<table>
<thead>
<tr>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Introduction: Mission &amp; Diversity Statement</em></td>
<td>5</td>
</tr>
<tr>
<td>Academic Advisement</td>
<td></td>
</tr>
<tr>
<td>Academic Advisors</td>
<td>6</td>
</tr>
<tr>
<td>Academic Appeal Procedure</td>
<td>7</td>
</tr>
<tr>
<td>Academic Integrity Policy</td>
<td></td>
</tr>
<tr>
<td>Sanctions</td>
<td>8</td>
</tr>
<tr>
<td>Procedure</td>
<td>9</td>
</tr>
<tr>
<td>Appeals Process</td>
<td>9</td>
</tr>
<tr>
<td>Academic Load</td>
<td>10</td>
</tr>
<tr>
<td>Advanced Graduate Studies</td>
<td>10</td>
</tr>
<tr>
<td>Advisement and Plan of Study Form</td>
<td>12</td>
</tr>
<tr>
<td>APA Style Format for Papers</td>
<td>13</td>
</tr>
<tr>
<td>Assessment of Student Progress</td>
<td>13</td>
</tr>
<tr>
<td>Attendance</td>
<td>14</td>
</tr>
<tr>
<td>Candidacy for a Graduate Degree</td>
<td>14</td>
</tr>
<tr>
<td>Career &amp; Job Information</td>
<td></td>
</tr>
<tr>
<td>Career Services</td>
<td>14</td>
</tr>
<tr>
<td>Faculty</td>
<td>14</td>
</tr>
<tr>
<td>Job Postings</td>
<td>14</td>
</tr>
<tr>
<td>Class Assignments</td>
<td>14</td>
</tr>
<tr>
<td>Code of Conduct</td>
<td>15</td>
</tr>
<tr>
<td>Comprehensive Exam</td>
<td>15</td>
</tr>
<tr>
<td>Course Registration</td>
<td>16</td>
</tr>
<tr>
<td>Course Sequence</td>
<td>17</td>
</tr>
<tr>
<td>Degree Requirements</td>
<td>18</td>
</tr>
<tr>
<td>Endorsement Policy</td>
<td>19</td>
</tr>
<tr>
<td>Ethics</td>
<td>19</td>
</tr>
</tbody>
</table>

**TABLE OF CONTENTS (continued)**
<table>
<thead>
<tr>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty Contact Information</td>
<td>19</td>
</tr>
<tr>
<td>Full Time Faculty</td>
<td>19</td>
</tr>
<tr>
<td>Adjunct Faculty</td>
<td>19</td>
</tr>
<tr>
<td>Grade Appeals Procedure</td>
<td>20</td>
</tr>
<tr>
<td>Grades</td>
<td>21</td>
</tr>
<tr>
<td>Leave of Absence</td>
<td>21</td>
</tr>
<tr>
<td>Library Resources</td>
<td>21</td>
</tr>
<tr>
<td>Licensure &amp; Certification</td>
<td>22</td>
</tr>
<tr>
<td>Licensure as Associate Counselor (LAC)</td>
<td>23</td>
</tr>
<tr>
<td>Licensure as Professional Counselor (LPC)</td>
<td>23</td>
</tr>
<tr>
<td>Substance Awareness Coordinator (SAC)</td>
<td>23</td>
</tr>
<tr>
<td>Maintenance of Matriculation Status</td>
<td>24</td>
</tr>
<tr>
<td>On Campus Opportunities</td>
<td>24</td>
</tr>
<tr>
<td>Academic Support Center</td>
<td>24</td>
</tr>
<tr>
<td>Computing Services</td>
<td>24</td>
</tr>
<tr>
<td>Help Desk</td>
<td>24</td>
</tr>
<tr>
<td>Journal</td>
<td>24</td>
</tr>
<tr>
<td>Chi Sigma Iota</td>
<td>25</td>
</tr>
<tr>
<td>Practicum &amp; Internship</td>
<td>25</td>
</tr>
<tr>
<td>Professional Organizations</td>
<td>26</td>
</tr>
<tr>
<td>American Counseling Association (ACA)</td>
<td>28</td>
</tr>
<tr>
<td>New Jersey Counseling Association (NJCA)</td>
<td>28</td>
</tr>
<tr>
<td>New Jersey Mental Health Counseling Association (NJMHCA)</td>
<td>28</td>
</tr>
<tr>
<td>NJ State Board of Marriage and Family Therapy Examiners</td>
<td>29</td>
</tr>
<tr>
<td>National Board of Certified Counselors</td>
<td>29</td>
</tr>
<tr>
<td>Religious Holy Days</td>
<td>29</td>
</tr>
<tr>
<td>Review and Retention</td>
<td>29</td>
</tr>
<tr>
<td>Student ID’s &amp; Web Accounts</td>
<td>31</td>
</tr>
<tr>
<td>Transcripts of Records</td>
<td>31</td>
</tr>
<tr>
<td>Web Campus</td>
<td>32</td>
</tr>
<tr>
<td>Withdrawal from Program</td>
<td>32</td>
</tr>
</tbody>
</table>

**TABLE OF CONTENTS (continued)**
# Most Frequently Asked Questions

## The Counseling Profession
- What is counseling? [33]
- What is the difference between counseling & other mental health professionals? [33]
- How long will it take to complete the MA program in Clinical Mental Health Counseling? [33]
- Is there a comprehensive exam to complete the MA degree? [33]
- Are there study guides that you recommend to study for the comps? [34]
- What field experiences required for the degree? [34]

## Practicum/Internship Information
- What are practicum and internship? [35]
- Can I do practicum and internship at the same time? [35]
- How can I find out about practicum/internship sites? [35]
- What are the required credentials for a site supervisor? [36]
- What are the procedures for registration for practicum/internship? [36]

## Counselor License Information
- What is a counseling license? [38]
- Where and when do I sign up to take the National Counselor Exam? [38]
- How long will it take to earn my LPC? [38]
- What are the job prospects for licensed professional counselors? [38]

## APPENDICES
- **Appendix A**: Professional Assessment Form [40-42]
- **Appendix B**: Performance Review Form [43-44]
- **Appendix C**: Practicum & Internship Forms [45-58]
- **Appendix D**: Understanding & Acknowledgement Form [59-60]

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### Mission & Diversity Statement
The CACREP-accredited MA in Clinical Mental Health Counseling prepares its graduates for the professional practice of counseling in a variety of work settings such as universities, community agencies, clinics, hospitals, drug abuse centers, child protective services, private practice, business, and industry. The program also prepares highly competent counseling professionals— including entry-level and advanced-level counselors, counseling researchers and counseling administrators— to have a significant impact on the mental health field as counselors, program directors, researchers, grant writers and policy makers on the local, state and national levels. With those goals in mind, the students are trained in a broad spectrum of issues including: assessment, diagnosis, individual, group, and family counseling, consulting, and advocacy skills. In addition, students acquire an understanding of crisis intervention strategies, psychopharmacology, the mental health delivery system, the effective use of data in helping clients make informed choices, and the influence of gender differences, social problems, age, and cultural diversity on the emergence of various problems and symptoms.

Central to the Clinical Mental Health Counseling program is respect for diversity and for values different from one’s own world view. The valuing of diversity is also consistent with the profession of counseling as mandated by the American Counseling Association Code of Ethics. There had been an increasing need for counselor to actively work and advocate for social justice and prevent oppression in our society. Thus, our Admissions Objective is to recruit and to admit students to our academic training program who represent multicultural communities that contain people of diverse racial, ethnic, and class backgrounds; national origins; religious, spiritual, and political beliefs; physical abilities; ages; genders; gender identities, sexual orientations; and physical appearance. Counselors believe training experiences are enhanced by member’s openness to learning about others who are different than them as well as acceptance of others.

In order to apply what they have learned in the classroom students will, in consultation with, and the approval of the Coordinator of Practicum/Internship, procure a Practicum and Internship site, and complete 100 hours of Practicum and 600 hours of internship at a mental health counseling site. Experiences will be arranged with the Coordinator of Practicum/Internship and the student will be supervised both “on-site” and on campus by licensed personnel.

The program is a 60-credit degree program. The program is based on the Practitioner/Researcher model and meets current educational requirements for the Marriage and Family Therapy Examiners Board for Licensure as a licensed associate counselor (LAC) and licensed professional counselor (LPC) in the State of New Jersey and reflects curriculum requirements of the Council for Accreditation of Counseling and Related Educational Programs (CACREP). The program prepares students for, but does not guarantee licensure as a professional counselor in NJ since the program faculty and FDU have no authority over the licensure process.

Clinical Mental Health Counseling Program Objectives:

1. Students will demonstrate theoretical knowledge of the professional literature that forms the scholarly and practical foundation of counseling and development.
2. Students will demonstrate knowledge of and assume roles and functions consistent with the professional identity of counselors.

Clinical Mental Health Counseling Program Objectives (Continued)...

3. Students will apply and demonstrate appropriate counseling and crisis intervention skills with individuals, families, and groups.
4. Students will exhibit knowledge of group development, dynamics, leadership styles, and counseling methods and skills.
5. Students will demonstrate knowledge of and the ability to form effective helping relationships with diverse individuals, families, and groups.
6. Students will demonstrate the ability to conduct intake interviews with mental status assessment and to utilize the DSM-IV to provide an accurate diagnosis of presenting mental health issues.
7. Students will demonstrate competence in applying theories and models in the conceptualization of client difficulties and the development of treatment plans.
8. Students will demonstrate knowledge of and maintain the ethical standards of ACA and the legal standards of the profession.
9. Students will demonstrate knowledge of basic classifications, indications, and contraindications of psychopharmacological medications.
10. Students will demonstrate knowledge about research design and implementation and use counseling research and evaluation results to guide counseling practice.
11. Students will apply knowledge of research and assessment techniques in their counseling work and in the assessment of programmatic outcomes and effectiveness.
12. Students will demonstrate knowledge of the pragmatic concerns (e.g., managed care and budget constraints) facing the mental health field today.
13. Students will exhibit personal and professional behaviors, skills, and attitudes conducive to effective counseling and professional development.
14. Students will demonstrate competence in effectively gathering, analyzing, interpreting and presenting case materials about their clients in written and oral presentation forms.

