduate Catalog states that students who have less than a 3.0 graduate grade point average on courses earned at ODU will be placed on probation and may be suspended if conditions set forth in the catalog are not met.

Students are notified by the Graduate Program Director that they have been suspended from the program and the Dean of the College and Registrar will be notified of such suspensions.

At any point in the program, if a faculty member has serious concerns about any of the following: a student's behavior, a student's competency as a counselor in training, or the personal or professional characteristics of a student that are not appropriate for a counselor in training, the faculty member shall, after confidential consultation with one or more full-time faculty members in the program, initiate the process outlined below. The following steps shall be taken:

- (1) The faculty member will first have a conference with the student (unless the faculty member has concerns about his or her personal safety). If the student is agreeable, an additional full-time faculty member should attend the conference with the student.
- (2) If the faculty member is not satisfied at the conclusion of the conference with the student, the faculty member will send a confidential memo to the Graduate Program Director outlining the faculty member's concerns about the student and summarizing the conference that took place with the student.
- (3) The Graduate Program Director will then call a confidential faculty meeting to discuss the concerns.
- (4) The full-time faculty will discuss the situation in a confidential meeting. The faculty can decide to take no action or can consider any recommendation they believe is appropriate for the situation. Some possible recommendations include asking the student to participate in personal counseling or some other self-reflective, change-oriented experience; asking the student to take additional course work to complete the degree; asking the student to take a leave of absence from the program for a period of time, or asking the student to permanently withdraw from the program (possibly with suggestions regarding more appropriate areas of study for the student).
- (5) The Graduate Program Director and the student's advisor will then meet with the student, inform him or her of the concerns that were discussed and the faculty's recommendations regarding the matter.
- (6) If the student does not voluntarily agree to follow the recommendations provided by the faculty, the student may request a hearing.
- (7) If the student requests a hearing, the Graduate Program Director will prepare a written document for the student which summarizes the concerns that were raised, the process the faculty used in discussing the concerns, and the recommendations the faculty developed. The document will state that the faculty will request that the hearing panel require the student to take the recommendations of the faculty.
- (8) If the department chair is not a member of the counseling faculty, he or she will administer the appeal. If the department chair is a member of the counseling faculty, he or she will select a Graduate Program Director from another program in the department to administer the appeal.
- (9) The person who administers the appeal will appoint a committee from the department. The committee will consist of two faculty members from programs that are not counseling and one graduate student from the counseling program. Both the Counseling Graduate Program Director and the student will have the right to challenge, for valid cause, any or all of the members of the committee, and in that event replacements will be appointed and no further challenge will be permitted. The committee will be asked to decide whether to require the student to take the recommendations of the faculty. If the faculty recommended that the student take a leave of absence, the committee will

determine whether the student should be suspended for a period of time. If the faculty recommended that the student withdraw permanently from the program, the committee will determine whether the student should be suspended from the program. The committee will hear the Counseling Graduate Director, the Counseling program faculty member or faculty members who initiated the concern about the student, the student, and other pertinent witnesses. The hearing will be taped, but the tapes will be erased after one year following disposition of the case. The committee, after careful deliberation, will make its recommendation to the person administering the appeal, who will relay the information to the Counseling Graduate Program Director and the student.

- (10) If either the Counseling Graduate Program Director or the student believes that the established procedures for the appeal have not been followed, an appeal for a rehearing may be to the Dean of the College of Education. The only basis for appeal will be the failure to have been provided due process as prescribed by the policy.

### **Personal and Professional Comportment Standards**

All graduate students in the Counseling degree programs are expected to adhere to the ethical codes and standards of practice developed by the American Counseling Association, Association for Counselor Education and Supervision, American School Counselor Association, and the National Board for Certified Counselors. All students must also adhere to the Old Dominion University Code of Student Conduct, Code of Ethics, and standards governing research with human subjects. Finally, all students are expected to demonstrate professionalism in all their communications with staff, faculty, administrators, site supervisors, and other students. Failure to demonstrate adequate personal and professional comportment may result in the development of a personal development plan similar to the process used for students who do not make adequate academic progress, as detailed above.

