



Department of Professional Counseling

Student Handbook

2023-2024



Revised: July 2023

Handbook is subject to change

Welcome Letter from the Department Chair

Welcome to the Department of Professional Counseling at Webster University. You are embarking on a journey that is both professional and highly personal. A counselor education is not simply a set of academic courses, nor is our degree limited to a piece of documentation. The education that you are now undertaking requires significant self-awareness, reflection, and a daily recommitment to be the best version of yourself that you can be. You will learn to deeply understand others' points of view even when these might conflict with your own most enduring values. You will develop an increasing capacity to honor the humanity and dignity of all people. You will become more aware of your blind spots to the ways you might unintentionally hinder others' growth. You will begin to use your very self as an instrument of change in a troubled world.

Training to become a counselor involves preparing to establish a therapeutic relationship in order to give highly personal help to vulnerable individuals. This is a grave responsibility that we treat with great respect. As you undergo this transformative process you will be required to step outside of your comfort zone. This will require that you incorporate constructive feedback from your faculty and your clinical supervisors in the service of providing the best possible care to your future clients. Your mentors in this program have a duty to your development as a counselor; we also have a duty to the public to ensure that counselors-in-training practice with clients only when they have demonstrated the necessary knowledge, skills, and self-awareness.

The Student Handbook is a dynamic document that is revised frequently to reflect department policies. Please note that while a student's academic program of study is governed by the Graduate Catalog for the year in which the student was admitted, additional decisions and policies concerning students are determined by the current Student Handbook. As such, the Student Handbook that is issued each academic year supersedes all previous versions of the Student Handbook. It is therefore important that students review the Student Handbook each year and become familiar with the guidelines and policies contained therein.

The demands of a graduate program can be intense. This is even truer for an accelerated program such as the one you are joining. The Webster Counseling Program runs on an academic year that consists of five 9-week terms. I urge you to make whatever adjustments you need to make in your life, so you have adequate time to devote to your studies and clinical field placement. I also encourage you to take charge of your own studies by taking the initiative to seek out your advisors and nurturing healthy collaborative relationships with your peers in the program. You will find they become an important part of your life, both during your time in the program and long after.

May you find your time in the program rewarding, engaging, and fulfilling.

Sincerely,

Muthoni Musangali, PhD, LPC, BC-TMH
Chair, Department of Professional Counseling

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Webster University

Department of Professional Counseling

Our Mission

The mission of the Webster University Department of Professional Counseling is to provide high-quality learning experiences to students, helping them become expert professional counselors who strive for individual excellence and contribute to an enhanced quality of life in local, national, and global societies. Curriculum is culturally inclusive, training students with a strong base of knowledge and skills to practice effectively in a variety of careers in the field of mental health and human service, educational institutions, private practice, and government, as well as in business and industrial settings.

Department Philosophy

The department's philosophy encompasses a commitment to the development of a professional identity as professional counselors; oversight of curriculum and field experience; and uniformity through implementation of and adherence to one curriculum with the flexibility to provide counselor education and supervision at various national and global campuses. The department continually works to enhance the counseling curriculum in order to provide a counselor education and supervision experience that promotes social justice using a global approach. The program curriculum is aligned with individual state educational requirements, national professional standards, and the American Counseling Association (ACA) Ethical Code.

Program Objectives/Core Counseling Learning Outcomes

The list below outlines the program objectives for each of the eight CACREP core areas of Professional Counseling Identity. These objectives are also contained in Webster University's Graduate Catalog.

Upon completion of the program, students will be able to:

- ☐ Develop a professional orientation and identity as a counselor by applying sound ethical, legal, advocacy, and supervisory practices which lead to success as a mental health counselor.
- ☐ Identify the cultural context of relationships, issues, and trends in a multicultural society that impact the counseling process.
- ☐ Synthesize theories of human growth and development to develop culturally responsive counseling practices.
- ☐ Apply theories and models of career development to related life factors in multicultural contexts appropriate to an individual's work, family, and lifestyle.
- ☐ Develop an empirically based approach to counseling that emphasizes wellness and prevention by integrating theory and best practices.
- ☐ Apply theoretical and experiential understandings of group approaches to counseling to develop targeted interventions within a multicultural society.
- ☐ Apply individual and group approaches to assessment and evaluation in a multicultural society.
- ☐ Utilize statistical concepts, research methods, needs assessment, and program evaluation skills commonly used in the counseling profession.

Program Description

The Department of Professional Counseling offers a professional degree program that is designed to prepare individuals for a career in professional clinical mental health. The curriculum is designed to provide students with the necessary knowledge, self-awareness, and interpersonal and clinical counseling skills to work with individuals, couples, children and adolescents, families, and small groups in a variety of mental health and select school settings.

The MA in Counseling degree program is offered at the Webster Groves/St. Louis campus and in South Carolina/online.

The program offers emphases in Clinical Mental Health Counseling at the following locations:

- Webster Groves (home campus)
- Columbia, SC – moving to Online
- Myrtle Beach, SC- moving to Online
- Online

The emphasis in Community Counseling is only available in Geneva, Switzerland. All other emphases and locations are being taught out.

Curriculum

Course Delivery

The Counseling Program utilizes various course delivery formats that include face-to-face/on-ground classes, asynchronous online classes, hybrid classes (mix of on-ground and online), weekend-intensive classes, and synchronous online classes utilizing a technology-enhanced platform. The delivery format is based upon a combination of factors such as student need, pedagogical requirements, and state licensure guidelines. The department seeks to optimize the use of technology in curriculum delivery without compromising instruction and learning. The modalities listed above mirror the expanding methods that may be used to deliver counseling services. Students are therefore encouraged to be flexible in their approach to learning as this is part of preparing to work with clients in various forms.

Campus Locations

- [Geneva, Switzerland](#)
- [Columbia Metro, SC- moving Online](#)
- [Myrtle Beach, SC- Moving Online](#)
- [Online](#)
- [Webster Groves/St. Louis](#)

Be advised, any campuses other than those listed above are no longer accepting new students to the Counseling Program taught in the on-ground format in locations other than Webster Groves, Charleston, Columbia, Myrtle Beach, and Online. All applicants applying through campuses other than those listed will be referred to taking the program primarily online.

Not all areas of emphasis are offered at all campus locations. Students should verify that the degree or emphasis they seek is offered at the campus they select prior to registration. It is critical that you work with your Counseling Coordinator/Advisor in selecting your electives as different state licensure boards may require coursework that the program designates as elective.

Accreditation

The counseling degrees offered at Webster University are accredited by the Higher Learning Commission. The MA in Counseling with emphasis in Clinical Mental Health Counseling offered at the following campuses is accredited by the Council for the Accreditation of Counseling and Related Educations Programs (CACREP): Webster Groves, MO; ONLINE, Columbia, and Myrtle Beach SC. Graduating students may only refer to their degree as CACREP accredited if they graduated from the Clinical Mental Health Counseling emphasis at one of the campuses above during the approved timeframes. **If you are enrolled at a location that is not CACREP accredited, it is strongly recommended that you research the implications of accreditation and discuss any questions or concerns you might have with your advisor.**

We are pleased to note that the ONLINE program (previously referred to as HYBRID) is now CACREP accredited.

For locations where the program is not CACREP accredited, the department has been careful to align the program at all its locations with CACREP standards. This does not imply the earning of a CACREP accredited degree. We do this because CACREP standards represent best practices in the field of counselor education and we want to ensure that Webster students at all locations, regardless of CACREP accreditation status, have the benefit of a sound educational curriculum that will prepare them well for a career as mental health counselors. The locations include Geneva, Fort Liberty (formerly Fort Bragg), Kansas City, Rolla, San Antonio, Fort Bliss, and any Florida locations.