**Academic Advisement**

Each semester course listings are provided both on the web, through webadvisor, and in printed form. Students are responsible for scheduling advisement appointments with an academic advisor in the Department prior to registering. Graduate students can register for their classes, after discussing their proposed schedule with their advisor, on the university’s website through webadvisor.

**Academic advisors:**

<table>
<thead>
<tr>
<th>Name</th>
<th>Phone Number</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Donalee Brown</td>
<td>973-443-8987</td>
<td><a href="mailto:Donalee@fdu.edu">Donalee@fdu.edu</a></td>
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<tr>
<td>Dr. Yolanda Hawkins-Rodgers</td>
<td>973-443-8554</td>
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</tr>
<tr>
<td>Dr. Dana Kaspereen</td>
<td>973-443-8095</td>
<td><a href="mailto:Dana_kaspereen@fdu.edu">Dana_kaspereen@fdu.edu</a></td>
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<tr>
<td>Dr. Ann Ordway</td>
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<tr>
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<tr>
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<td>973-443-8551</td>
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</tr>
<tr>
<td>Dr. Lona Whitmarsh</td>
<td>973-443-8549</td>
<td><a href="mailto:whit@fdu.edu">whit@fdu.edu</a></td>
</tr>
</tbody>
</table>

**Academic Appeal Procedure**

Students may appeal a decision made by the department and other issues in the following manner:
• **Termination of a student from the program**
  Submit in writing to the program director the reasons for appeal. The director then shares the student’s appeal with the faculty as a whole who considers the appeal. The director shall report to the student on the resolution of the appeal within two weeks of the meeting with the faculty. If the issue is not resolved to the student’s satisfaction, the student has one week to appeal in writing to the dean of the college.

• **Grades**
  Students must first discuss difficulties with the instructor. If the student is not satisfied, he/she should submit reasons for the disagreement in writing to the program director, who will mediate the issue. Grade appeal can then proceed to the department chair and the Dean’s office as described above.

• **Comprehensive Examination decision**
  The Comprehensive Examination, which is comprised of the Counselor Preparation Comprehensive Examination (CPCE) and analysis of cases, is taken by the student toward the end of the program, preferably the semester prior to the expected graduation date. For the analysis of cases portion of the exam which is graded by the counseling faculty, each student is given a code number, which is placed on the examination so that the grading is done anonymously. It should be noted that a borderline or failing examination grade on the cases is given to another faculty member for additional review and grading. If the analysis of the cases is still considered borderline or failing, the Department Chair then evaluates the examination. Students who fail the objective multiple choice test will retake the test in the following semester in which the comprehensive exam is given. Failure of one case in will result in a student retaking that one case on a prearranged date before the end of the current semester. There will be only one date scheduled for students to retake a failed exam. If a student fails more than one case analysis, he/she must retake the entire analysis of cases portion of the exam in the following semester in which the comprehensive exam is given. If the student fails one or both portions of the culminating Comprehensive Examination, the individual is encouraged to meet with the faculty advisor to discuss reasons for failure and ways to improve performance. Failure of both the CPCE and the analysis of cases will result in the student retaking the entire comprehensive exam over during the next semester in which the exam is offered (fall or spring). In the event that a student wishes to challenge or appeal the Comprehensive Examination decision, students must submit in writing to the program director their reason(s) for appeal. The program director then shares the letter with the faculty as a whole who considers the appeal. If the issue is not resolved to the student’s satisfaction, the student has one week to appeal in writing to the dean of the college.

• **Extensions on time limits for degree completion.**
  Students must submit in writing their request to the program director, explaining the need for the extension, as well as a projected timetable for completion of the degree. The director then shares the student’s appeal with the faculty as a whole who considers the appeal. The director shall report to the student on the resolution of the appeal within two weeks of the meeting with the faculty. If the issue is not resolved to the student’s satisfaction, the student has one week to appeal in writing to the dean of the college.

• **Final appeal**
  A student who believes that the above procedures were not adhered to in his/her case may bring the matter to the Dean of Becton College who will then review the process. If the procedures were not in fact properly carried out, the Dean may then request the
department reconsider the case.

**Academic Integrity Policies**

Students enrolled at FDU are expected to maintain the highest standards of academic honesty. Students have the responsibility to each other to make known the existence of academic dishonesty to their course instructor and then, if necessary, the department chair, school director or the academic dean of Becton College. Course instructors have the added responsibility to state in advance in their syllabi any special policies and procedures concerning examinations and other academic exercises specific to their courses. Students should request this information if not distributed by the instructor.

Academic dishonesty includes, but is not necessarily limited to, the following:
- **Cheating** – Giving or receiving unauthorized assistance in any academic exercise or examination. Using or attempting to use any unauthorized materials, information or study aids in an examination or academic exercise.
- **Plagiarism** – Representing the ideas or language of others as one’s own.
- **Falsification** – Falsifying or inventing any information, data or citation in an academic exercise.
- **Multiple Submission** – Submission of substantial portions of any academic exercise more than once for credit without the prior authorization and approval of the current professor.
- **Complicity** – Facilitating any of the above actions or performing work that another student then presents as his or her assignment.
- **Interference** - Interfering with the ability of a student to perform his or her assignments.

**Sanctions**

Any student found guilty of academic dishonesty will, for the first offense, receive one or a combination of the following penalties:
- No credit (0) or failure for the academic exercise
- Reduced grade for the course
- A failure in the course that is identified on the student’s permanent record card as permanent and cannot be removed
- Recommendation for Academic Probation to the dean’s office

In cases of interference and complicity, when the student is not registered in the affected course, the incident may be recorded on the student’s permanent record card. In any case, the incident and penalty will be recorded in the student’s file maintained in the campus Office of Enrollment Services.

For a second offense of academic dishonesty, a student will be subject to any combination of the above sanctions and, with concurrence of the academic dean, one of the following:
- **Suspension** from the University for one year. Readmission will be contingent upon the approval of the academic dean
- **Dismissal** from the University

**Procedure**

When a faculty member believes that a student has committed an act of academic dishonesty, the faculty member will discuss the incident with the student as soon as possible. If after the
conference, the faculty member has determined that an act of academic dishonesty occurred, the faculty member will impose appropriate sanctions as listed above. The faculty member must notify the student in writing of the imposed sanctions and the Appeal Procedure for Academic Integrity violations. **All letters notifying the student of the sanctions and the appeals’ outcomes should be sent CERTIFIED MAIL with return receipt.** The faculty member will submit copies of the notice to his or her department chair, the chair of the department or school director of the student’s major, the academic dean and the campus Office for Enrollment Services. The student may submit a **written** appeal to the department chair or school director within 14 days of the receipt of the notification of the imposed sanctions. Failure to make an appeal within this 14-day time period shall constitute a waiver of the appeal right. Upon completion of the appeal process, the academic dean will notify the campus director of enrollment services of the final disposition of the matter and the sanctions to be imposed, if any.

**Appeals Process**

Students who are charged with academic dishonesty by an instructor may appeal in writing to the chair of the department or school director in which the alleged incident took place and the chair of school director will act as mediator. The sanction imposed by the faculty member may be dismissed, modified or upheld throughout the mediation process. The department chair or school director, within 10 working days, will notify the student in writing of the outcome of the mediation process, with copies to the instructor, academic dean and campus director of enrollment services. If it is determined that academic dishonesty did not take place, the student's grade cannot be based on the assumption of such dishonesty. Within 10 working days of the department chair’s or school director’s notification, the student may submit a **written** appeal to the academic dean of the College in which the alleged dishonesty took place. The academic dean shall establish a five-person hearing committee consisting of a faculty member at large from the College, the academic dean, the campus dean of students, a faculty member from the department of the student's major and a student, selected by the campus dean of students, from the College in which the alleged dishonesty took place. The hearing will be chaired and convened by the academic dean of the College. The committee can uphold, modify or dismiss the outcome of the department mediation process. The academic dean will notify the student of the committee’s decision within five working days of the hearing. For a second offense of academic dishonesty, the academic dean can suspend or dismiss the student.

For a sanction of suspension or dismissal imposed by the academic dean, the student may file a written appeal to the campus provost within 10 working days of receiving the notification of the dean’s decision. The campus provost, or his or her designee, shall review the case within 10 working days of the receipt of the appeal. The campus provost shall make the final decision, using any appropriate resource to assist in deciding the appeal. The campus provost shall then notify all parties in writing of his or her final decision within five working days after the review process.

**Academic Load**

A student registered for 9 credits per semester is considered a full-time graduate student. Half-time status is applied to students who register for a minimum of 4.5 credits. The only exception to this regulation will be those students in their final semester before graduation who need fewer than 9 credits to graduate and who normally have carried 9 or more credits per fall or spring semester while attending FDU. A student may register for a maximum of 12 credits. The maximum number of credits each summer session is 6 credits.

No credit will be allowed for courses taken at another accredited institution of higher
learning while enrolled in a degree program at Fairleigh Dickinson University unless approved in advance and in writing by the College Dean and the Director of the Clinical Mental Health Counseling Program.

**Advanced Graduate Studies**

If you are interested in furthering your graduate education, consider applying for a doctoral degree. However, you should know that it is very competitive.

Most programs have application dates between late December and February. Thus, you should start your search at the beginning of your second year.

Also, ACA (American Counseling Association) provides excellent resources for students. You can access this information through their website at www.counseling.org.

Secure a copy of the APA book *Graduate Study in Psychology*. You can order one from the APA (APA order Dept., P.O. Box 2710, Hyattsville, MD 20784-0710, phone 1-800-374-2721, www.apa.org).

The Career Services office has relevant information about graduate programs. Feel free to use them as another means of reference.

Most schools require GRE scores. Prior to applying for a doctoral program, verify if GRE scores are required. If you have not taken the GRE or feel that your scores are not indicative of your abilities, you can always retake the exam, in which case, preparation for the GRE is essential. Kaplan and Princeton Review offer pretest training for a fee. Also books are available in most commercial bookstores for GRE preparation. Reviewing your textbooks will also be of great help. Testing is done by an outside testing company. Registration is required for both the general and the psychology GRE’s. Usually they are given separately and there are fees for both tests. Register as soon as possible in order for the scores to meet deadlines but make sure you are prepared.

Most schools require 2-4 letters of recommendation. If you are going to ask a faculty member for a recommendation, be sure he/she knows about you and your abilities. Once the professor has agreed to write the recommendation, it is advisable to supply him/her with a paper you are particularly proud of, your resume, any forms that must accompany the recommendations, the schools’ addresses, and envelopes and deadline dates for submission. It is suggested that you give the professors ample time to write these letters.