### **INTERNATIONAL COUNSELING INSTITUTES**

Students in the Counseling Graduate Program at ODU have the rare opportunity to study abroad during their degree programs and earn academic credits that count toward their degrees. The institutes offered by the Counseling Graduate Program at ODU include rich multicultural experiences in foreign countries. Institutes are led by ODU counseling faculty. The cost of these institutes can be computed in students' expenses toward receiving student loans. ODU graduate assistants who have their tuition paid by the university can reduce the cost of the institute by the amount of tuition for a 3 credit course. Most professors accommodate students' absences during the institutes, but permission to miss classes must be secured from individual instructors.

Detailed information on all of the international counseling institutes may be viewed at: <https://www.odu.edu/academics/international-learning-opportunities/study-abroad>

### **IMPORTANT UNIVERSITY AND PROGRAM POLICIES**

#### **Transfer of Credits**

- (1) After being admitted to the Counseling Program, students generally may transfer a total of 12 graduate credit hours from a CACREP accredited program. Students generally may transfer a maximum of 6 credits earned at a program that is not CACREP accredited. Courses which students took six or more years ago and courses in which students earned a grade of B- or lower cannot be transferred. Students who wish to transfer more than 12 credits from a CACREP accredited institution or more than 6 credits from an institution that is not CACREP accredited must receive permission from his or her faculty advisor, the Graduate Program Director, and the College of Education. All transfer credits are subject to review and approval by the Graduate Program Director.
- (2) Students may take up to 12 credits as non-degree graduate students at ODU and, if they are admitted, the 12 credits will be applied to their degree program. In no circumstances will students be allowed to transfer more than 12 credits taken at ODU prior to being admitted. The only courses non-degree courses students may take are COUN 601, 650, a COUN elective, and FOUN 611. An exception to this policy is made for students who already have earned a master's degree in counseling but who wish to take additional coursework (e.g., to meet LPC requirements; ODU counseling graduates who wish to complete courses to become certified as a school counselor). Each exception requires approval by the graduate program director.
- (3) If students who have been admitted to the program wish to take a course at an outside institution with the intent of later transferring the earned credit hours to meet graduate degree requirements at Old Dominion University, they must obtain written permission from their advisor prior to taking the course.
- (4) No course in which students in a non-degree status earned a grade of B- or lower can be transferred to meet graduate degree requirements.
- (5) Courses that have been applied toward earning one degree cannot be applied to satisfy the requirements for another degree. However, counseling master's degree program requirements that were met in a previous degree program may be waived and elective credits substituted.

### **Deadlines**

Students are responsible for keeping informed of all deadlines throughout the program. It is not the responsibility of faculty or staff to notify students of approaching deadlines; however, notices may be communicated. All applications (e.g., Practicum, Internship, Comprehensive Exam, Graduation) must be submitted by the stated deadlines.

### **Academic Appeal Policy**

The academic appeals policy may be found in the ODU Graduate Catalog.

### **Professional Associations, Student Association, and Professional Workshops**

Student participation in professional associations (e.g., American Counseling Association and its divisions, the Virginia Counselors Association and its divisions, the Virginia School Counselor Association, and other relevant professional associations) is strongly encouraged. If invited, students are encouraged to join ODU's chapter of the

counseling honorary society, Chi Sigma Iota. Students should periodically check their ODU email inbox for notices about workshops and other professional activities.

### **Minority Recruitment Policy**

The Counseling Graduate Program is committed to recruiting qualified minority students from the local Hampton Roads region, the Commonwealth of Virginia, nationally, and internationally.

### **Graduate Assistantships**

Counseling master's degree students are sometimes awarded assistantships in various ODU offices including Academic Skills, Financial Aid, Office of Intercultural Relations, Resident Life, Student Activities, Student Development, Student Health Services, Student Life, and Vice President of Student Services. Students interesting in obtaining an assistantship should apply directly to offices on campus that have assistantships. The Office of Career Development Services acts as the clearinghouse for ODU based graduate assistantships across campus; more information about available assistantships can be found at: <https://www.odu.edu/cds>

### **Financial Aid and Part-Time Employment**

Financial aid is reserved for degree seeking students only and students must be enrolled in 4 credit hours. Non degree seeking students are not eligible. Students are encouraged to contact the Financial Aid Office if they are seeking financial assistance. The Office of Financial Aid, through College Aid Sources of Higher Education (CASHE), provides a scholarship search of over 200,000 sources of aid from over 18,000 organizations. Additionally, Old Dominion University has been selected to participate in the Federal Direct Student Loan Program.