MA in Counseling Program of Study

Emphases Offered and Matriculation Requirements for Each Emphasis

Clinical Mental Health Counseling

This degree emphasis is offered online and at all extended campuses where the counseling program is offered except Geneva. It requires *satisfactory* completion of 60 credit hours of coursework. Some states require completion of all core courses prior to taking internship. Note that successful completion of the program may exceed 60 credit hours for students requiring remedial coursework in writing competency and/or professional counseling skill development. Required Core Counseling Courses (30 hours):

- ☐ COUN 0200 Comprehensive Counseling Student Development (0 hours)
- ☐ COUN 5020 Foundations of Counseling: The Helping Relationship
- ☐ COUN 5050 Human Growth and Development
- ☐ COUN 5100 Social and Cultural Foundations of Counseling
- ☐ COUN 5200 Theories of Counseling
- ☐ COUN 5220 Assessment
- ☐ COUN 5600 Techniques of Group Counseling
- ☐ COUN 5610 Techniques of Counseling
- ☐ COUN 5700 Lifestyle and Career Development
- ☐ COUN 5800 Professional Orientation and Ethical Practice

- ☐ COUN 5850 Research and Program Evaluation

Additional Required Subject Area Courses (12 hours):

- ☐ COUN 5230 Psychodiagnostics
- ☐ COUN 5450 Trauma, Crisis, and Emergency Relief Counseling
- ☐ COUN 5540 Family Systems Theory
- ☐ COUN 5630 Addictions and Substance Abuse Counseling

Required Field Experience Courses* (9 – 12 hours):

- ☐ COUN 6100 Counseling Learning Practicum I (1.5 hours)
- ☐ COUN 6200 Counseling Learning Practicum II (1.5 hours)
- ☐ COUN 6500 Internship (1.5 hours per term, 6-9 hours total)
(*A minimum of 6 credit hours and 600 clinical supervised hours required; 9 credit hours and 900 clinical supervised hours are required in FL*)

***No school settings may be used for practicum or internship hours toward the MA in Counseling for this emphasis at this time.**

Elective Courses (9 hours)

- ☐ In addition to the required subject area courses listed above, students work with a faculty advisor to select electives from the counseling program curriculum to fulfill the 60-hour requirement for completion of the degree. Note that some state licensure boards may not accept courses completed through Directed Studies.

Recommended Elective Courses*:

- ☐ COUN 5140 Psychopharmacology
- ☐ COUN 5150 Psychopathology
- ☐ COUN 5160 Issues in Counseling (various topics)
- ☐ COUN 5190 Women's Issues in Mental Health
- ☐ COUN 5545 Blended Family Counseling
- ☐ COUN 5580 Human Sexuality Theory and Sexual Counseling (Required for licensure in Florida)
- ☐ COUN 5640 Couples, Marriage, and Family Counseling
- ☐ COUN 5670 Counseling of Children
- ☐ COUN 5820 Consultation and Supervision

***The electives listed here are offered on a rotational basis at various campuses. There is no guarantee that any of these courses will be offered during a student's time in the program.**

Community Counseling

Effective June 1, 2016, this degree emphasis is only available to students entering the program in Geneva, Switzerland. Students may apply to transfer individual courses as provided in the Transfer Policy.

This degree emphasis requires *satisfactory* completion of 48 credit hours of coursework. Note that successful completion of the program may exceed 48 credit hours for students requiring remedial coursework in writing competency and/or professional counseling skill development.

Required Core Subject Area Courses (30 hours):

- ☐ COUN 5020 Foundations of Counseling: The Helping Relationship
- ☐ COUN 5050 Human Growth and Development
- ☐ COUN 5100 Social and Cultural Foundations of Counseling
- ☐ COUN 5200 Theories of Counseling
- ☐ COUN 5220 Assessment
- ☐ COUN 5600 Techniques of Group Counseling
- ☐ COUN 5700 Lifestyle and Career Development
- ☐ COUN 5800 Professional Orientation and Ethical Practice
- ☐ COUN 5850 Research and Evaluation
- ☐ COUN 5860 MA Counseling Thesis

Required Field Experience Courses (9 hours):

- ☐ COUN 6000 Counseling Learning Practicum (total of 3 hours)
- ☐ COUN 6500 Internship (total of 6 hours)

Elective Courses (9 hours):

- ☐ In addition to the required subject area courses listed above, students work with a faculty advisor to select electives from the counseling program curriculum to fulfill the 48-hour requirement for completion of the degree. Seek advisement for appropriate selection of electives with the Counseling Coordinator or Advisor when selecting elective courses. Note that some state licensure boards may not accept online courses or courses completed through Directed Studies.

The master's thesis consists of an individual research project designed by the student and carried out under the direction of a Faculty Supervisor in the field of counseling or psychology. The thesis project allows students to actively contribute to research in the field of counseling or psychology and to gain important research experience that prepares them to follow a doctoral program. All thesis topics must be approved by the Faculty Supervisor and the Department Chair. Students are expected to select a topic in collaboration with their Faculty Supervisor, develop research questions and/or hypotheses for the study, collect and analyze data, and report the results of their research in APA format. Following completion of the qualitative or quantitative thesis, students are encouraged to submit their work for possible publication. In addition to the individual feedback and support they receive from their Faculty Supervisor, students working on a thesis participate in the research meetings of the departmental research series (consisting of psychology and counseling faculty, thesis students, and invited guests) where their work is presented and critically discussed.

Clinical Field Experience

Counseling is a professional degree that is regulated by state licensure boards, the ACA *Code of Ethics* (2014), and professional standards for the field of counselor education. As such, students will be required to commit to academic, interpersonal, and counseling skill development as well as openness to supervision through various coursework. This includes a clinical field experience lasting from 6 to 8 terms (depending on state and program track requirements) that will require between 12 and 22 hours per week to equate to a total of 700 hours of clinical and supervised experience. ***It is imperative that students understand the time commitment, requirement of evidencing progressive skill development and openness to supervision, and academic success as completion requirements to this degree.***

The clinical field experience for the MA in Counseling requires consists of two terms of 1.5 credit hours of COUN 6100/6200 Practicum (COUN 6000 for the Community Counseling emphasis); and a minimum of four terms of 1.5 credit hours of COUN 6500 Internship.

Practicum is the introduction to clinical experience during which students will demonstrate basic skills including active listening and alliance building; intake, referral and termination skills; and (case) note writing skills. Students will also evidence ability to assess substance abuse, client self-harm and harm of others; barriers to communication; openness to supervision; and conduct mandated reporting procedures.

Internship is the capstone clinical experience during which students will conduct activities typical of a practicing counselor including, but not limited to, client contact, intake, treatment planning and case conceptualization, (case)note keeping, documentation, crisis intervention, program development, referral, and termination. Each student is responsible for obtaining his/her/their field experience site.

Assessment of Readiness for Clinical Field Experience

Prior to enrolling in Practicum, students will be evaluated for acceptance to field experience based on the student's assessment evaluations (Professional Skills Evaluations – PSE– or similar) and other faculty review. Students who do not demonstrate professional readiness to enter or continue field experience courses will be interviewed by department faculty and a plan for success will be developed. This plan may involve continuation in field experience with modified supervision, a delay in the start of or continuation of field experience until certain plan requirements are met, transition to another discipline, dismissal from program, or other results as deemed necessary by the faculty in accordance with the *ACA Code of Ethics* (2014), professional standards, protection of the general public, and characteristics for success in the profession in general. **Students may not begin working at a field placement site without being enrolled in a 6000-level field placement course.**

Practicum Requirements

- Minimum of 90 minutes of weekly group supervision utilizing observation of students' skill development (live or recorded); some Practicum classes may extend beyond the 90 minutes depending on faculty approach or student need.
- Minimum of 60 consecutive minutes of weekly, individual, or triadic supervision with site supervisor utilizing observation of students' skill development (live or recorded), etc.
- ☐ Regular communications between faculty supervisor and site supervisor with written documentation of skill development.
- Ongoing written evaluation and documentation of counseling skill development, openness to supervision, professional identity development, academic development, and general fit for
- ☐ profession as evidenced by developing counseling related skills, interpersonal skills with all others in the counseling program, and advocacy for the field.
- ☐ Completion of 40 direct client hours and 60 non-direct hours totaling 100 clinical hours (within 3 credit hours).
- ☐ Record of weekly activity logs signed by the site supervisor.
- ☐ Regular observation, evaluation, and documentation of student skill development.
- ☐

Internship Requirements

- ☐ Regular observation, evaluation, and documentation of student skill development.
- Minimum of 90 minutes of weekly group supervision utilizing observation of students' skill development (live or recorded) and written evaluations of skill development by instructor; some internship classes may extend beyond the 90 minutes depending on faculty approach or student need.
- Minimum of 60 consecutive minutes of weekly individual or triadic supervision with site supervisor or faculty utilizing observation of students' skill development (live or recorded) and written evaluations of skill development by site supervisor.
- ☐ Regular communications between faculty supervisor and site supervisor with written documentation of skill development.