Because the competition is so fierce, you should do everything possible to distinguish your application from others. This might include:

- independent research with a faculty member
- working on our departmental journal, the *Journal of Psychology and the Behavioral Sciences* where articles on counseling are encouraged for submission
- getting practical work experience in an organization
- attending and presenting at the New Jersey Counseling Association conference, the American Counseling Association Annual Conference and other relevant conferences
• joining Chi Sigma Iota Honor Society for Counseling and participating in its activities

Be realistic about your chances of getting into certain programs. If your GRE scores are not close to the minimum requirements for the school you are applying to, do not apply there. It wastes your time and money as well as the faculty members' time in writing recommendation.
Fairleigh Dickinson University  
Student Advising & Plan of Study Form: MA in Clinical Mental Health Counseling

| Student Name: ________________________________ | Beginning Semester (M/Y) ______ |

### I. Professional CORE Courses

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Credits</th>
<th>Offered (Tent)</th>
<th>Planned Semester</th>
<th>Semester Taken</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>COUN 7700</td>
<td>The Counseling Profession: History &amp; Theories</td>
<td>3</td>
<td>Fall, Sp</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>COUN 7701</td>
<td>Counseling Skills &amp; Practices</td>
<td>3</td>
<td>Fall, Sp</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>COUN 7702</td>
<td>Diagnosis &amp; Treatment Planning in Counseling</td>
<td>3</td>
<td>Fall, Sp</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>COUN 7703</td>
<td>Development Across the Lifespan</td>
<td>3</td>
<td>Fall, Sp</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>COUN 7704</td>
<td>Crisis Intervention</td>
<td>3</td>
<td>Fall, Sp</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>COUN 7705</td>
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<td>3</td>
<td>Fall, Sp, Win, Sum</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
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<td>3</td>
<td>Fall, Sp</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>COUN 7707</td>
<td>Family Counseling</td>
<td>3</td>
<td>Fall, Sp</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>COUN 7708</td>
<td>Appraisal of Individuals: Assessment &amp; Measurement</td>
<td>3</td>
<td>Fall, Sp, Sum</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>COUN 7709</td>
<td>Multicultural Counseling</td>
<td>3</td>
<td>Fall, Sp</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>COUN 7710</td>
<td>Behavioral Research</td>
<td>3</td>
<td>Fall, Sp, Sum</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>COUN 7711</td>
<td>Professional Counselor</td>
<td>3</td>
<td>Fall, Sp</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>COUN 7713</td>
<td>Addictions Counseling</td>
<td>3</td>
<td>Fall</td>
<td></td>
<td></td>
<td></td>
</tr>
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<td>Psychopharmacology</td>
<td>3</td>
<td>Fall, Sp, Sum</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>COUN 8700</td>
<td>Program Planning &amp; Evaluation: Prevention &amp; Education</td>
<td>3</td>
<td>Fall, Sp</td>
<td></td>
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### III. PRACTICUM

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<th>Planned Semester</th>
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### IV. INTERNSHIP & SUPERVISION

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<td>Internship III (for students unable to complete 600 hours in 2 semesters)</td>
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### V. Comprehensive EXAM

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<td>(register for 0 credits)</td>
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In the next to final or final semester of the program, the student will register for the comprehensive exam.
**APA Style Format for Papers**

All papers required for this program are to be written in APA style unless specifically instructed otherwise by the professor. It is important to familiarize yourself with this style. Knowledge on how to format your paper in this style can be obtained by purchasing the most current edition of the *APA Publication Manual*, fifth edition. The FDU bookstore keeps them in stock in their reference text section. They can also be found in other commercial bookstores.

Be sure to use the fifth edition of the manual; there are still copies of the fourth edition in circulation so check your copy for the latest edition.

**Assessment of Student Progress**

The FDU counseling faculty have the right and responsibility to monitor every student’s progress through the program. The faculty, therefore, conducts a developmental and systematic assessment of each student’s progress through the program. Students are routinely evaluated through the counseling program on the criteria of knowledge, personal characteristics, interpersonal skills, and counseling skills to determine if progress is adequate, if remedial work is needed, or if the student should be withdrawn from the program.

At any faculty meeting, a faculty member may bring up a student about whom there are academic, personal, interpersonal, or professional concerns. In addition, the faculty specifically addresses concerns about any student at the last faculty meeting of each semester. In the semester prior to the anticipated placement in practicum, faculty members familiar with the student will evaluate her/his performance. Students who meet the criteria will be recommended for placement in practicum. Please be aware that success in the sequence of clinical courses requires some skills that may be different from those required for success in didactic courses; thus, success in didactic courses does not guarantee success in clinical courses. Furthermore, the sequence of clinical courses involves the demonstration of increasingly complex counseling skills and competences and, consequently, success in earlier courses(s) in the clinical sequence does not guarantee success in later course(s) in the sequence.

If a faculty member identifies concerns about a student, the instructor will complete the Professional Assessment Form (See appendix), will confer with the student, and will provide the student and the program director with a copy of the form. The concern will be presented to the faculty at the next regular faculty meeting. Students who evidence deficiencies will have the opportunity to develop and implement a plan, with the aid and support of faculty, to demonstrate improvement. Students who fail to improve will not be allowed to continue in the program, but will be encouraged to consult with their faculty advisor regarding alternative educational, training, or employment opportunities.

If the student decides to appeal the faculty’s counsel, the program director will seek a resolution with the instructor(s) and the student. If no resolution is reached, the program director will refer the matter to the department chair who will convene an ad hoc hearing committee of three members. The committee will be composed of one faculty member designated by the instructor, one faculty member designated by the student, and one faculty member designated by the department chair who will serve as chair of the ad hoc committee. The committee will require a written statement from the instructor and the student and then will hold an oral hearing where the views of the instructor and the student will be heard. The committee will determine whether the student will continue in the program without restriction, will continue in the program with remedial work, or will be withdrawn from the program. The committee will make specific
recommendations. Efforts will be made to complete the appeals process and reach a decision within thirty (30) days. The decision will be conveyed to the instructor, the student, and the department chair in writing. All records in the case will be filed in the student's departmental file.

**Attendance**

Students are required to attend class, arrive on time and participate in all courses for which they have enrolled. Class attendance and participation are essential to academic progress. At the beginning of each semester, instructors will announce the specific attendance requirements for each course. Each faculty member will clearly delineate the number (if any) of permissible absences and the sanctions to be applied for excessive absences or tardiness. Each instructor will include the attendance policy on each syllabus to prevent any misunderstanding of the requirements for the course.

**Candidacy for a Graduate Degree**

A Declaration of Candidacy form, accompanied by the appropriate fee, must be filed in the Office of Enrollment Services no later than eight months preceding graduation. Filing dates must be obtained from the Office of Enrollment Services. Students are encouraged to apply at least one semester before they intend to graduate. Degrees are awarded September 1, February 1 and the day of commencement in May.

**Career & Job Information**

**Career Services**
Location: Student Center Building
Services offered: Computerized job bank
                 Resume writing workshops
                 Interviewing skills workshops
                 Job hunting resource books

**Faculty as Resources**
Tell faculty members that you are job hunting and would appreciate their assistance. Give faculty members a copy of your resume when you begin the job search.

**Job Postings**
Check postings for jobs listed on the Clinical Mental Health Counseling bulletin board in the department, department job listings notebook, and the Career Services Center. The university subscribes to a number of computerized job banks.

**Class Assignments**

Some of your assignments will be group assignments where you are formed into teams with fellow students. Be prepared for this. The reasoning behind the use of student teams is to provide you the opportunity to work with others in a group atmosphere because so much of the workplace today is structured into teams.

Be aware of the concept of social loafing. If you don't know what this is, look it up (Hint: it's a concept from social psychology). Working in teams can be either rewarding or frustrating. Try to
apply the use of good group dynamics in the management of your team.

If your team is having problems with its internal dynamics and you cannot work it out after trying yourself, meet with your professor and ask for suggestions.

**Code of Conduct**

See the attachment entitled “Graduate Code of Conduct and Policies and Procedures for Termination and Appeal”. All graduate students will be asked to read and sign this code that indicates agreement to abide by the code.

**Comprehensive Exam**

All Clinical Mental Health Counseling graduate students are required to successfully complete a comprehensive exam as part of their degree requirements. In order to take this exam all Clinical Mental Health Counseling graduate students must register for COUN 9900 Comprehensive Exam (worth 0 credits) during registration, the semester prior to taking the exam. This will ensure the results of the exam will appear on your transcript after you graduate, which you will need to submit for licensure.

The purpose for this process is:

- To ensure that students have attained an appropriate mastery of the competencies required for the Masters in Clinical Mental Health Counseling.

- To give students an opportunity to integrate the material covered in their coursework, field work, independent studies, and research.

- To provide students an opportunity to apply their learning to real life situations.

- To provide a pre-test experience for the required national examination for licensure (NCE).

Your class notes, textbooks, and written work used in all courses will be invaluable in helping you prepare for this exam. Keep your notes, papers and books with an eye toward this future use.

This exam is taken during the last semester of the student's program.

The exam is offered in both the fall (the week before Thanksgiving) and in the spring semester (in March, usually the week after spring break). Check with the departmental administrative assistant to get the exact date and times. Registration takes place at the front desk of the Department of Psychology & Counseling with the administrative assistant.

Day One is the Counselor Preparation Comprehensive Examination which covers the 8 CACREP common-core areas as defined by their standards for preparation. There are 160 items with 20 items per CACREP area. The core areas are Professional Identity, Social and Cultural Diversity, Human Growth and Development, Career Development, Helping Relationships, Group Work, Assessment and Research, and Program Evaluation. The examination is computerized and is scored by the Center for Credentialing and Education, an
affiliate of the National Board for Certified Counselors. The cost for each student is $45 which the student pays at the time of the exam (money orders only).

In preparation for the exam many students form study groups to help prepare for the exam. You may want to form one for study purposes.

Results are usually available in 3-4 weeks and students are notified by e-mail by the Department Psychology & Counseling’s administrative assistant.

Students have 2 opportunities to pass the exam. After a second unsuccessful attempt, the student will be dismissed from the program.