The Office of Career Services provides a number of opportunities for students to obtain part-time work, including advertising of student employment opportunities, accessibility to College Work-Study positions, and accessibility to the Virginia Work-Study Program, which offers a variety of paid positions in area school districts and non-profit agencies.

### **Accommodating Students with Special Learning Needs:**

Old Dominion University is committed to ensuring equal access to all qualified students with disabilities in accordance with the Americans with Disabilities Act. The Office of Educational Accessibility (OEA) is the campus office that works with students who have disabilities to provide and/or arrange reasonable accommodations.

If you experience a disability which will impact your ability to access any aspect of my class, please present me with an accommodation letter from OEA so that we can work together to ensure that appropriate accommodations are available to you.

If you feel that you will experience barriers to your ability to learn and/or testing in my class but do not have an accommodation letter, please consider scheduling an appointment with OEA to determine if academic accommodations are necessary.

The Office of Educational Accessibility is located at 1021 Student Success Center and their phone number is (757)683-4655. Additional information is available at the OEA website: <http://www.odu.edu/educationalaccessibility/>

**Six-Year Limit**

Students must complete all program requirements within six years. Students who need an extension must write a request for an extension to the Graduate Program Director requesting additional time and must obtain written permission for an extension. Students who want to use credits earned more than six years ago must validate their courses by following the Out-Of-Date Validation of Credits policy found in the ODU Graduate Catalog.

**Application for Graduation**

Students must file their formal application for graduation by deadlines published by the ODU Registrar.

**Graduate Student Satisfaction Survey**

If you are a graduate student in your final semester, you must complete the Graduate Student Satisfaction Survey which will be sent to your e-mail address the semester in which you plan to graduate. Your diploma will not be issued until you have completed and filed your survey electronically.

**Orientation**

Orientation for new counseling master's students is held two times a year, at the beginning of the fall and spring semesters. Goals for the sessions are fivefold: (1) to go over all program requirements and materials, especially the program handbooks, and to review important dates and forms; (2) to introduce the faculty to the students and vice-versa; (3) to introduce students to each other; (4) to initiate the degree completion planning process for each student; and (5) to introduce fundamental program values (e.g., the program stresses ethical behavior for all).

**Program Website**

The program website is a useful resource for students in the program or for anyone interested in the program. The website includes information about the program, faculty, classes, community resources, and links to other websites. The program's web address is <https://www.odu.edu/chs>

**Faculty/Student Communication**

Students are responsible for updating any changes in their names, addresses, phone numbers, and e-mail addresses, by contacting the ODU Registrar. In order for faculty to maintain contact with students, each student must have a university e-mail account at all times. Personal e-mail accounts are not suitable for ODU purposes. Important notices and program matters will be sent to students via ODU e-mail. Students should also check the program website periodically for important messages.

**Program Evaluation**

During their last semester of internship, students will complete a program evaluation online. This evaluation is a program requirement and allows students to give feedback on their experiences in the program which allows the counseling faculty to identify and assess program weaknesses and strengths. Participation is strongly encouraged.

## Post-Master's Studies

For information regarding post-master's programs, including The Educational Specialist (Ed.S.) degree and the Doctor of Philosophy (Ph.D.) degree, please see the handbooks for these programs and visit the program webpage.

## STUDENT COMPLAINT PROCEDURE

Although the University and its Colleges have a variety of procedures for dealing with student-initiated complaints, including grade appeals, general harassment, sexual harassment complaints, disability accommodations, and discrimination, those procedures generally have not covered student complaints about faculty conduct in the classroom or other formal academic settings. The University recognizes that the instructor has the authority to maintain appropriate classroom behavior and respects the academic freedom of the faculty (see Board of Visitors Policy 1403: Academic Freedom). The University will not normally interfere with content or style of teaching activities. The University recognizes the responsibility to establish procedures for addressing student complaints about faculty conduct that is not protected by academic freedom and not addressed in other procedures (see Board of Visitors Policy 1502: Student Rights and Freedoms).