- ☐ Completion of 240 direct client hours and 360 non-direct hours totaling 600 clinical hours (within 6 credit hours).
- ☐ Participation in facilitation of group counseling, treatment planning, and other comprehensive counseling activities.
- ☐ Record of weekly activity logs signed by site supervisor.

Note that there are only 240 direct client hours within the 600 clinical hours required for Internship. This means that students are required to provide comprehensive counseling services to clients for 240 direct hours during their Internship, which equates to approximately 60 hours per 9-week term. A portion of those 240 direct hours is required to be in group work. Students are also expected to aid the agencies where they are completing their field experience. This includes helping in the agency with various tasks, such as organizing files, assisting in paperwork, etc., based on the need of the site. This should, however, not be done at the expense of the clinical hours required and should always be discussed with the site supervisor.

Students may not complete their field experience in a school setting; professional counseling settings are the only acceptable field experience sites.

Professional Liability Insurance

All students participating in counseling field experiences are required to be a member of the American Counseling Association (ACA) and obtain (included in student membership benefits) and provide proof of professional liability insurance prior to beginning their field experience and retain coverage through the duration of field experience. Membership in professional associations (ACA) is the counseling students' responsibility. Professional liability insurance included in student membership is through the Health Professionals Service Organization (HPSO). Details can be found on the ACA membership link at www.counseling.org.

Documentation

Students are responsible for maintaining copies of weekly activity logs, all course syllabi, program plans, Student Handbook, Graduate Catalog under which they were admitted, and assessment documents (PSE etc.) for various state licensure requirements and general program adherence. It is every student's responsibility to maintain these copies at all times as they may have to provide these documents when applying for licensure. Also, if students relocate to a different state and choose to practice and apply for licensure in that state, they may be required to supply copies of weekly activity logs, course syllabi, and evaluations for state licensure requirements in that state. Therefore, maintaining copies of these documents in a safe location is essential.

Program Policies

General Requirements

All students in the Department of Professional Counseling are subject to the policies and procedures for graduate studies found in the Webster University Graduate Catalog, and the specific requirements of the counselor education programs found within this Student Handbook. Please note carefully that students are governed by the Graduate Catalog that is in place at the time they are admitted. The Graduate Catalog determines your program of study. However, the contents of the Student Handbook may be updated from time to time as the department sees fit. Whenever changes are made, these are communicated to students and a new Handbook is issued. *Students are subject to the Handbook that is current at any given time.* As

stated in the academic policies and procedure guidelines, the MA in Counseling is a professional degree program that is excluded from dual major and sequential degree options. It is the responsibility of every student to familiarize themselves with the contents of the current Student Handbook.

Courses in the Department of Professional Counseling are available only to those admitted to the Counseling degree programs and department-approved non-degree-seeking students. All non-degree-seeking students must meet specific admissions requirements and seek advisement for appropriate course selection.

Students participating in the Counseling degree programs are required to follow the *ACA Code of Ethics* (2014) and adhere to applicable state laws, regulatory policies, and rules and policies governing professional behavior at the field placement setting. Students have the same ethical and professional obligations to clients as those required of professional counselors (ACA, 2014). Violations of ethical code may result in course failure, a forfeiture of all clinical hours accrued, or potential dismissal from the program and a forfeiture of all clinical hours accrued.

New Student Orientation

Students granted admission to the department are required to attend the New Student Orientation before they can begin taking any classes. The orientation will cover introduction to the counseling profession, the Webster Counseling Program and faculty, expectations of students, path to licensure in the specific state, student retention policy including procedures for student remediation or dismissal from the program, and other items faculty may choose to present. This orientation is mandatory. Failure to attend the orientation will result in students being unenrolled from courses for which they have registered, and postponement of their start date.

Advising

Upon admission into a Counseling degree program, students are assigned an advisor. It is the student's responsibility to contact their advisor and schedule an advising appointment during which they can develop a program plan. Students are strongly encouraged to participate in advising with their counseling advisor at various times throughout their program. The department suggests three minimum points for advising: within the first term to discuss a program plan and general goals, at completion of 12 hours to discuss field experience, and during the first or second term of Internship to discuss graduation and post-graduation steps toward licensure. Students should set other advising appointments as necessary to stay organized or address concerns in the program. All advising appointments are the responsibility of the student and are required to occur in relation to the field experience components and other needs. At locations where there are no full-time counseling faculty, the campus director or a designee serves as the advisor. Being assigned an advisor does not shift the responsibility for a student's program of study from the student. Students are in charge of their own educational journey and are responsible for following their plan of study.

Priority Registration Deadline

In order to assist in planning effectively for staffing needs, students are asked to register for the following term at least 30 days prior to that term's start. Courses with fewer than 10 students registered 30 days prior to the start are at risk for being cancelled due to low enrollment.

Transfer Policy

Students apply to and gain admission to a specific Webster campus. The admitting campus becomes the student's home campus where a student must complete all their course work. Students wishing to take courses at a location other than their home campus must obtain approval from the Counseling Coordinator at both their home campus and the campus where they wish to take the course(s) **prior to registration**.

No more than 18.0 credit hours can be completed at a location other than the student's home campus

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without transfer. *It should be noted that taking courses at a CACREP accredited program does not imply completion of a CACREP accredited degree.*

Transfer between campuses

For transfer to a non-CACREP accredited program

Current Webster University professional counseling students may request to be considered for inter-campus transfer prior to starting field experience coursework.

For transfer to a CACREP accredited program

Current Webster University professional counseling students wishing to be considered for transfer to a CACREP accredited Webster program from a non-CACREP accredited program may request to apply no more than 18.0 credit hours of previously completed coursework toward their degree. These hours cannot include field experience course work.

In general

Students must be in good standing in the program to be considered for transfer. No students on academic probation or in remediation will be considered for transfer. The process for transfer between Webster University programs shall include:

- Two letters from Webster faculty at the student's home campus regarding the student's counseling and interpersonal skills level;
- A phone or personal interview with the Counseling Coordinator or designee in the program where the student wishes to transfer, regarding the student's counseling and interpersonal skills level and reason for transfer; and
- Approval for the transfer by the Department Chair.

Additional documentation may be requested at the discretion of the Counseling Coordinator.

Transfer of coursework completed at another institution

A maximum of eighteen (18) credit hours from a graduate counseling program at a university with acceptable accreditation (see [Transfer of Credit in Academic Policies of the Graduate Catalog](#) for definition of accreditation) may be accepted toward a counseling degree. There will be no course substitutions once a student has transferred 18 credit hours. Coursework that has been applied towards an earned degree is not eligible for transfer.

Core counseling classes considered for transfer must be transferred into a counseling program within eight years of completion and must be equivalent to Webster course content and learning outcomes as evidenced by the actual course syllabus for the course requested for transfer. Syllabi samples or templates are not sufficient. Core courses include: COUN 5020, COUN 5050, COUN 5100, COUN 5200, COUN 5230, COUN 5220, COUN 5600, COUN 5610, COUN 5700, COUN 5800, and COUN 5850. Non-core counseling courses considered for transfer can be transferred within ten years of completion. Best educational preparation for the field may include advising students to not transfer related but unsubstantial credits as non-core courses. Practicum and Internship hours cannot be transferred to the degree.

Students/applicants receiving approval for transfer of counseling coursework transfer the coursework content at their own risk. All transfer petitions are considered on a case-by-case basis and decisions rendered accordingly.

Continuing Enrollment

A student who has not enrolled in Webster University graduate degree coursework for five consecutive terms must enroll for the sixth term, or the student will be required to meet the program degree requirements stated in the catalog that is current when the student resumes classes with Webster University. A student who is returning after an absence that exceeds 5 consecutive terms must meet with their Advisor or Counseling Coordinator at their home campus to develop a new program of study that is based on the catalog in which they are returning. If a student is enrolled continuously and core-course

requirements change, the student may opt to complete the revised core curriculum.

Coursework that is older than eight years will not automatically transfer/apply towards a student's current degree program, *even when this coursework was completed at Webster University*. Students must petition the department for permission to apply any previous coursework. All transfer petitions are considered on a case-by-case basis and decisions rendered accordingly.