**Course Registration**

Graduate students must register for a minimum of 6 credits each fall and spring semester. To be considered a full time graduate student, you must register for 9 credits each fall and spring semester. Any exceptions to this require approval from the Chairperson of the Department of Psychology & Counseling.

If you need take a leave of absence for a semester (or more) or withdraw from the program, a letter stating such (giving explanatory reasons) must be sent to the Director of the Clinical Mental Health Counseling Program, and the College Dean of Students. Otherwise, you could be dropped from the program. All graduate student records are monitored each semester to insure appropriate progress in their degree programs.

Once advisement has been completed and the scheduling forms have been signed, most courses can be registered by either of two methods.

a. **In person**
   Enrollment can be done in person at the Enrollment Services office beginning on the registration dates posted in the course book. This information is usually mailed out to each student prior to the time of registration as well or can be obtained by contacting the department administrative assistant or Enrollment Services directly.

b. **Via Webadvisor**
   In order to register in this manner on the university’s website, you must have a webmail account.

Keep in mind that the earlier you register the greater the likelihood that you will get into your preferred classes. If courses have been closed out due to capacity, please see your academic advisor or the Director of the MA in Clinical Mental Health Counseling Program.

**Course Sequence for Full-Time Students and Degree Timeline**

The FDU 60-credit MA degree in Clinical Mental Health Counseling takes a minimum of six (6) semesters to complete if a student is attending school full-time and attends summer sessions. The typical full-time load is 3 courses per semester. Students who have prior counseling experience may apply to take 4 courses during the first two semesters of the program. Following is a timeline for a full-time student with prior counseling experience:
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</table>

Once admitted to the Clinical Mental Health Counseling program, a student may take longer than the 2 years to complete his/her degree. A student may take up to five (5) year to complete the program. As long as a student takes at least one course each fall and spring semester, the student may proceed to take courses at one’s own pace within the total five (5) year allotment for the degree.

The student is responsible for meeting prerequisites for, and following the sequence of courses.
listed on his/her **programmed plan of study completed with the advisor during the 1st semester of the program.** A student enrolled for a course for which he/she does not meet prerequisites may be administratively dropped from the class prior to or after the class begins.

Part-time students follow the same sequence with fewer credits each semester.

Courses are placed in this order because in many cases, they build upon each other. Also, many of the courses are only offered in either the spring or fall semesters, so it is important to follow the recommended sequence.

Students must complete a total of 60 credits for the MA in Clinical Mental Health Counseling if they wish to proceed with the licensure process professional counselors in the State of New Jersey.

All classes are offered Monday through Thursday evenings or Saturday during the day. All classes are scheduled on the Madison Campus.

For any exceptions to the suggested sequence, please discuss with the program director during academic advisement.

**Degree Requirements**

At least 60 credits must be completed at FDU for the MA in Clinical Mental Health Counseling.

A cumulative grade point ratio (GPA) of 3.00 is required for the MA in Clinical Mental Health Counseling.

Students who receive a grade of C in one class will be warned and placed on academic probation. If evidence of definite improvement in their academic performance does not occur and they receive a second grade of C, they will be required to withdraw from graduate study.

The 60 credit graduate program of study must be completed within a period of five years from the time the student first registers for graduate study. Exceptions to the five-year limitation must be requested in writing to the Director of the Clinical Mental Health Counseling Program.

**Endorsement Policy**

At various times, students require an endorsement (verbal or written recommendation) from the Clinical Mental Health Counseling program in order to gain employment or credentials. Our policy is to endorse graduates only for positions, employment, or credentials which are directly related to the graduate’s specialty area and for which the graduate has been prepared. Students should be aware of this policy and should seek endorsement only for employment and credentials for which the relevant training has been successfully completed.

**Ethics**

All students must be aware of and adhere to the American Counseling Association (ACA) Code of Ethics.
Read it, understand it, and live by it!

If you have any questions concerning ethical dilemmas, please contact a faculty member.

**Please be advised that the program reserves the right to change degree requirements and that program course requirements are subject to change at any time.

Department of Psychology & Counseling Faculty Contact Information

**Full Time Faculty**

<table>
<thead>
<tr>
<th>Professor's Name</th>
<th>Extension</th>
<th>Room #</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brown, Dr. Donalee Director, MA in Counseling</td>
<td>8987</td>
<td>238</td>
<td><a href="mailto:donalee@fdu.edu">donalee@fdu.edu</a></td>
</tr>
<tr>
<td>Calcagnetti, Dr. Daniel</td>
<td>8974</td>
<td>237</td>
<td><a href="mailto:daniel@fdu.edu">daniel@fdu.edu</a></td>
</tr>
<tr>
<td>Hawkins-Rodgers, Dr. Yolanda Chairperson</td>
<td>8554</td>
<td>239</td>
<td><a href="mailto:hrogers@fdu.edu">hrogers@fdu.edu</a></td>
</tr>
<tr>
<td>Kaspereen, Dr. Dana</td>
<td>8095</td>
<td>228</td>
<td><a href="mailto:Dana_kaspereen@fdu.edu">Dana_kaspereen@fdu.edu</a></td>
</tr>
<tr>
<td>Ordway, Dr. Ann</td>
<td>8553</td>
<td>226</td>
<td><a href="mailto:Ordway@fdu.edu">Ordway@fdu.edu</a></td>
</tr>
<tr>
<td>Strauss, Dr. Paul</td>
<td>8498</td>
<td>121</td>
<td><a href="mailto:Dr.paul@strauss.net">Dr.paul@strauss.net</a></td>
</tr>
<tr>
<td>Tasso, Dr. Anthony Coordinator, Practicum &amp; Internship</td>
<td>8094</td>
<td>225</td>
<td><a href="mailto:atasso@fdu.edu">atasso@fdu.edu</a></td>
</tr>
<tr>
<td>Waters, Dr. Judith</td>
<td>8551</td>
<td>231</td>
<td><a href="mailto:waters@fdu.edu">waters@fdu.edu</a></td>
</tr>
<tr>
<td>Wentworth, Dr. Diane</td>
<td>8560</td>
<td>224</td>
<td><a href="mailto:diane_wentworth@fdu.edu">diane_wentworth@fdu.edu</a></td>
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<tr>
<td>Whitmarsh, Dr. Lona</td>
<td>8549</td>
<td>230</td>
<td><a href="mailto:whit@fdu.edu">whit@fdu.edu</a></td>
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**Adjunct Faculty**

<table>
<thead>
<tr>
<th>Professor's Name</th>
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<tbody>
<tr>
<td>Kathleen Castles-Fonseca</td>
<td><a href="mailto:Kathleen.castles-fonseca@va.gov">Kathleen.castles-fonseca@va.gov</a></td>
</tr>
<tr>
<td>Patrick Clinton</td>
<td><a href="mailto:patrickgclinton@aol.com">patrickgclinton@aol.com</a></td>
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<tr>
<td>William Cole</td>
<td><a href="mailto:cole@fdu.edu">cole@fdu.edu</a></td>
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<tr>
<td>Thomas Conklin</td>
<td><a href="mailto:ta.conklin@me.com">ta.conklin@me.com</a></td>
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<tr>
<td>Mary Connors</td>
<td><a href="mailto:mconnors@nj211.org">mconnors@nj211.org</a></td>
</tr>
<tr>
<td>Stuart Fielding</td>
<td><a href="mailto:Stuart_fielding@fdu.edu">Stuart_fielding@fdu.edu</a></td>
</tr>
<tr>
<td>Daniel Ginsberg</td>
<td><a href="mailto:Daniel.ginsberg@macy.com">Daniel.ginsberg@macy.com</a></td>
</tr>
<tr>
<td>Lindsay Kania</td>
<td><a href="mailto:Lrk225@student.fdu.edu">Lrk225@student.fdu.edu</a></td>
</tr>
<tr>
<td>Kacey Konwiser</td>
<td><a href="mailto:thekaceyk@gmail.com">thekaceyk@gmail.com</a></td>
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<tr>
<td>Marion Lapchak</td>
<td><a href="mailto:marioncl@aol.com">marioncl@aol.com</a></td>
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<tr>
<td>Erika Leon</td>
<td><a href="mailto:Erikae.leon@gmail.com">Erikae.leon@gmail.com</a></td>
</tr>
<tr>
<td>Crista Murphy</td>
<td><a href="mailto:Crista430@gmail.com">Crista430@gmail.com</a></td>
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<tr>
<td>Richard Paino</td>
<td><a href="mailto:R_Paino@fdu.edu">R_Paino@fdu.edu</a></td>
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<tr>
<td>Ruxandra Ritter</td>
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<td>Sheila Slutsker</td>
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<tr>
<td>Paul Squires</td>
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</tr>
<tr>
<td>Jennifer Tanner</td>
<td><a href="mailto:Jennifer@jenniferltanner.com">Jennifer@jenniferltanner.com</a></td>
</tr>
<tr>
<td>Monique Tremaine</td>
<td><a href="mailto:Tremaine@fdu.edu">Tremaine@fdu.edu</a></td>
</tr>
<tr>
<td>Christopher Williams</td>
<td><a href="mailto:ChristopherW@optonline.net">ChristopherW@optonline.net</a></td>
</tr>
</tbody>
</table>
Grade Appeals Procedure

While it is recognized that faculty hold the right and responsibility to grant a grade, a student who receives a grade that he or she believes to be unwarranted may appeal that grade by engaging in the following process:

1. Within the first three weeks of the start of the following full semester (fall or spring) in which the grade is received, the student shall have informally appeal the grade to the instructor. If no resolution of the matter results to the student's satisfaction, the student may initiate the following formal appeal process. (In the case of a student who is being kept from either graduating or registering because of the grade in question, the process should begin immediately upon receipt of the grade report. If either the instructor or department chair is unavailable, the student may proceed directly to the dean.)

2. The student shall request in writing a meeting with the respective department chair concerning the grade in question.

3. The chair shall report to the student on the resolution of the appeal within two weeks of that meeting.

4. If the issue is not resolved to the student's satisfaction, the student has one week to appeal in writing to the dean of the college in which the course is taught.

5. The dean shall review the entire matter with the student, the faculty member and/or the chair/school director involved.

6. If the dean feels there is no basis for a grade change, that determination is final and should be conveyed to the student in writing within two weeks of receipt of the student's appeal.

7. If the dean believes that an erroneous grade exits, the dean shall attempt to resolve the issue with the instructor. If, however, resolution is not achieved, the dean shall refer the case to the College Ad Hoc Grade Appeal Committee.