- I. General Provisions Procedures
  - A. Determination of Appropriate Procedure. The student is responsible for filing the complaint under the proper procedure. Complaints should only be filed using this procedure if there is no other provision available. Failure to follow the appropriate procedures may result in the complaint not being heard.
  - B. Student Complaints and Concurrent Procedures
    - The act of filing a complaint under this procedure will not normally delay any pending process or procedure involving the student and/or faculty member.
    - Normally, any concurrent process or procedure will move forward independently of the student complaint, though it may be delayed for good cause as determined by the appropriate University official(s).
  - C. Retaliation
    - No student who files a complaint under this procedure shall be subject to any form of retaliation by any person, department, program or college.
- II. Procedures
  - A. STEP 1 - Informal Resolution. Students must first attempt to resolve complaints informally. Given the nature of complaints covered by this procedure, it is expected that in all but the most unusual circumstances, students will first raise the issue with the faculty member. In the event this is not feasible, the student will contact the Department Chair. In instances where there is no Department Chair, the student should contact the Program Director.
  - B. STEP 2 - Formal Complaint. If the issue is not resolved informally, the student may contact the Department Chair or Program Director if there is no Chair. In instances where the Chair is the subject of the complaint, the student

should contact the Dean of the College to which the chair is assigned. The student must contact the Chair (or Program Director if there is no Chair or Dean if the Chair is the subject of the complaint) within 30 business days of the action from which the complaint rises or the complaint will be barred. The Chair or Dean has the discretion to accept a complaint filed after this deadline for good cause.

The complaint must be in writing and contain:

- a. The student's name and University Identification Number
- b. The faculty member's name and the course subject area prefix and number
- c. A detailed description of the nature of the complaint
- d. A detailed description of attempts at informal resolution with the faculty member and Chair
- e. A detailed description of the relief sought

#### C. STEP 3 - Investigation

The Chair may designate a faculty member to investigate the complaint. If the Chair is the subject of the complaint, the student shall contact the academic Dean who will designate a faculty member to investigate the complaint. The person investigating the complaint will meet, either independently or collectively, with the student and the person who is the subject of the complaint within 10 business days from the filing of the complaint. The decision should be issued in writing to the student and the faculty member within 20 business days of the date the complaint is filed.

The complaint process is not intended to be an adversarial hearing and both the interviews of the student and the faculty member will usually be conducted without the other present.

- D. STEP 4 - Appeal Procedure. If the student is not satisfied with the resolution in Step 3, the student may file a formal appeal with the appropriate academic Dean. The appeal must be filed within five business days after the decision in Step 3 has been sent. The Dean has the discretion to accept a complaint filed after this deadline for good cause.

The appeal must be in writing and contain:

- a. The student's name and University Identification Number
- b. The faculty member's name and the course subject area prefix and number
- c. A detailed description of the nature of the complaint
- d. A detailed description of attempts at resolution with the faculty member and Chair or Program Director
- e. A detailed description of the relief sought
- f. A copy of the Chair's (or Program Director's) finding and supporting documents. (No new information is permitted.)
  1. The Dean shall provide the faculty member and Chair or Program Director a copy of the appeal.

2. The Dean may consider the appeal or appoint a faculty member to consider the appeal. The person appointed shall not have been involved as a decision maker in Steps 1-3 above.
3. The person considering the appeal shall review the materials and issue the finding within 30 business days from the date the appeal is filed. The review of materials will generally occur outside the presence of the complainant and respondent, and it will be limited to a review of the record. The person considering the appeal may interview any person, such as the original decision-maker, as needed.
4. The person making the decision shall first determine whether the conduct in question is protected by academic freedom and whether the student's complaint is best addressed by this process.
5. At the end of the review, a written decision will be issued. A copy of the decision will be sent to the complaining student, the faculty member, and the Chair or Program Director.
6. The decision by the designee of the Dean is final.