Counselor Professional Identity

Students are required to actively identify with the counseling profession by participating in professional organizations and by participating in seminars, workshops, or other activities that contribute to personal and professional growth (CACREP, 2009; CACREP, 2016). Student membership in the American Counseling Association (ACA) is required for students in field experience. ACA is the main professional organization for counselors and counselors-in-training which centralizes all advocacy and legislative efforts with the purpose of strengthening and unifying the counseling profession. Membership in ACA is offered to students at a discounted rate and comes with great benefits such as a subscription to the *Journal for Counseling and Development*, complimentary professional liability insurance, and access to a wide array of resources through ACA's website. ACA also has multiple divisions and regional organizations based on member areas of interest. Students are encouraged to become involved with their local and/or national professional counseling organizations in order to form a professional identity and to obtain additional learning, professional networking, leadership opportunities, and legal support in addition to financial, academic, and career resources.

Professional Identity Commitment

The American Counseling Association *Code of Ethics* (2014) and the Council for Accreditation of Counseling and Related Educational Programs (CACREP, 2009; CACREP 2016) require that institutions providing counselor education screen students for professional and academic fit for the counseling profession. Graduation from the MA in Counseling program requires successful completion of all graduate courses with appropriate academic success; development of appropriate interpersonal and counseling skills evidencing competency as a counselor; and being deemed fit for the counseling profession by program faculty as determined by development of counseling knowledge and skills, counselor formation, interpersonal relations with others in the program, and openness to supervision and feedback. Students' counseling skill development, interpersonal skills with others in the program, openness to supervision, and academic success and standing will be evaluated on a regular basis throughout the program via use of dispositional and skills assessment tools, remediation team discussions, program faculty review of student achievement, and student participation. Students may be required to complete extra coursework and/or personal counseling in order to maintain good standing in the program. Per the ACA *Code of Ethics* (2014), students who are not a fit with the program and/or profession by evaluation of the counseling faculty will be transitioned out of the counseling department.

See the following useful addresses for participation in professional organizations.

For national professional organizational membership and involvement, go to:

www.counseling.org	for American Counseling Association
www.amcha.org	for American Mental Health Counseling Association
www.nbcc.org	for National Board of Certified Counselors

For local professional organizational membership and participation, search the above websites for state chapters.

For state licensing requirements contact <http://www.counseling.org/knowledge-center/licensure-requirements>

Ethical Codes

It is important to note that the ACA *Code of Ethics* (2014) applies to counselors-in-training in the same way it applies to licensed professional counselors. The *Code* and its relevance will be referenced in every course. Students are expected to adhere to the ACA *Code of Ethics* (2014) and violation of the ethical code is grounds for dismissal from the program.

According to ACA *Code of Ethics* (2014):

Counselors [Counselor-in-training] have a responsibility to read, understand, and follow the ACA *Code of Ethics* and adhere to applicable laws and regulations. (C.1.)

Students and supervisees have a responsibility to understand and follow the ACA *Code of Ethics*. Students and supervisees have the same obligation to clients as those required of professional counselors. (F.5.a.)

Violations of ethical code may result in course failure, a forfeiture of all clinical hours accrued, or potential dismissal from the program and a forfeiture of all clinical hours accrued.

Interpersonal Skill Development and Openness to Supervision

Webster's counseling programs facilitate a mutual learning experience in addition to related readings and assignments throughout the term. Therefore, it is important that students feel safe, comfortable, and free to discuss and elaborate on their thoughts around their developing knowledge and skills. It is important for all to be respectful of one another's positions, relating to others in an empathic, nonjudgmental, and warm manner in class just as would be expected with clients. Students are encouraged to make their feelings and thoughts known, yet, to do so in a manner befitting the counseling profession, i.e., respecting the position of the speaker while giving voice to their thoughts and using their budding counselor attending skills. Class discussions provide an opportunity for students to practice and evidence developing counseling skills by communicating in a manner consistent with a good counselor. The building of trusting alliances with one's classmates is as important as doing so with clients. Therefore, it is expected that students will be practicing some of the same skills when participating in class as they would in counseling sessions with clients. Failure to evidence respect for other students will be grounds for remediation and assessment of one's dispositional fit for the profession.

Additionally, openness to supervision and instruction by the faculty (or site supervisor) is an important element of counselor development. Openness to supervision is defined as: accepting supervision - both individual and group; recognizing one's own personal strengths, weaknesses, biases, needs, and beliefs and agreeing to adapt them to fit the profession; sensing personal and professional impact on others, both positive and negative; accepting and applying feedback from the instructor; being proactive in seeking out needed experiences, feedback, etc.; and accepting feedback in a non-defensive manner with a professional attitude.

Counseling is a professional degree that is regulated by state licensure boards and the ACA *Code of Ethics* (2014). As such, students will be required to commit to the above mentioned academic, interpersonal, and counseling skill development in various coursework including a minimum of 11 months of clinical field experience. The clinical field experience is intensive, typically requiring a minimum of 12 to 38 hours per week to equate to a total of 700 - 1000 supervised clinical hours. It is imperative that applicants and students understand the time commitment required to develop and evidence counseling and interpersonal skills, openness to supervision, and academic success related to the clinical field experience and program in general.

Students who do not evidence openness to supervision and/or appropriate interpersonal skills are subject to remediation and may be dismissed for lack of fit with program or profession.

Informed Consent to Self-Awareness and Self-Care

In compliance with the American Counseling Association's *Code of Ethics* (2014) regarding counselor training, admission to the professional counseling programs at Webster University indicates that an admitted student agrees to self-disclosure of some personal information in class journals, discussions, papers, and other assignments for the purposes of self-reflection, self-awareness, and improvement of interpersonal skills. Students are not required to disclose personal information which they are not comfortable disclosing. However, self-awareness is necessary in becoming a competent counselor and does not occur without self-reflection. It is recommended that all students pursue personal counseling (at their own expense) in general and especially when personal issues interfere with a student's ability to be successful within the program. ***Supervisors and instructors are bound by professional ethical code (ACA, 2014) to endorse for graduation only those students that demonstrate a good fit for the counseling profession.*** Therefore, it is in the student's best interest to maintain personal mental health while in the program and to seek necessary counseling and/or clinical supervision. A list of professional counseling service providers in your area may be obtained from the counseling coordinator at each campus.

Concept of Safety in Interpersonal Communications

During interaction between class members, self-disclosure and personal examination will occur. All interactions fall under the same umbrella of confidentiality as do client/counselor relationships. What is discussed in class must not be discussed with other students outside of the course or with friends or partners. Maintaining confidentiality is the primary ethical principle of counselors. If a student fails to maintain the confidentiality of clients or classmates, the student risks a failing grade in the course. In addition, the instructor will refer the breach of confidentiality to the Counseling Advisory Committee for disciplinary action of the student.

Endorsement Policy

The programs are carefully designed to prepare mental health professionals who are competent to enter work in professional or select school settings. As a result, specialized preparation is essential for graduates to become effective and fully functioning professionals. As gatekeepers to the counseling profession, the faculty have a responsibility to the general public to ensure that we graduate and endorse for hire only those individuals who have demonstrated through their training a good fit for the profession. Faculty will therefore endorse students and graduates for only those positions in which the students/graduates are qualified. This applies to endorsement for credentialing (licensure and certification) and employment as well.

Background Check

While the Department of Professional Counseling does not require background checks from applicants, some states will not issue a professional counseling license to those with a failed background check. It is the student's responsibility to check with the professional counselor licensure board in their state to ensure that upon successful completion of the degree, they are eligible to apply for licensure.

Further, some field experience sites require completion of a background check prior to accepting students for practicum and internship. While the department may assist students by providing a list of approved sites, it is the student's responsibility to locate a practicum and internship site. If you have adverse incidents in your background check, you may encounter difficulty securing a site. Failure to locate a site will adversely affect your ability to complete your degree program.

Any costs associated with obtaining a background check are the sole responsibility of the student. See your Advisor or Counseling Coordinator for more information.

Path to Licensure

State licensure and certification boards have a specific set of requirements for licensure and certification such as passing of nationally normed, field-related examinations (NCE, NCMHC, or state jurisprudence exams), and completion of a number of required, post-graduate, clinical supervised hours (2,000-4,000 hours, i.e., 2-5 years). These requirements vary by state. It is the student's responsibility to educate themselves on the licensure or certification requirements of the state where they wish to pursue licensure or certification. For details on individual state licensure (LPC and LMHC) or certification requirements, consult <http://www.counseling.org/knowledge-center/licensure-requirements>. Please note that state licensure and certification requirements are reviewed from time to time. The Department of Professional Counseling is committed to ensuring that students have the curricular and academic preparation to make them eligible to apply for initial licensure or certification.