8. The committee is expected to convene within two weeks after receipt of the dean's referral.

9. Each College Ad Hoc Grade Appeal Committee shall consist of three faculty members and one alternate selected by the college dean and a professional staff person selected by the dean of students. Whenever possible, two of the faculty shall belong to the department or discipline of the instructor whose grade is in question.

10. The committee shall have the authority to recommend an appropriate course of action to the dean, who shall have the authority to implement the recommendation. The recommendation shall be conveyed to all parties involved, in writing.

Grades

A system of grade points is used to determine a student's general average. Weighted letters for each credit hour are assigned grade points. The value of weighted letter grades is as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.00</td>
</tr>
<tr>
<td>A-</td>
<td>3.67</td>
</tr>
<tr>
<td>B+</td>
<td>3.33</td>
</tr>
<tr>
<td>B</td>
<td>3.00</td>
</tr>
<tr>
<td>B-</td>
<td>2.67</td>
</tr>
<tr>
<td>C+</td>
<td>2.33</td>
</tr>
<tr>
<td>C</td>
<td>2.00</td>
</tr>
<tr>
<td>F</td>
<td>0.00</td>
</tr>
</tbody>
</table>

The definition of other letter grades is as follows:
If students wish to withdraw from a course, they must notify the Office of Enrollment Services using the proper form. Mere nonattendance or nonpayment of tuition does not constitute an official withdrawal.

**Leave of Absence**

Leaves of absence allow students to interrupt their graduate studies, if necessary.

A leave of absence is granted for one semester with the privilege of renewal for one more semester. Requests for leaves of absence must be submitted in writing to the Director of the Clinical Mental Health Counseling Program and to the Dean of Students. Students wishing to renew their leave of absence must also do so in writing.

Students who have been granted leaves of absence will be maintained as students in good standing during the semester in which a leave of absence is taken but will be discontinued from graduate study unless the student registers the semester following a leave of absence or requests and is granted an extension of the leave of absence.

**Library Resources**

Students must have a valid FDU student identification card with a current semester sticker to use the library and its services. Both are available at the Public Safety office.

The FDU library has numerous journal subscriptions available online, on microfiche or in hard copy. You will find the microfiche and hard copies of the journals on the second floor of the library. The stacks are closed so you will need to request the specific journal issue you need. You may copy them for a small fee.

If the library does not own the journal you need or subscribe to a database that includes that journal, you may request a copy from the inter-library loan service. Students need to complete a request form which is located in the Reference Room on the first floor and turn it in to the librarian at the front desk. The library will call when the article comes in.

It is hard to predict exactly when the inter-library loan articles will arrive. The time frame can be from a few days to 3-4 weeks. Thus, request articles early. Do not wait until the day or week before you need them to request them.

**Licensure and Certification**

It is the responsibility of the student to keep all syllabi and make copies and keep all practicum, internship, and supervision documents and time logs, maintaining all of these documents in a permanent file for when he/she applies for licensure and beyond.

The Marriage and Family Therapy Examiners Board for Licensure as Associate Counselor (LAC) in the State of New Jersey.
The Master’s in Counseling program prepare students, but does not guarantee licensure as a professional counselor since the program faculty and FDU have no authority over the licensure process. Although the faculty will provide information about licensure in various courses throughout the program, it is the responsibility of the student to be aware of, and adhere to, the NJ policies and procedures necessary to become licensed.

The following are the requirements for licensure as an associate counselor and satisfactory evidence of each must be submitted to the licensure committee:

- At least 18 years of age
- Of good moral character
- Has successfully completed a minimum of 60 graduate semester hours in a planned educational program, which includes a Master’s degree or doctorate in counseling from a regionally accredited institution of higher education, of which 45 graduate semester hours are distributed in at least eight of the following areas:
  - Counseling theory and practice
  - The helping relationship
  - Human growth and development and maladaptive behavior
  - Lifestyle and career development
  - Group dynamics, processes, counseling, and consulting
  - Appraisal of individuals
  - Social and cultural foundations
  - Research and evaluation
  - The counseling professional
- Has passed the National Counselor Examination of the National Board of Certified Counselors.
- [http://www.state.nj.us/lps/ca/medical/familytherapy.htm](http://www.state.nj.us/lps/ca/medical/familytherapy.htm)

The Marriage and Family Therapy Examiners Board for Licensure as a Professional Counselor (LPC) in the State of New Jersey.

The requirements for licensure as a professional counselor that must be furnished as evidence satisfactory to the licensure committee are the same as for licensure as an associate counselor plus the following additional requirement is:

- Has had at least three years of supervised full-time counseling experience in a professional counseling setting acceptable to the committee, one year of which may be obtained prior to the granting of the Master’s degree. The committee shall establish criteria for determining the qualifications and status which may constitute supervised counseling experience. An applicant may eliminate one year of the required supervised counseling experience by substituting 30 graduate semester hours beyond the master’s degree if those graduate semester hours are clearly related to counseling and are acceptable to the committee. In no case, however, may the applicant have less than one year of supervised professional counseling experience after the granting of the Master’s degree.

For further information on LAC and LPC licensure, contact:
Department of Law and Public Safety
Division of Consumer Affairs
NJ Department of Education
Substance Awareness Coordinator (SAC) Certification

The Substance Awareness Coordinator works in a school setting and provides prevention programming for mental health issues in the school setting and provides intervention services for students identified as experiencing mental health issues that interfere with successful academic performance. Fairleigh Dickinson University’s College at Florham as been approved by the State of New Jersey to offer the following curriculum to satisfy academic preparation for a SAC position.

EDUC 6810 Schools, Community and Substance Abuse
COUN 7703 Development Across the Life Span
COUN 8702 Prevention and Education
COUN 7704 Crisis Intervention
COUN 7707 Family Systems and Counseling
COUN 7713 Addictions Counseling
COUN 7701 Counseling Skills and Practices
COUN 9701 Practicum

Mr. Vincent Martone is affiliated with the School of Education on the Metropolitan Campus in Teaneck. He is the University’s liaison with the NJ Department of Education. He will assist you with the submission of your application for SAC certification. Contact him at 201-692-2085 or via e-mail at Vincent_martone@fdu.edu.

Maintenance of Matriculation Status

In order to maintain matriculation status, students must register consecutively for the fall and spring semesters. If consecutive registration is not maintained, students must reapply to the Admissions Office. It is recommended that graduate students who find it necessary to absent themselves from a major semester at the institution register for matriculation maintenance, thereby retaining active status. This process also provides the opportunity for the students to avail themselves of the use of various University facilities, i.e., Recreation Center and the libraries.

On-Campus Opportunities

Academic Support Center

The Academic Support Center provides academic support services free of charge to all FDU students, both graduate and undergraduate. Individualized tutoring is available from
professional tutors and peer tutors chosen for academic excellence in their major fields. The Academic Support Center also offers individualized assistance in study skills and time management.

Computing Services

Computers are available for your use in either the library or the Dreyfuss building. There are several laboratories. They are in the Dreyfuss Building (Rooms 206, 207, 208, and 209), the Library and the Learning Center. Each lab has IBM NetVistas Pentium III 1 GHz systems with 128 megabytes ram, DVD/CDR & CD-ROM drives. Word is the University's word processing software. SPSS for Windows is one of the statistical packages available. Exploring the Internet is available through Netscape or Microsoft's Internet Explorer. There is also a state-of-the-art computer graphics laboratory, which includes high-resolution computer graphics equipment for the production of professional quality, computer-generated art.

Help Desk

All students have access to the University Technical Assistance Center (UTAC). UTAC can be reached at 973-443-8822 or fdutac@fdu.edu. UTAC provides assistance to students, faculty, and staff who require information and assistance with technology related problems to insure their equipment is running properly.

Journal

Our department produces its own journal. The Journal of Psychology and the Behavioral Sciences is an outlet for student research. The journal encourages Masters in Clinical Mental Health Counseling students to submit their manuscripts for consideration for publication. It is the oldest of this type of journal. Many counseling related articles are reviewed. Dr. Anthony Tasso is the faculty advisor whom you can contact if you would like to become involved in working on a journal. There are many opportunities for student involvement, including submitting your own research, reviewing articles, providing authors' feedback, and literally helping produce the journal. It is published on an annual basis. Working on a journal can provide you with great insight into the publishing process. It also can help distinguish your record from others as someone who has been involved in the research process.

Chi Sigma Iota

Chi Sigma Iota is the international honor society for professional counselors, counselor educators, and students. The society's mission is to promote scholarship, research, professionalism, leadership and excellence in counseling, and to recognize high attainment in the pursuit of academic and clinical excellence in the profession of counseling. We encourage students to join.

Practicum & Internship

Practicum and internships, under supervision by an agency's mental health professional and a faculty supervisor, allow you to begin practicing your skills in real life mental health settings. They provide valuable work experience and the opportunity to participate with various on-site mental health experts. The coursework is aligned with the practicum and internship experiences in order to provide foundation counseling skills and theory to begin field work and to provide supervision for the review of cases and discussion of new or alternative strategies for a range of presenting counseling issues.
Students are expected to complete a minimum of 100 clock hours to fulfill the requirements of practicum. A minimum of 40 of the 100 hours must be spent providing “direct service” to clients. Internship is a two-semester sequence whereby students are expected to complete 300 hours each semester, with 120 hours of the 300 hours spent in providing “direct service” to clients. Students unable to complete 600 hours of internship in two semester must enroll for Internship III – COUN 9704.

**Contact the Coordinator of Practicum and Internship** for approval of particular job interests or facilities for your placement. You are responsible for finding a practicum/internship location. The Coordinator of Practicum and Internship and the Director can assist you with recommendations, guidance and inquiries. This should be done as early as possible. See the faculty list for her phone number and e-mail address.

Also please be aware that Practicum/Internship Orientation Meetings are held twice a year: the 3rd Tuesday of October and the 2nd Tuesday of February from 4:00 – 5:15 p.m. **At minimum, attendance at one orientation for practicum/internship is required.**

**Practicum COUN 9701.**
Practicum is a very important course in the training of professional counselors. It is a time when students grapple with applying the content of what they have learned in their coursework with actual clients. Since the faculty has an ethical imperative to train competent and ethical professional counselors who “do no harm,” the faculty needs to make sure that all students enrolled in practicum have the basic counseling knowledge and interpersonal skills and qualities needed in beginning counselors.