Approved by the president May 13, 2011

## FACULTY PROFILES

Below are photos and background summaries of the full-time faculty members in the Counseling Graduate Program. Each faculty member also has a web page.

Jude Austin, Ph.D. [jaustin@odu.edu](mailto:jaustin@odu.edu)



Jude Austin II, Ph.D., NCC, assistant professor of Counseling and Human Services (since July 2016). Dr. Austin's research interests reflect that passion, which include developing therapeutic presence, collective integrity of counseling faculty, psychophysiology of the therapeutic relationship, and counseling pedagogy.

Christine Berger, Ph.D., [cberger@odu.edu](mailto:cberger@odu.edu)



Dr. Christine Berger is an assistant professor of counseling. Dr. Berger holds an NCC and an LCPC in Maryland. She received her Ph.D. in Counselor Education and Supervision from Loyola University Maryland in 2009. Dr. Berger's webpage can be viewed at <https://www.odu.edu/directory/people/c/cberger>.

Nina Brown, Ed.D., [nbrown@odu.edu](mailto:nbrown@odu.edu)



Dr. Nina W. Brown is a Professor and Eminent Scholar of Counseling. Her scholarship interests include group counseling and psychotherapy, narcissism, and psychoeducational groups. Dr. Brown received her Ed.D. from The College of William and Mary. She is a Licensed Professional Counselor (LPC) and National Certified Counselor (NCC). Dr. Brown's webpage can be viewed at <https://www.odu.edu/directory/people/n/nbrown>.

Jennifer Del Corso, Ph.D. [jdelcors@odu.edu](mailto:jdelcors@odu.edu)



Dr. Jennifer Del Corso, PhD, LPC is a Lecturer at Old Dominion University in the Graduate Counseling Program. Dr. Del Corso's expertise is in career development, family systems, and consultation to local educational and social service organizations. She currently serves on the Editorial Board for *Global Journal of Counselling and Guidance*, serves as a Board member of the Hampton Roads Youth Foundation, and counsels families and couples at Peninsula Pastoral Counseling Center.

Emily Goodman-Scott, Ph.D. [egscott@odu.edu](mailto:egscott@odu.edu)



Dr. Emily Goodman-Scott is an Assistant Professor of Counseling at Old Dominion University. Her primary research interest is in school counseling including school counseling professional identity, preparation, and practice; counseling children with special needs; prevention, such as positive behavioral interventions and supports; and growing interest in school counseling consultation. She earned both a Ph.D. and M.A.Ed. from Virginia Tech. Dr. Goodman-Scott is a licensed school counselor in Virginia, a Licensed Professional Counselor in Virginia, a Nationally Certified Counselor, a Nationally Certified School Counselor, and an Approved Clinical Supervisor. Dr. Goodman-Scott's webpage can be viewed at <https://www.odu.edu/directory/people/e/egscott>.

Tim Grothaus, Ph.D. [tgrothau@odu.edu](mailto:tgrothau@odu.edu)



Dr. Tim Grothaus is an Associate Professor of Counseling and Department Chair for Counseling and Human Services. His scholarship areas include school counseling, multicultural and social justice issues, and supervision. Dr. Grothaus received his Ph.D. in counseling from the College of William and Mary. He is certified as a school counselor and is a National Certified Counselor (NCC), National Certified School Counselor (NCSC), and Approved Clinical Supervisor (ACS). Dr. Grothaus' webpage can be viewed at <https://www.odu.edu/directory/people/t/tgrothau>.

Kaprea Johnson, Ph.D. [kfjohnso@odu.edu](mailto:kfjohnso@odu.edu)



Dr. Kaprea F. Johnson is an Associate Professor of Counseling. Her major scholarship interests include school counseling (K-12), school – community collaboration, violence and delinquency prevention interventions, the development of pro-social norms and behaviors, and social – cultural issues in counseling. Dr. Johnson received her Ph.D. from The Pennsylvania State University. She is a National Certified Counselor (NCC) and a certified school counselor. Dr. Johnson’s webpage can be viewed at [www.odu.edu/directory/people/k/kjohn099](http://www.odu.edu/directory/people/k/kjohn099).