The department may revise curriculum from time to time in order to keep abreast of changes in licensure and certification requirements where possible.

Use of Personal Electronic Devices

Students are required to turn off all cell phones during class unless otherwise advised by the instructor. Absolutely no texting, taking of calls, emailing, unauthorized web activity, or social media use is permitted during class unless approved by the instructor. Students who have a potential emergency brewing during class time and need to be available by cell (sick child, dying relative, suicidal client) you are required to notify instructor at the beginning of class and take any call outside of class. More than one of these events will require a personal meeting with the instructor scheduled outside of regular class time. Students are not permitted to audio/video-record any in-class activity without prior approval from the faculty.

Email

Upon admission, all students are assigned a Webster email address. Your Webster email serves as the primary form of communication between instructors and students and is the only email address that the department will utilize for official communication. It is the obligation of all students to check their Webster email frequently even in terms when one is not registered for classes. If you choose to have your Webster email forwarded to a separate email account, you assume the risk that some email providers may have restrictions that affect your ability to receive all your Webster email.

Social Networks

Computer use in class is limited to note taking or class related activities only. Students found to be on any social network during class time will be asked to immediately leave class and may be dropped from the course with potential for no refund. Counseling classes require respect and confidentiality, and any use of electronics devices that faculty/instructors deem inappropriate may lead to a referral to remediation or dismissal from the program. Students are not permitted to take pictures or audio/video-record any activity during class (face-to-face or virtual) and post on social media without the prior knowledge and approval from faculty. Posting images and recordings of individuals without their consent is unethical. Students in the counseling program are urged to conduct themselves professionally in all areas of their lives, including but not limited to virtual spaces.

Tevera

The Department of Professional Counseling has adopted Tevera to improve compliance with program and student assessment requirements for the maintenance of accreditation through the Council for Accreditation of Counseling and Related Educational Programs (CACREP). Tevera is a third-party online management solution for counseling students and faculty which enables the counseling program to streamline processes for assessment collection and documentation of students' professional skills and dispositions. This system will help optimize program-wide assessment especially considering our distributed nature across Webster's multiple locations.

Tevera is used to manage clinical training sites for Practicum and Internship; facilitate student placement at clinical sites; track clinical hours for both field experience and post-graduation licensure; automate assessments, contracts, and evaluations; streamline communication between faculty supervisors, site supervisors, and students; and integrate assessments for best practices in the counseling field, as well as for accreditation through CACREP and the Higher Learning Commission.

All students will be enrolled in COUN 0200: Comprehensive Counseling Student Development (0 credit hours) upon admission to the program which will provide them with access to Tevera. The one-time cost associated with COUN 0200 will provide students with lifetime access to Tevera, even after graduation. This will give them easy access to their signed hour logs to help them build their portfolio for state licensure.

Academic Integrity

All work submitted and presented in class must be original to the student and to the specific class. Students are expected to explore, analyze, and discuss the ideas of others with proper credit through citations and references. Students may continue exploring an area of interest, however new or additional research and writing is required. The counseling program follows and requires APA format for all written work. ***Recycling papers from other courses is not acceptable and will result in a grade of F.***

According to the *Publication Manual of the American Psychological Association* (2019), plagiarism involves presenting the work of another as one's own. It is very important that students give appropriate credit to others when using their work. Whether paraphrasing someone else's work or using direct quotes, students must follow proper citation based on APA manual instructions.

All students are expected to know what constitutes plagiarism and to avoid committing plagiarism in their written work. ***Plagiarism will not be excused by ignorance on the student's part.*** Students needing clear understanding of plagiarism should see their instructor immediately and before any written work is turned in. The writing center is also available for students who need extra tutoring or proofreading. You may also visit

http://www.webster.edu/faculty/faculty_resource_guide/policies/academic_honesty_policies.html for the official University policy on Plagiarism.

APA Style

Most written projects in counseling programs require students to follow APA style found in the 7th edition of the *Publication Manual of the American Psychological Association* (2019). Instructors will inform students regarding those assignments that are to be written in APA style. Students are required to become familiar with APA Style writing requirements in order to demonstrate an appropriate level of academic writing. Examination of the *APA Publication Manual* throughout the program will assist students in developing and consistently improving their writing skills which are aligned with APA format requirements. Students are advised to obtain a copy of the APA manual as this will be the standard expectation in every course.

Course Attendance

The University reserves the right to drop a student who does not attend the first class. Any absence or tardiness in this accelerated program will result in a significant loss of learning. Students are expected to attend all class sessions of every course. One unexcused absence in this course may result in dropping the student one full letter grade with a second unexcused absence requiring that the student withdraw from the class. If it is too late to withdraw, the final grade will be an automatic F. Students are expected to write at a graduate level and come to class on time, having completed the reading assignments so they are prepared to ask questions and participate in all activities. Students coming to class late or leaving class early will be considered 'absent' for that class session unless approved in advance by the instructor.

The due date for all assignments, tests, discussion posts, etc. are set by the instructor. The due date ends at 11:59

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PM (central time) on the day the assignment is due unless otherwise stated. Late papers or assignments are generally not accepted. However, if the instructor chooses to accept a late assignment, the grade for the assignment is reduced by 10% for each day that it is late. This is at the instructor's discretion. Find out what is required for your class.

Generally, there is no provision made for “make-up” assignments or “extra credit” assignments. If you are struggling with the coursework, contact your instructor. They will be able to direct you to the academic resources that can be most helpful in your situation.

Participation

Participation is required in all counseling courses. Being prepared to participate in class is equivalent to being prepared to participate in counseling sessions with your clients. Students are expected to come to class having already read the assigned material and completed the assignments. Students are expected to be active participants in the learning process, exhibiting attention, professionalism, and respect during discussions and other classroom activities. These are key behaviors for counselors; ensure you are evidencing them in class.

Additionally, counselors are often required to lead group counseling sessions, educate large groups on various topics, present in court, and perform public presentations of various types. Students who have difficulty speaking out loud in class, making presentations to the class, and participating in class discussions regularly should seek guidance from their advisor about these concerns.

Students are subject to appropriate academic penalty for incomplete or unacceptable work, or for excessive or unexcused absences (see Course Attendance section for this). See the grading section on individual course syllabi for further information.

Course Modality

Coursework is delivered through three main modalities:

- In-Person
 - Synchronous Online
 - Asynchronous Online
- A. In-Person classes meet at the designated campus once a week for 4 hours. You should expect to have supplemental coursework delivered through homework assignments or additional readings. **Classes meet from 5.30 to 9.30 PM Central Standard Time.**
- Practicum and Internship are a minimum of 2 hours and typically meet on Monday nights from 5.30 to 7.30 pm CST. Depending on the issues being brought to supervision, these classes may run a little longer. You should plan to be available until 8 pm in the event that supervision matters require additional time.
- B. **Synchronous Online** classes consist of instruction and collaboration in “real time” via the Internet. We currently use Zoom as the platform for all online class meetings. Students will find the Zoom link for class meetings in the Canvas classroom. Synchronous Online classes meet at a regular designated time each week from 5.30 to 9.30 CST. See more details in the Synchronous Learning section below. This modality connects faculty and students in real time and gives students the option to complete classes from the comfort of their home while also interacting with faculty and peers in real- time.
- C. **Asynchronous Online** classes deliver course content through a Learning Management System known as Canvas. Your class in Canvas will include content such as:
- lecture material

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- PowerPoint presentations (narrated or not narrated)
- links to videos and other media
- threaded discussion
- newsgroups and bulletin boards
- assignments
- virtual field trips
- student presentations

These courses are not conducted in real time and give students the benefit of anytime, anywhere learning. Students can engage in course-related activities at their own convenience without weekly meetings in real time. Assignments are marked with due dates and must be completed as assigned. Students are also asked to engage with each other on virtual discussion boards.

Please note that all Asynchronous Online CORE classes in Webster's Counseling program have a one-time Zoom meeting on the first Monday of the term from 7.30 to 9.30 PM CST. This meeting is mandatory. Failure to attend this will cause a student to be dropped from the class. It is an opportunity to connect with the instructor as well as with peers as the class begins. This meeting is not required for online electives/. The course schedule in Connections will include a meeting time for core classes.