In order to be placed in a clinical setting for practicum, a student must have earned a GPA of 3.0 or higher, have no incompletes in their coursework, and must have completed the following core courses:
- COUN 7700 – Counseling Profession: History & Theories
- COUN 7701 – Counseling Skills (with a B or higher)
- COUN 7703 – Development Across the Lifespan
- COUN 7704 – Crisis Intervention
- COUN 7705 – Group Counseling (with a B or higher)

In addition to academic requirements, readiness for placement in practicum will be based on a determination by faculty members that the student demonstrates personal and interpersonal qualities and characteristics that are widely accepted in the counseling profession as the foundation of effective and ethical counseling. The professional competencies and personal traits by which students will be assessed every semester by faculty members to determine whether a student can continue in the program or is in need of remediation can be found in the Appendix section of this Handbook.

Be aware that the program cannot guarantee that every student will be allowed to enroll in practicum when they wish or even at all. The faculty needs to balance student demand with faculty resources and must also consider student readiness for practicum.

**Internship COUN 9702 and COUN 9703.**
As the capstone experience of professional counseling training experience, the internship experience builds on the knowledge and skills learned in academic courses and in the clinical experiences of the Practicum course. To progress through to internship, COUN 9702 and COUN 9703, the student must earn the equivalent of a “B” or higher in COUN 9701 – Practicum
and continue to maintain a GPA of 3.0 or higher in all courses. Personal and interpersonal qualities and characteristics remain important requirements for internship. These qualities and characteristics continue to be assessed by faculty members in all courses and are built into the evaluation by site and university supervisors during practicum and internship each semester.

Students must earn the equivalent of a “B” of higher in Internship, COUN 9702 and 9703, to qualify for the completion of the Master’s degree in Counseling. Students have two opportunities to achieve the required grades. Students may appeal the grade, and if the appeal is unsuccessful they are dismissed from the counseling program.

**Professional Organizations**

- **American Counseling Association (ACA)**
  
  [www.counseling.org](http://www.counseling.org)
  
  American Counseling Association
  
  5999 Stevenson Avenue
  
  Alexandria, VA 22304-3300
  
  800-347-6647
  
  703-823-9800

  The American Counseling Association (ACA) is the world’s largest professional membership association dedicated exclusively to the advancement of the counseling profession.

  The American Counseling Association is an educational, scientific, and professional organization whose members are dedicated to the enhancement of human development throughout the life span. Association members recognize diversity in our society and embrace a multicultural approach in support the worth, dignity, potential and uniqueness of each individual.

  ACA has 17 national divisions and four organizational affiliates that are dedicated to the skills, professional settings and interests of over 50,000 members:

<table>
<thead>
<tr>
<th>Code</th>
<th>Organization Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>AAC</td>
<td>Association for Assessment in Counseling</td>
</tr>
<tr>
<td>AADA</td>
<td>Association for Adult Development and Aging</td>
</tr>
<tr>
<td>ACCA</td>
<td>American College Counseling Association</td>
</tr>
<tr>
<td>ACEG</td>
<td>Association for Counselors and educators in Government</td>
</tr>
<tr>
<td>ACES</td>
<td>Association for Counselor education and Supervision</td>
</tr>
<tr>
<td>AGLBIC</td>
<td>Association for Gay, Lesbian, and Bisexual Issues in Counseling</td>
</tr>
<tr>
<td>AMCD</td>
<td>Association for Multicultural Counseling and Development</td>
</tr>
<tr>
<td>AMHCA</td>
<td>American Mental Health Counselors Association</td>
</tr>
<tr>
<td>ARCA</td>
<td>American Rehabilitation Counseling Association</td>
</tr>
<tr>
<td>ASCA</td>
<td>American School Counselor Association</td>
</tr>
<tr>
<td>ASERVIC</td>
<td>Association for Spiritual, ethical and Religious Values and Issues in Counseling</td>
</tr>
<tr>
<td>ASGW</td>
<td>Association for Specialists in Group Work</td>
</tr>
<tr>
<td>CSJ</td>
<td>Counselors for Social Justice</td>
</tr>
<tr>
<td>C-AHEAD</td>
<td>Counseling Association for Humanistic Education and Development</td>
</tr>
<tr>
<td>IAAOC</td>
<td>International Association for Addictions and Offender Counseling</td>
</tr>
<tr>
<td>IAMFC</td>
<td>International Association for Marriage and Family Counselors</td>
</tr>
</tbody>
</table>
NCDA  National Career Development Association
NECA  National Employment Counseling Association

Publications:
*Journal of Counseling & Development* is published four times a year by ACA.

*Counseling Today* newspaper is published every month by ACA.

Each division has its own newsletter and most publish their own refereed journal.

Membership:
ACA offers discounted membership rates for graduate students enrolled half-time or more in a graduate counseling program. Verification is required of the student. Upon graduation, graduates are eligible to renew as a new professional member within 12 months of graduation at reduced rates. This one year only professional membership provides all benefits of full ACA membership, but costs the same as ACA student membership.

ACA Liability Insurance:
ACA also offers liability insurance for professional counselors and graduate students. Students receive liability insurance with their student membership to ACA. However, upon graduation, individuals must apply for this ACA insurance or comparable insurance from another source.

- **New Jersey Counseling Association (NJCA)**
  [www.njcounseling.org](http://www.njcounseling.org)
  NJCA is the state branch of the ACA. NJCA is a statewide comprehensive professional organization serving the needs of the counseling profession. It provides a means through which practitioners, counselor educators, and students in the field of counseling can meet and communicate on matters relative to the profession. NJCA promotes professionals standards, ethical practices and legislative activities for the counseling profession and is a good source of professional networking.

Divisions:
Through 7 Divisions, NJCA brings together people from education, community agencies, private health practice, business, industry and government:

NJ Association for Adult Development and Aging
NJ Association for Creativity in Counseling
NJ School Counseling Network
NJ Mental Health Counselors Association
NJ Career Development and Employment Counseling Association
NJ Association for Specialists in Group Work
NJ Association for Multicultural Counseling

Members receive numerous benefits including convention discounts, continuing education through attendance at conferences and workshops, job service information, current legislative issues, and publications.

Publications:
*New Jersey Counseling Association Newsletter* – Published biannually
Public relations materials, membership directories, directories of professional counselors and supervisors, job banks, and resources for new professionals and newsletters are available to members.

- **NJ Mental Health Counseling Association**  
  NJMHCA is a division of the NJ Counseling Association that represents mental health clinicians in schools, agencies and private practice. Members receive benefits including professional networking, job banks, professional marketing services, continuing education, conferences, workshops, peer supervision and consultation groups, and awareness of legislative issues.

  **Publications:**  
  *New Jersey Mental Health Counseling Association Newsletter* – published 4 times a year.

- **NJ Professional Counselors Examiners Committee**  
  [http://www.state.nj.us/oag/ca/proc](http://www.state.nj.us/oag/ca/proc)  
  The State Board oversees and regulates the practice and licensure of professional counselors. Legislation pertaining to the practice of counseling and applications for licensure are available through the Professional Counselors Examiners Committee online.

- **National Board of Certified Counselors**  
  The NBCC is an independent, not-for-profit credentialing (NOT licensing) body for counselors. NBCC’s flagship credential is the National Certified Counselor (NCC). The NBCC also provides information on the content, format, and study materials for the examinations currently used by state counselor licensure boards.

**Religious Holy Days**

The University respects the observance of major religious holy days by members of the campus community. Officers of administration and of instruction responsible for the scheduling of required academic activities or essential services are expected to avoid conflict with such holy days as much as possible.

**Review and Retention**

Retention and Review

The FDU counseling faculty seeks to identify concerns about student competency as early as possible so as to initiate the necessary procedures to address concerns. The faculty, therefore, conducts a developmental and systematic assessment of
each student’s progress through the program. Students are routinely evaluated through the counseling program on the criteria of knowledge, personal characteristics, interpersonal skills, and counseling skills to determine if progress is adequate, if remedial work is needed, or if the student should be withdrawn from the program.

**Academic criteria** for retention are as follows:

1. Progress indicating completion of the degree requirements in five years must be evident.
2. A grade point average of 3.0 or better must be maintained.
3. Students must earn a grade of B or the equivalent in clinical courses (COUN 7701, COUN 7705, COUN 9701, COUN 9702, COUN 9703) in order to remain in the program. If a student earns a B-, C+, or C in any one of these courses, the student has two opportunities to pass these clinical courses with a B or higher. Failure to do so will result in withdrawal from the program. However, an F in any one of these courses results in automatic termination from the program.
4. No more than one C+ or below in a course.
5. Unsuccessful completion of the comprehensive exam for a second time.

**Professional criteria** for retention are as follows:

Students must abide by the Graduate Student Code of Conduct:

All graduate students are expected to adhere to and support the following code of conduct. Department faculty members will enforce this code both within the classroom and at professional meetings, placement/practicum/internship sites.

- Professional demeanor at all times which includes such behaviors as
  - Full participation and engagement in graduate classes and placement sites
  - Full preparation for classes and placement sites
  - On time arrival to classes and placement sites.
- Non-discriminatory in all relationships
- Respectful of others’ need for confidentiality
- Professional appearance and attire, particularly at field sites, which include internships, practicums, etc.

**Review Process and Procedures**

The counseling faculty reviews all graduate students for adherence to the above stated code and policies and procedures. If a faculty member identifies concerns about a student at any point in the program, in or outside of class, certain procedures will be followed:

1. The instructor will complete the Professional Assessment Form (Appendix A), which assesses professional competencies and personal traits, will confer with the student, and will provide the student and the program director with a copy of the
form.

(2) The concern will be presented to the faculty at the next regular faculty meeting.

(3) Students who evidence deficiencies will have the opportunity to develop and implement a plan, with the aid and support of faculty, to demonstrate improvement. The remediation plan will be signed by the student and a copy will be given to the student and another copy will be placed in the student's file.

(4) Students who fail to improve will not be allowed to continue in the program, but will be encouraged to consult with their faculty advisor regarding alternative educational, training, or employment opportunities.

(5) If a student decides to appeal the faculty's counsel, the program director will seek a resolution with the instructor(s) and the student.