Gulsah Kemer, Ph.D. [gkemer@odu.edu](mailto:gkemer@odu.edu)



Dr. Gulsah Kemer is an Assistant Professor of Counseling. Dr. Kemer's primary research interests include counselor training, clinical supervision, and supervisor development/training. Dr. Kemer received her Ph.D. in Counseling and Counselor Education from the University of North Carolina Greensboro. She is a National Certified Counselor (NCC) and Approved Clinical Supervisor (ACS). Dr. Kemer's webpage can be viewed at <http://www.odu.edu/directory/people/g/gkemer>.

Garrett McAuliffe, Ed.D. [gmcaulif@odu.edu](mailto:gmcaulif@odu.edu)



Dr. Garrett McAuliffe is a Professor of Counseling and University Professor. His major areas of expertise and interest include multicultural competence in counselors including sexual orientation, gender, social class, and religion; counselor skills and personality factors; constructivist/post-modern thinking and counseling; the teaching of counseling using experiential, feminist, and egalitarian methods; career transition and career decision-making; ethnicity and counseling; working with sexual minority youth; and cognitive development and expertise in professional workers and managers. Dr. McAuliffe received his Ed.D. from the University of Massachusetts. Dr. McAuliffe's webpage can be viewed at <http://education.odu.edu/chs/directory/mcauliffe.shtml>.

Jeff Moe, Ph.D. [jmoe@odu.edu](mailto:jmoe@odu.edu)



Dr. Jeff Moe is an Associate Professor of Counseling. He received his Ph.D. in Counselor Education & Supervision from the University of Toledo in 2007. His primary research interest is sexual and gender diversity in counseling, including applying strengths-oriented perspectives to work with lesbian, gay male, bisexual, and transgender clients. Dr. Moe is a licensed professional counselor in both Virginia and Texas. He is also a National Certified Counselor and Certified Clinical Mental Health Counselor with the National Board for Certified Counselors. Dr. Moe's webpage can be viewed at <https://www.odu.edu/directory/people/j/jmoe>.

Ed Neukrug, Ed.D. [eneukrug@odu.edu](mailto:eneukrug@odu.edu)



Dr. Ed Neukrug is a Professor of Counseling. His major scholarship areas include professional issues in counseling, ethics, testing and assessment, counseling theories and skills, and family counseling. He has written eight books and dozens of articles. Dr. Neukrug received his Ed.D. from the University of Cincinnati. He is a Board Certified Human Service Professional (BC--HSP), National Certified Counselor (NCC), a Licensed Professional Counselor (LPC), and a Licensed Psychologist in Massachusetts. His webpage can be viewed at <https://www.odu.edu/directory/people/e/eneukrug>.

Woody Schwitzer, Ph.D. [aschwitz@odu.edu](mailto:aschwitz@odu.edu)



Dr. Alan (Woody) Schwitzer is a Professor of Counseling. His major scholarship areas of interest and specialties include university and college student adjustment, development, learning, and counseling, as well as diagnosis, case conceptualization, and treatment planning. Dr. Schwitzer received his Ph.D. in Counseling Psychology from Virginia Commonwealth University. He is a Licensed Psychologist. Dr. Schwitzer's webpage can be viewed at <https://www.odu.edu/directory/people/a/aschwitz>.

Chris Sink, Ph.D. [csink@odu.edu](mailto:csink@odu.edu)



Dr. Christopher Sink is a Professor and the Batten Endowed Chair of Counseling and Human Services. His research agenda includes topics examining social-emotional development of children and youth, program evaluation, outcomes-based comprehensive school counseling programs, research and psychometric methods in counselor education, positive psychology, and spirituality. Dr. Sink received his Ph.D. from the University of California, Riverside. He is a Licensed Mental Health Counselor (WA) and National Certified Counselor (NCC). Dr. Sink's ODU webpage can be viewed at <https://www.odu.edu/directory/people/c/csink> and his professional webpage at <https://sites.google.com/site/chrisinkwebsite/>.