D. Intensive

You may have the option of an intensive course, offered through one or a combination of the modalities listed above. Intensive courses require a limited residency at a physical location, often a Webster campus but may include other locations depending on need. Students may have synchronous online classes leading up to an Intensive as well as following an intensive. There may be asynchronous class content assigned as well.

The final format of the class varies and will be communicated well ahead of time so students can plan accordingly. When we offer a residency, it is one of various options to complete a class. Students may opt for this or other modalities if the residency does not fit your needs/schedule.

All times are stated in Central Time (CST). Please note that Webster University observes Daylight Savings Time, so you will need to adjust your clocks twice annually to ensure you attend class at the correct time. Students are responsible for translating the time to their own time zone. Mountain Standard Time is -1 hour; Pacific Standard Time is -2 hours; Eastern Standard Time is +1 hour, etc.

Synchronous Online Learning

All students in Webster's Counseling program will be required to take an online class at one point in the course of their degree program, even for those who are in an on-ground program.

To log into Canvas or Zoom, you must have a desktop computer, laptop, or iPad with operating systems for Mac - OS 10.7 or newer or for a PC – Windows 7 or newer. Students must have a computer with a reliable internet connection, along with a working web cam, speakers, and microphone. It may be necessary to halt other applications in your residence that utilize internet bandwidth (e.g., Xbox, PlayStation, etc.) for the duration of a synchronous online class session. Expectations for student conduct in the virtual class are similar to those for on-ground courses. Students should allow 30 minutes before the start of class to log in and address any unexpected technical issues that may arise. This will ensure that class begins on time and that little time is wasted addressing technical concerns. Students must remain logged in for duration of the entire class and participate in class activities as expected.

Students must set up their computer in a room that accords them privacy and ensures minimum distractions. During class time, there can be no other persons present in the room as this infringes upon the confidentiality that other students should expect in any counseling course. **Your camera must be**

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on for the duration of the class. Failure to keep your camera on will lead to removal from the class and student will be recorded as absent. Students should be seated in an upright position at a desk or table so that they can attend to the activities of the class. Failure to adhere to these requirements may cause the student to be dropped from the class or may lead to a failing grade.

Basic netiquette for virtual classes includes:

- ☐ Make sure your camera and sound are working properly and you can be seen through video.
- ☐ Be aware of what is behind and around you and of any sounds in the area. Make sure you have an appropriate and professional environment free of audible or visual distractions.
- ☐ Practice your camera view first to ensure everything looks appropriate before your class begins.
- ☐ All participants should dress appropriately, as you would for a professional face to face meeting.
- ☐ Do not engage in other activities on your computer or other devices during session; even if you do not think it is visible, participants can see you are distracted.
- ☐ When you engage in virtual class from home, let your family know that you are “in class” and request that they not disturb you.
- ☐ Ensure you have consistent and secure network connection.
- ☐ Do not audio/video-record class unless you have a special permission by the ADA office and/or your instructor.
- ☐ Make sure you are sitting up throughout the entire class and have the camera at eye level, further away from your face, with the light facing you and not behind you.

Student Evaluation

Professional and Academic Standing in the Program

All counseling students will be evaluated on a regular basis throughout the program. Evaluation occurs through systematic evaluation and feedback related to a combination of the following: professional judgment of students’ interpersonal and course-related counseling skills (ACA *Code of Ethics*, 2014); dispositional and skills assessment tools by individual faculty members per class; and other course requirements and behaviors. Specific courses will include the Professional Skills Evaluation (PSE) or a similar assessment tool as a graded requirement on the syllabus. Feedback related to the PSE, or similar assessment tool, and other course requirements will be provided by the instructor to students. Practicum and Internship instructors and site supervisors will provide feedback regarding counseling and interpersonal skill development during the field experience. ***Students are required to avail themselves to meet with instructors for courses where dispositional and skills assessment tools are utilized so they have a chance to discuss their evaluation with their instructor.*** Students should also digitally or physically sign a copy of the PSE in recognition of receipt of the feedback. Assessment tools may be regularly reviewed by core department faculty to determine the student’s fit with the program and profession. Students who are determined by faculty not to be a fit with the program and/or profession will be required to transition out of the counseling program and into a different field where appropriate per ACA *Code of Ethics* (2014) and professional standards.

Note that all courses except field experience involve heavy reading assignments, multiple tests, writing of academic papers following *APA Style Publication Manual*, 7th ed. (2019), various self-awareness/self-growth activities, and other learning activities. Field experience courses involve multiple professional and interpersonal skill evaluations, case conceptualization papers, lengthy typescripts, presentation of clinical session tapes, and various other activities related to being a counselor-in-training. Students will receive more information during the Field Experience Orientation.

Annual Student Reviews

A formal review of overall student progress is conducted annually. This review addresses three key aspects, namely: academic performance, professional development, and personal development

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(CACREP, 2009; CACREP, 2016). Note that for students at campuses that are not CACREP accredited, this same practice will be implemented as it is in accordance with best practices in the field of counselor education. Faculty provide each student with a letter summarizing their assessment of the student in each of the three areas. If it is determined that a student is not making satisfactory progress, the student will be required to meet with their faculty advisor to discuss the results of their review and develop a plan to address the identified deficiencies. All students are at liberty to request a meeting with their advisor if they wish to further discuss their evaluations.

Criteria for Assessment

Academic Performance: This will include student GPA for all coursework completed in the program as well as grades obtained.

Professional Development: This will consist of an evaluation of clinical skills as assessed with Professional Skills Evaluations (PSEs) or similar assessment tools, Site Supervisor Evaluations, and evaluations by Practicum and Internship faculty. Input from other faculty will be sought.

Personal Development: Professional disposition as displayed through interactions and written communications with peers, staff, faculty, and supervisors will be evaluated. It is expected that students will adhere to the *ACA Code of Ethics* (2014) and conduct themselves in a manner befitting a counselor at all times. Characteristics include:

- ☐ Empathy
- ☐ Self-regulation
- ☐ Openness to new ideas
- ☐ Flexibility
- ☐ Cooperativeness with others
- ☐ Willingness to accept and use feedback
- ☐ Awareness of own impact on others
- ☐ Ability to deal with conflict
- ☐ Ability to accept personal responsibility
- ☐ Ability to express feelings effectively
- ☐ Attention to ethical and legal concerns
- ☐ Initiative and motivation

Grading

The grading of most counseling courses includes a subjective component that is based upon the professional experience and expertise of the instructor. The Counseling faculty recognize that counseling skills, counselor effectiveness, and professionalism cannot be assessed in the same manner as academic performance in typical university coursework. Students should demonstrate marked progress toward course objectives as noted on each syllabus and write cohesively and coherently about counseling theories and techniques. A final grade in each course will reflect not only academic performance based on reading and writing assignments but also counseling and interpersonal skill development as evaluated by the instructor. The combination of these components will be reflected in the students' final grade. It is possible to excel academically and still receive a final grade that is less than satisfactory based on a comprehensive assessment of academic and non-academic performance. Thus, all grades will reflect a combination of objective and subjective assessment.

The department will only permit a grade of Incomplete in exceptionally rare circumstances as determined by the instructor. A student petitioning for a grade of Incomplete should have been making adequate

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progress in course requirements up to the time of the unforeseen event that is the grounds of their petition. A grade of I (Incomplete) automatically turns into a ZF after one (1) calendar year. Please see the Webster University Graduate Catalog for the complete policy on Incompletes.

Note that writing competency is important in graduate school. As a graduate student and counselor in training, you have a responsibility to the profession and those you will be representing/serving to write professionally. Take this task seriously and consult the Academic Resource Center or enroll in a writing course if you are told you need assistance on writing assignments. The grade penalty will be heavy for lack of simple proofing of grammar, spelling, and APA formatting on all assignments.

Counseling Department Grade Appeal Process

Grades leading to academic warning, probation, or dismissal apply to one 3-credit-hour course or three 1- credit-hour professional seminars. A grade of C, F, WF, or ZF in a 6-credit-hour internship, project, or thesis is equal to two grades of C or F for academic warning, probation, and dismissal purposes. A grade of F in Practicum or Internship will result in automatic dismissal from the program depending on the gravity of the factors leading to each as deemed by faculty. Once a student graduates, no further grade changes are allowed on the enrollment record.