(6) If no resolution is reached, the program director will refer the matter to the department chair who will convene an ad hoc hearing committee of three members. The committee will be composed of one faculty member designated by the instructor, one faculty member designated by the student, and one faculty member designated by the department chair who will serve as chair of the ad hoc committee. The committee will require a written statement from the instructor and the student. After reviewing the statement, the ad hoc committee will hold an oral hearing where the views of the instructor and the student will be heard.

(7) The committee will determine whether the student will continue in the program without restriction, will continue in the program with remedial work, or will be withdrawn from the program. The committee will make specific recommendations.

(8) Efforts will be made to complete the appeals process and reach a decision within thirty (30) days. The decision will be conveyed to the instructor, the student, and the department chair in writing.

(9) All records in the case will be filed in the student's departmental folder.

**Student ID's & Web Accounts and Student Bulletin Board**

You must have a valid FDU student identification card with a current semester sticker. Both are available at the Public Safety office.

Every member of the FDU campus communities can request a fdu.edu email address at no charge, your email alternatives are:

**yourname@fdu.edu** or **yourname@student.fdu.edu**

Mail served by the webmail system. Access either of two ways: (1) Direct access on the web at webmail.fdu.edu, using any web browser. (2) Use your email software (e.g. MS Outlook, Netscape Messenger, Pegasus). Server name mail.fdu.edu, server type POP3, user ID yourname@fdu.edu.

**yourname@yourisp.com**

Mail served by your ISP -- the company that provides your Internet access (e.g. America Online, earthlink.com). Follow your ISP's instructions for setting up your software.
Mail served by a free service on the web (e.g. hotmail.com, netscape.net). You can access by visiting a web page. Many of these services also permit multiple email addresses to be picked up with one visit. For instance, you could pick up email from your yourname@fdu.edu account and from your yourname@hotmail.com account, all by visiting hotmail.com.

It is the responsibility of the student to regularly (i.e., weekly) check his or her FDU e-mail account, blackboard account for the counseling program, and the MA Counseling bulletin board located outside the main door of the department to keep abreast of any announcements and news about courses, the program, and the counseling profession.

**Transcripts of Records**

Transcripts of records are made available for a fee of $5.00 for the first copy and $1.00 per additional copy at time of request. Official transcripts can only be sent to other institutions and are not available directly to students. The application for the transcript of record must be made in writing by the student on forms provided in the Office of Enrollment Services. Forms should be filed at least one week before the transcript is needed. Transcripts may be withheld if a student owes money to the University or has past-due federal loans at the time of the request.

Students may access and print their own unofficial transcript from webadvisor.

**Webcampus**

Webcampus is a tool for online classes. In order to access webcampus, you must have a webmail account and be officially registered for classes.

If you have a FDU webmail account, your username and password for webcampus are identical to your webmail username and password (e.g. einstein@student.fdu.edu). Please note that there will be a delay of up to 36 hours after creating a webmail account before you can access webcampus. Passwords must be 6-8 characters in length and are case-sensitive (i.e. capitalization counts).

If you do not have a webmail account, you must first create your webmail account at webmail.fdu.edu. Click on the “Create New Account” link and follow the online instructions. There will be a delay of up to 36 hours after creating a webmail account before you can access webcampus.

If you are having trouble creating your webmail account or logging in to webcampus, please contact the Fairleigh Dickinson University Technical Assistance Center (FDUTAC) at 973-443-8822 or email fdutac@fdu.edu.

If you are using campus computers, you must have a Novell account. For additional information, please see the Students Resources section on the Office of Educational Technology website. Novell accounts must be created in a university lab. A valid FDU ID is required.

**Withdrawal from program**
Students must notify the Office Enrollment Services in writing of their intention to withdraw from graduate study. Students who wish to return at a later date must reapply through the Admissions Office.

**FREQUENTLY ASKED QUESTIONS**

The Counseling Profession

**What is Counseling?**

The American Counseling Association (ACA) in 1997 adopted a definition of profession counseling as, “...the application of mental health, psychological or human development principles, through cognitive, affective, behavioral or systemic interventions, strategies that address wellness, personal growth, or career development, as well as pathology.” Counseling can be more precisely defined as a relatively short-term, interpersonal, theory-based process of helping persons who are basically psychologically healthy resolve developmental and situational problems. Counseling activities are guided by ethical and legal standards and go through distinct stages from initiation to termination. Personal, social, vocational, and educational matters are all areas of concern; and the profession encompasses a number of subspecialties. A practitioner must complete a required course of study on either the master’s or doctoral level to be licensed or certified as a professional. For a more detailed information on how ACA currently defines counseling, please log on to: [http://www.counseling.org/Resources/ConsumersMedia.aspx](http://www.counseling.org/Resources/ConsumersMedia.aspx)

**What is the difference between counseling and other mental health professions such as clinical psychology and social work?**

Counseling is distinguished from other mental health disciplines by both its history and its emphasis. Other helping professions such as psychiatry and clinical psychology concentrate primarily on the treatment of severe emotional disorders. Social work has aspects that can focus on social and sometimes legal aspects of assisting others. Like counseling, social work provides therapy and has various subcomponents and specializations in the field. The uniqueness of counseling lies in the focus on development and the prevention of serious mental health problems through education and short term treatment. It emphasizes growth as well as remediation. Counselors work with persons, groups, families and systems that are experiencing situational and long term problems. Counseling emphasis on development, prevention and treatment make it attractive to those seeking healthy life-stage transitions and productive lives (Cole & Sarnoff, 1980).
How long will it take to complete the MA program in Clinical Mental Health Counseling?
The FDU 60-credit MA degree in Clinical Mental Health Counseling takes a minimum of six (6) semesters to complete if a student is attending school full-time and attends summer sessions. For a more detailed description, please see the chart on page 17 of this handbook.

Is there a comprehensive examination to complete the master’s degree in Clinical Mental Health Counseling program?

To successfully complete the master’s degree, students must take the Counselor Preparation Examination (CPCE) which covers the eight Council for the Accreditation of Counseling and Related Programs (CACREP) common-core areas as defined by their Standards for Preparation:

1. **Human Growth and Development** – studies that provide an understanding of the nature and needs of individuals at all developmental levels.
2. **Social and Cultural Foundations** – studies that provide an understanding of issues and trends in a multicultural and diverse society.
3. **Helping Relationships** – studies that provide an understanding of counseling and consultation processes.
4. **Group Work** – studies that provide an understanding of group development, dynamics, counseling theories, groups counseling methods and skills, and other group work approaches.
5. **Career and Lifestyle Development** – studies that provide an understanding of career development and related life factors.
6. **Appraisal** – studies that provide an understanding of individual and group approaches to assessment and evaluation.
7. **Research and Program Evaluation** – studies that provide an understanding of types of research methods, basic statistics and ethical and legal consideration in research.
8. **Professional Orientation and Ethics** – studies that provide and understanding of all aspects of professional functioning including history, roles, organizations structures, ethics, standards, and credentialing.

In addition to the CPCE on Day One of the exam, students will present their e-portfolios to a faculty panel. The e-portfolio is a compilation of hallmark assignments representing cumulative student learning outcome achievement from the entire program.

Students will take the comprehensive exam the next to or final semester of the program. In the Fall semester, the exam will be given on the Wednesday (12:45 – 5:00 p.m.) and Friday (10:00 a.m. – 1:00 p.m.) before Thanksgiving. During the Spring semester, the exam will be given on the Wednesday (12:45 – 5:00 p.m.) and Friday (10:00 a.m. – 1:00 p.m.) after spring break.

Are there study guides that you recommend for the comprehensive exam?

Yes, we recommend the following study guides:


*Preparation Guide for the National Counselor Examination for Licensure and Certification.*
What field experiences are required for the degree?
The program follows the guidelines of The Council for Accreditation of Counseling and Related Educational Programs (CACREP). Therefore, students take one practicum course (100 hours) and two internship courses (600 hours) to total 700 hours of supervised field experience.

FREQUENTLY ASKED QUESTIONS (continued)

Practicum/Internship Information

What are practicum and internship?
Practicum and internship are experiences designed to provide you with an opportunity to practice and expand your counseling skills in a fieldwork site. Practicum is an opportunity to begin to experience a wide gamut of essential counseling services at an actual agency or school site with children, adolescents, and/or adults while under direct supervision of a Fairleigh Dickinson University counseling faculty and a site-based supervisor. Internship is the culminating experience of the counseling program of studies leading to the Masters in Counseling. Therefore, all core courses and practicum must be completed before the internship is started. The practicum and internship experience are both comprehensive and professional. The intent of each experience is to provide you with supervised training activities in an appropriate sit congruent with your specialization within the counseling program.

Can I do practicum and internship at the same time?
CACREP standards clearly state that a student must have completed 100 clock hours of practicum experience before being allowed to start a clinical internship.

How can I find out about practicum/internship sites?
The Counseling Faculty and the Coordinator of Practicum/Internship conduct a practicum/internship orientation each semester to explain details, requirements and procedures for attending a practicum/internship placement. All students planning to take practicum/internship courses must attend an orientation session the semester prior to actual placement. Dates are posted on the door of the Psychology & Counseling office and on the bulletin board inside the office.

The orientation will offer ideas and professional tips on selecting and obtaining a
practicum/internship site. While the Coordinator of Practicum/Internship placement and the faculty advisor will help you to find a proper placement, you are primarily responsible for selecting and obtaining the internship site. Why? Because each of you have unique needs (e.g., geographic location, work requirements, family responsibilities, etc.). Indeed, the process of finding, selecting and obtaining an appropriate site placement is a tremendously enriching experience because it can be considered a practice run for when you actually seek employment as a professional counselor upon completion of the masters program. All internship sites require that you bring in a resume and complete an interview. Thus, the experience of seeking a practicum/internship placement prepares you in your future search for a professional position.

In addition to attendance at the practicum/internship orientation, you can find out about potential sites by asking the Coordinator of Practicum & Internship, for the Practicum/Internship binder/box to review sites where students in the program have completed their hours. Former graduates of the program and students currently enrolled in practicum/internship courses can also be invaluable sources of information. An additional resource is the Multicultural Agency Resource Center brochure published by the NJ Institute of Mental Health. http://www.state.nj.us/humanservices /dmhs/Multicultural%20directory%202005.