Grade disputes should be resolved between the student and the instructor. Students may discuss any grade with the instructor. A student who believes he/she has received a final course grade of NC, C or F that is arbitrary or assigned for non-academic reasons should first discuss their grade with the instructor. If no agreement is reached, the student may contact the Counseling Coordinator at their home campus Associate Chair if the instructor is also the Counseling Coordinator. The following steps should be followed when a student wishes to appeal a grade:

Step One

The student meets with the instructor to discuss and attempt to resolve concern. It is expected that most grade disputes can be resolved at this point. If concern is unresolved to the student's satisfaction, the student moves to step two.

Step Two

For students at Webster Groves and online

- The student places specific concerns in writing, with a clear explanation of the grounds for the appeal. This must include evidence of the student's attempt to resolve the dispute with the instructor.
- ☐ The student emails the appeal to the Department Chair and requests a meeting.
- ☐ The student meets with the Department Chair to discuss the appeal and attempt to resolve their concern. The Department Chair documents details of the conversation and informs student that a decision will be forthcoming.
- The Department Chair meets with the instructor and documents the instructor's response, i.e., grade rationale.
- ☐ The Department Chair makes a recommendation and communicates this to the student.
- If concern is unresolved to student's satisfaction, the student moves to step three.

For students at all other campuses

- The student places specific concerns in writing, with a clear explanation of the grounds for the appeal. This must include evidence of the student's attempt to resolve the dispute with the instructor.
- ☐ The student emails the appeal to the Counseling Coordinator (or Associate Chair) and requests a meeting.

- The student meets with the Counseling Coordinator (or Associate Chair) to discuss the appeal and attempt to resolve their concern. The Counseling Coordinator (or Associate Chair) documents details of the conversation and informs student that a decision will be forthcoming.
- The Counseling Coordinator (or Associate Chair) meets with the instructor and documents the instructor's response, i.e., grade rationale.
- The Counseling Coordinator (or Associate Chair) forwards all the information to the Department Chair.
- The Department Chair makes a recommendation and communicates this to the student.
- If concern is unresolved to student's satisfaction, the student moves to step three.

Step Three

If the student is not satisfied with the Department Chair's recommendation, the student may petition the Dean of the College of Arts and Sciences to review the procedures the instructor used in determining the grade. The Dean's decision is final.

Grade appeals should be filed as soon as possible after the final grade is assigned. No grade appeal may be filed after one academic year from the term in which the grade was assigned.

Student Success

Remediation for Student Success Process

The American Counseling Association's *Code of Ethics* (2014) requires that all counselor education programs in good standing provide a remediation process for all counselor education students that includes regular and ongoing evaluation of a student's general fit with the counseling profession.

Assessment will be based on faculty review of didactic and clinical competencies, attention to ethical code, openness to supervision, self-awareness and formation, professional conduct, and academic competency. When experiencing challenges in demonstrating academic success, development of appropriate interpersonal and/or counseling skills and openness to clinical supervision, and/or knowledge areas students may be initially required to meet with the course instructor to attempt to remediate student challenges.

If unresolved, the student or instructor may request the student be referred to remediation. Upon referral to remediation, the Department Chair appoints a Remediation Committee that consists of a minimum of 3 faculty. The committee will review the reasons for the referral and interview relevant instructors and the student in order to determine the most appropriate path for student success as it relates to a potential future in the counseling profession. The Remediation Committee uses the information gathered to make recommendations for student success. The recommendations may include but are not limited to: completion of extra coursework and/or field experience, completion of and/or participation in personal counseling, and/or dismissal or time off from the counseling program prior to completion of the degree program in order to resolve student issues related to lack of success. Hence, successful completion of the MA in Counseling program may require additional coursework beyond the stated number of degree credit hours (48 or 60) for students requiring remedial coursework and/or personal counseling. Student openness to and cooperation with the Remediation Committee and adherence to ACA *Code of Ethics* (2014) is integral to the student's continued success within the program. In cases where remediation is resolved unsuccessfully and leads to a student's dismissal from the program, that dismissal is considered final with no further right of appeal.

Note: While the Remediation Committee may review cases related to academic and dispositional challenges, it is not intended to mediate grade appeals or dismissals related to academic failure. The Remediation Committee is in place to work with students in good academic standing who are

challenged in one or more areas and are seeking a plan for remediation for student success to remain in good standing or be transitioned out of the program.

Examples of grounds that may necessitate a referral to remediation include but are not limited to the following:

- Regular evaluation of students' skill development at various intervals/courses throughout the program as listed on the current assessment tools (PSE, etc.).
- Notification by a faculty member and/or counseling related staff regarding inappropriate behavior, unethical behavior, and/or lack of academic success as related to skill development and/or written assessment by a student while enrolled in and in the role of student within the counseling program.

Students in a counseling degree program are expected to participate in self-growth and self-disclosure experiences in some coursework as delineated by the ACA *Code of Ethics* (2014). Contents of self-disclosure may lead to requirement of professional help to address any personal concerns that may be affecting development of competent counseling skills and/or time off from the academic program until personal issues are resolved (ACA, 2014).

Academic Probation, Dismissal, and Reinstatement

Academic Probation and Dismissal

- **Academic Probation** - Students who receive one grade of C will be placed on academic probation.
- **Academic Dismissal** - Students who receive two C grades, an F, a ZF, or a WF are dismissed. Conditional basis students who receive one grade of C or below are dismissed, without further right to appeal for reinstatement, but may apply for readmission after one calendar year from the date of dismissal. Students can also be dismissed from the program for violations of United States criminal codes. Any conduct that is detrimental to the school and/or other students will result in the termination of educational benefits from the Veterans' Administration.

Note that students dismissed from the program are not dismissed from the university and may apply to other programs. Once a student graduates, no further grade changes are allowed on the enrollment record.

Webster University counseling students are assigned to counseling faculty academic advisors who may assist in dealing with academic problems and student concerns. The student should make every effort to determine the circumstances that have led to inadequate performance. If the student wishes to appeal their grade, they should follow the Grade Appeal process that is detailed in this Student Handbook. Students on academic probation should enroll in only one course per term. The Counseling Coordinator/Advisor will determine when the academic performance of the student is adequate, and the student may resume enrolling in two courses per term. Students on probation or admitted conditionally will be required to receive a minimum grade of B or better and will enroll in only one course per term until the Counseling Coordinator/Advisor agrees the student has demonstrated aptitude for graduate level study in a counseling degree program. Students will enroll in only one course per term for a minimum of four courses but may be enabled to take only one course per term indefinitely.

Reinstatement

A student who had been dismissed for academic reasons may send a written appeal for reinstatement to the Graduate Council through the Office of Academic Affairs. The student must send the appeal stating the basis for his or her request for reinstatement no sooner than one term following the issuance of the last grade that resulted in the dismissal. The student is responsible for providing a complete and accurate written statement describing the circumstances that contributed to his or her poor academic performance. Campus or program directors and faculty may provide recommendations to the Graduate Council as to whether the student should be reinstated. If the Graduate Council approve the request, stipulations

designed to ensure academic success will be required of the student upon return to his/her/their studies. If the Graduate Council denies the reinstatement appeal, the student may apply for readmission after one calendar year.

Readmission

Students may send a written appeal stating the basis for their request for readmission to the Graduate Council in care of the Office of Academic Affairs. Students must send the appeal no sooner than one year following the issuance of the last grade that qualified the student for dismissal, or after a reinstatement appeal was denied by the Graduate Council. The student is responsible for providing a complete and accurate statement describing the circumstances that contributed to his or her poor academic performance.

Two types of dismissal situations that might create grounds for readmission are: 1) the student has a generally good graduate record at Webster University but experiences a work or personal problem that leads to poor performance; or 2) the student's background is weak in a specific area, e.g., accounting, that leads to poor performance in courses in that area or a related area, e.g., finance.

In the case of a past work or personal problem, students should submit information or documentation that indicates the nature of the original problem and how it has been resolved. In the case of a weak background in a specific area, students should demonstrate the attainment of the necessary knowledge and/or skills to do graduate work at Webster University, such as successful completion of remedial work in the problem area. In either instance, the student might demonstrate the ability to do graduate work by voluntarily taking a standardized test such as the GMAT.

If the Graduate Council approves the student's request for readmission, stipulations designed to ensure academic success will be required of the student upon return to his/her/their studies. If the Graduate Council denies the readmission appeal, the student remains dismissed from the University without further right of appeal.

University Policies Statement

As stated above, all Webster University policies and procedures apply to students in the counseling program in addition to those specific to this Handbook. For a detailed description of University Policies, consult the Webster University graduate catalog.

Department of Professional Counseling

Professional Skills Evaluation Form

Student: _____ Student ID Number: _____

Site Supervisor Name: _____ Course Number: _____ Section: _____

Campus: _____ Term: _____ Circle One: Site Supervisor Evaluation Self-Evaluation

Rating Scale: N – No opportunity to observe 0 – Does not meet criteria for program expectations 1 – Meets criteria minimally or inconsistently for program expectations 2 – Meets criteria consistently at program expectations 3 – Exceeds criteria for program level competency	This form is to be used in the following courses: COUN 5020 Foundations of Counseling COUN 5100 Social and Cultural Foundations of Counseling COUN 5600 Techniques of Group Counseling COUN 5610 Techniques of Counseling COUN 6000/6100/6200 Practicum COUN 6500 Internship
Please rate ONLY those behaviors and skills that you have observed.	
A. Aptitude, Personality Traits, and Behaviors Appropriate for Counseling Students	N 0 1 2 3
A-01. Cognitive and sensory capacities: Demonstrates cognitive and sensory capacities to effectively and professionally interact with fellow students, faculty, supervisor, and staff	
A-02. Interpersonal interaction: Demonstrates interpersonal skills* necessary to effectively and professionally interact with fellow students, faculty, supervisor, and staff	
A-03. Enhance interactions: Demonstrates interpersonal skills* necessary to enhance interactions with fellow students, faculty, supervisor, and staff <i>(*Interpersonal skills include but are not limited to positive regard for others, mood and affect regulation, openness, genuineness, empathy, and appropriate verbal and non-verbal communication skills)</i>	
A-04. Overall Assessment of Student's skills related to Aptitude, Personality Traits, and Behaviors Appropriate for Counseling Students <i>(Note: If providing a rating of 0 or 1 on this "overall" rating, please ensure you have assessed any of the above skills that you have observed)</i>	
Comments:	
B. Learning Attitudes and Behaviors	N 0 1 2 3
B-01. Participation: Participates every week in class discussions and activities	
B-02. Professionalism: Discusses conflicts or concerns in a professionally appropriate manner	
B-03. Self-care: Engages in sufficient, appropriate self-care practices	
B-04. Self-disclosure: Self-discloses appropriately	
B-05. Self-awareness: Demonstrates awareness of effect on others	
B-06. Feedback to peers: Provides feedback appropriately to other students	
B-07. Self-control: Effectively and appropriately manages own frustration, anger, and impulses	
B-08. Overall Assessment of student's skills related to Learning Attitudes and Behaviors <i>(Note: If providing a rating of 0 or 1 on this "overall" rating, please ensure you have assessed any of the above skills that you have observed).</i>	
Comments:	

C. Basic Counseling Skills	N	0	1	2	3
C-01. Awareness of own cultural values: Demonstrates awareness of own belief system, values, needs, and biases					
C-02. Cultural awareness: Demonstrates awareness of own cultural, ethnic, racial identity					
C-03. Respect for cultural differences: Respects cultural, individual and role differences, including but not limited to those related to age, gender, race, ethnicity, national origin, religion, sexual orientation, disability, language, and SEC status.					
C-04. Basic Counseling Skills 1: Demonstrates unconditional positive regard, warmth, and empathy toward clients and others					
C-05. Basic Counseling Skills 2: Demonstrates capacity to listen reflectively, summarize, and paraphrase					
C-06. Basic Counseling Skills 3: Demonstrates capacity to use therapeutic silence					
C-07. Infers Unstated Meaning: Demonstrates ability to determine underlying meaning and unstated values of the client's story					
C-08. Boundaries: Recognizes, respects, and maintains appropriate boundaries in all professional relationships					
C-09. Elicits information: Elicits information from others in a therapeutic manner (with open-ended questions, avoidance of double questions, and not answering questions for others)					
C-10. Aware of theories: Demonstrates awareness of theories of counseling					
C-11. Informed consent: Demonstrates understanding of informed consent and the limits of confidentiality					
C-12. Overall Assessment of student's skills related to Basic Counseling Skills: <i>(Note: If providing a rating of 0 or 1 on this "overall" rating, please ensure you have assessed any of the above skills that you have observed).</i>					
Comments:					
D: Fitness for Counseling	N	0	1	2	3
D-01. Establishes therapeutic relationship: Demonstrates ability to establish a counseling relationship					
D-02. Case conceptualization: Conceptualizes cases and develops clinically appropriate treatment plans					
D-03. Practices within scope: Practices within one's level of training					
D-04. Therapeutic confrontation: Appropriately uses confrontation, re-direction, interruption					
D-05. Understands DSM: Renders clinical mental health diagnoses using the current edition of the DSM, and provides sufficient justification					
D-06. Management of SI HI: Effectively manages risk for suicidal or homicidal ideation in an ethical and clinically appropriate manner					
D-07. Reports abuse: Identifies and responds to various forms of abuse					
D-08. Substance abuse tx: Understands effective treatment protocols for chemical addiction					
D-09. Cultural sensitivity: Demonstrates multicultural awareness and sensitivity					
D-10. Case notes: Writes professionally appropriate case notes					

D-11. Referral and termination: Makes appropriate referrals and responsibly terminates cases.					
D-12. Code of ethics: Adheres to ACA Code of Ethics					
D-13. Boundary maintenance: Maintains appropriate boundaries in clinical practice					
D-14. Overall Assessment of student's skills related to Fitness for Counseling (<i>Note: If providing a rating of 0 or 1 on this "overall" rating, please ensure you have assessed any of the above skills that you have observed</i>).					
Comments:					
E. Integration of Theory and Practice	N	0	1	2	3
E-01. Integrates theory and practice: Integrates selected theory with his/her clinical practice					
E-02. Theoretical consistency: Presents case studies consistent with theory					
E-03. Outcome assessment: Demonstrates ability to measure outcomes based on theory					
E-04. Appreciates Variety of Theories: Demonstrates appreciation of a variety of counseling theories					
E-05. Overall Assessment of student's skills related to Integration of Theory and Practice (<i>Note: If providing a rating of 0 or 1 on this "overall" rating please ensure you have assessed any of the above skills that you have observed</i>).					
Comments:					
F. Openness to Clinical Supervision	N	0	1	2	3
F-01. Active learning: Actively participates in learning activities					
F-02. Responds to feedback: Responds appropriately to peer, instructor, and supervisor feedback					
F-03. Preparedness: Is usually sufficiently prepared for supervision sessions and activities					
F-04. Professional interactions: Demonstrates professionalism in all interactions with agency and program					
F-05. Compliance with rules: Complies and cooperates with agency rules and expectations					
F-06. Overall Assessment of student's skills related to Openness to Clinical Supervision (<i>Note: If providing a rating of 0 or 1 on this "overall" rating, please ensure you have assessed any of the above skills that you have observed</i>).					
Comments:					

Summary of student strengths:

Summary of areas that need more attention for this student:

Site Supervisor Signature

Date

I acknowledge that I have read and reviewed this evaluation.

Student Signature

Date

***Please note the PSE may be replaced with another assessment tool where deemed necessary.**

Student Acknowledgement

I, _____, a student at Webster University in pursuit of an MA in Counseling, acknowledge that I have received a copy of the Department of Professional Counseling *Student Handbook*. I understand that it is my responsibility to read and understand the contents of the handbook. I will be held responsible for all the content in this Handbook. By signing in the space below, I agree to abide by the practices described in this document while enrolled in graduate counseling courses at Webster University. I agree to contact my faculty advisor and/or the Counseling Coordinator at my campus should I have difficulties with students, faculty, and/or staff within the program. I agree to adhere to and abide by the professional ACA *Code of Ethics* (2014) while enrolled as a student in the graduate professional counseling degree program at Webster University. I agree to demonstrate openness to clinical supervision and transparency in my practices as a counselor-in-training while enrolled as a student in Webster University.

I understand that the contents of this handbook are subject to revision.

Please sign, date, and turn in at student orientation prior to beginning of term.

Student Signature

Print Name

Date¹