You should select a site based on the follow:

- Appropriateness of the site to your specialization (i.e., mental health, school, substance abuse)
- Availability of appropriate supervision. The supervisor is preferable a Licensed Professional counselor (LPC). If not, the supervision can be a LCSW, licensed psychologist, or a psychiatrist.
- Ability of site to meet course requirements regarding direct and indirect hours, supervision, and audio/videotaped sessions with clients.
- Ability of on-site supervisor to provide one hour of individual supervision, at a minimum, once a week.
- Availability of clients for both individual and group counseling.
- Ability of the site to provide a variety of professional experiences.
- Referral or approval of the site by the Director of Practicum/Internship during an appointment or at an orientation meeting.

In general, you are better served if the practicum and internship experiences take place in a variety of settings and places. For example, practicum and internship should be taken at various agencies although some agencies may require Practicum students to continue at their site for at least the first internship. Not only do such varied experiences offer you a broader perspective, but you also become known to many more administrators and professional counselors. You are also strongly encouraged not to use your place of employment for practicum and internship. Clinical training is intended to broaden your experience and professional raining beyond that which could be expected at any single place of employment. Similarly, the need for on-site supervision could create a conflict of interest for both you and the on-site supervisor/colleague.

What are the required credentials for a site supervisor?

The on-site supervisor must be a licensed professional counselor, a LCSW, licensed psychologist, or psychiatrist. In a school setting, the on-site supervisor must be permanently certified in school counseling or be a LPC, LCSW, licensed psychologist, or psychiatrist. Per NJ Licensing Board requirements, the supervisor must also hold an ACS (Approved Clinical Supervisor) credential OR provide evidence of having taken and passed a 3 credit graduate course in clinical supervision.
**What are the procedures for registration for practicum/internship?**

Perhaps the most important guideline is to apply early --- at least one semester in advance. Make sure your name is on the list for the semester you need to be scheduled! Applications are accepted on a first come, first served basis.

The semester PRIOR to taking the practicum/internship course:

- Attend the Practicum Orientation meeting which is held on the 3rd Tuesday and the 4th Tuesday of February from 4:00 – 5:15 p.m.
- Consult with your faculty advisor to determine eligibility for the course. You must meet all prerequisites prior to commencing the Practicum.
- Attend the orientation meeting to obtain forms, requirements, referrals to sites and other information relative to placement. The orientation meeting is prior to registration dates.
- Secure a site and submit all required paperwork to the Coordinator of Practicum/Internship. The Director of the Clinical Mental Health Counseling Program and the Coordinator of Practicum and Internship will consider the breadth and depth of experience offered at the site, rather than the setting, in determining appropriateness. Once a training site is selected and approved and all required paperwork submitted, you will be allowed to register for practicum/internship. NOTE: Registration for practicum/internship is completed the semester prior to the course offering. All sites and paperwork must be approved by the Practicum/Internship Director in order for you to register for Practicum and Internship.
FREQUENTLY ASKED QUESTIONS (continued)

Counselor Licensure Information

What is a counseling license?

A counseling license allows a counseling professional with the proper education, experience, and supervision to offer counseling services to children, adolescents and adults in NJ. A counseling license is required to work in a community agency setting. It is not required, but is highly recommended, for individuals working in schools and in higher education settings. There are two types of license in NJ. The first license is called the Licensed Associate Counselor (LAC), which may be likened to a “temporary permit.” The second level license is called the Licensed Professional Counselor (LPC).

Where and when do I sign up to take the National Counselor Exam?

It is highly encouraged that you take the National Counselor Exam immediately after the completion of 60 graduate credits in counseling, which includes a master’s degree in counseling from a regionally accredited institution of high education. In order to register to take the exam, you may need to obtain an exam registration form from the NJ state credentialing board. Therefore, contact the NJ State Licensing Board at http://www.state.nj.us/lps/ca/medical/procounsel.htm or call (973) 504-6415. The NJ state credentialing board representatives can determine whether you are eligible to receive an exam registration form. The registration form will list the exam dates, registration deadlines, and exam locations for state credentialing exams. For more information about the exam, you can also log onto the National Board for Certified Counselors website at: http://www.nbcc.org/nce.

How long will it take to earn my LPC?

To earn your LPC, you must complete 4500 hours of a planned supervised counseling work experience with one hour per week of supervision with a qualified supervisor (i.e., a licensed professional counselor, licensed clinical social worker, psychologist, or psychiatrist.) This is equivalent to 3 years full-time counseling work. Note that the Board will accept NO MORE than 1500 hours per year for the supervised counseling experience.

What are the job prospects for licensed professional counselors?

According to the Bureau of Labor Statistics, the occupational outlook is excellent. “Mental
health counselors will be needed to staff statewide networks that are being established to improve services for children and adolescents with serious emotional disturbances and for their family members. Under managed care systems, insurance companies are increasingly providing for reimbursement of counselors as a less costly alternative to psychiatrists and psychology. Employment of mental health counselors will grow as more people become comfortable with seeking professional help for a variety of health, personal, and family problems. Employers are also increasingly offering employee assistance programs that provide mental health and alcohol and drug abuse counseling. More people are expected to use these services as society focuses on ways of developing mental well-being, such as controlling stress associated with job and family responsibilities. Employment for counselors is expected to grow much faster than the average for all occupations through 2016. Overall, employment of counselor is expected to increase by 21 percent between 2006 and 2016” (Note: These projections do not include private practice.) (http://www.bls.gov/oco/ocos066.htm).

In addition, the emergence of managed care has dramatically changed how mental health services are delivered and, more importantly, who is allowed to offer these services. The demand for licensed professional counselors has increased dramatically among managed care companies and insurance companies and this trend will continue in the future.
APPENDIX A

Professional Assessment

Form
**PROFESSIONAL ASSESSMENT FORM**

**To the Instructor:** This form is required and is to be used to monitor the progress of our students through the program. Kindly take the time to complete it.

**Directions:** Check the area in which you have a concern. Make comments as appropriate, including any noteworthy behaviors or qualities that you have observed and return the completed form to the Director of the Masters in Counseling Program for inclusion in the student’s folder.

Student Name ______________________________ Course Number _______________

Faculty Name: ______________________________ Semester/Year ________________

**PROFESSIONAL COMPETENCIES**

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<tr>
<th>Competency</th>
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<td>Class attendance/punctuality</td>
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<td>Professional attitude and practice</td>
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<td>Interpersonal skills</td>
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<td>Preparation for class (i.e., readings, assignments etc)</td>
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<td>Academic performance</td>
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<td>Responsiveness to constructive criticism</td>
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<td>Ability to build collegial, collaborative spirit in class with peers and professor</td>
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<td>Ability to plan work effectively; timeliness in submitting work</td>
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<td>Rapport with colleagues</td>
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<td>Rapport with students</td>
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<td>Assessment skills</td>
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<td>Oral communication skills</td>
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<td>Written communication skills</td>
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<td>Conceptualization skills</td>
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<td>Theoretical knowledge</td>
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<td>Counseling skills</td>
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<td>Multicultural skills</td>
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<td>Technological skills</td>
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<td>Ethical knowledge and behavior</td>
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<td>Self-awareness and self-knowledge</td>
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<td>Interest in the program</td>
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<td>Respect for confidentiality</td>
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<td>Response to suggestions</td>
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<td>Ability to manage unexpected situations</td>
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<td>Ability to work independently</td>
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<td>Ability to work with others</td>
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<td>Ability to consult/ collaborate with others</td>
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<td>General knowledge of counseling</td>
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<tr>
<td>Knowledge of individual and group counseling</td>
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Responsiveness to supervision  
Clinical assessment skills  

**PERSONAL TRAITS**

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<th>Trait</th>
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<tr>
<td>Personal maturity</td>
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<td>Capacity to listen</td>
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<td>Clarity of communication</td>
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<td>Capacity for organization</td>
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<td>Reliability and follow-through with tasks and assignments</td>
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<td>Receptivity to feedback</td>
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<td>Appropriate self-disclosure</td>
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<td>Professional appearance</td>
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<td>Energy/initiative</td>
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<td>Punctuality</td>
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<td>Self-confidence</td>
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<tr>
<td>Perseverance</td>
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<td>Sensitivity to others’ needs</td>
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<td>Flexibility and adaptability</td>
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<td>Emotional maturity and stability (e.g., frustration tolerance, impulse control)</td>
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<td>Interpersonal skills such as attentiveness, empathy, patience</td>
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<tr>
<td>Ethical behavior and professional integrity</td>
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<td>Ability to tolerate ambiguity</td>
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**COMMENTS:**

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Faculty: ____________________________ Date: ____________________________
APPENDIX B

Performance Assessment Form
FDU MA in Clinical Mental Health Counseling
Performance Review

Course Name: ________________________________  Professor: ______________________________

Faculty: Please provide name of each student in your class along with the grade the student earned in your class. Also, please circle the number on the dimensions of Knowledge, Skills, and Professionalism that best describes each student’s performance in your course.

**Knowledge** refers to content areas of knowledge and skill based on CACREP standards.  
**Skills** refer to the demonstrated ability to apply knowledge to practice as well as clarity of written and oral communication.  
**Professionalism** refers to demonstrating attitudes, interpersonal skills, self-awareness, and behaviors that are consistent with both counseling and institutional standards of conduct. Examples include but are not limited to: professional appearance; fulfilling obligations to the program, agencies, clients, and colleagues; being punctual and dependable; observing deadlines, prioritizing responsibilities; regular attendance; accurately completing assigned work; establishing and maintaining professional, respectful, collaborative, and collegial relationships with others despite social differences and level of authority; honestly assessing own strengths, limitations, and suitability for professional practice; willingness to seek, accept and use feedback for professional development; behavior and classroom performance that adhere to the ethical expectations and obligations for professional practice; using proper educational and organizational channels for conflict resolution; knowledge of how own values, attitudes, beliefs, emotions and past experiences affect thinking, behavior, and relationships.

For each dimension, please use the following scale:

1= very unsatisfactory;  2=unsatisfactory;  3=neutral;  4= satisfactory;  5=very satisfactory

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>Grade</th>
<th>Knowledge</th>
<th>Skills</th>
<th>Professionalism</th>
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APPENDIX C

Practicum/Internship Paperwork
To: Students Registering for Counseling Practicum and Internship

From: Anthony Tasso, Ph.D.
Coordinator, Practicum & Internship

Subject: Permission Forms – COUN 9701 Practicum, COUN 9702 Internship I, COUN 9703 Internship II

In order to register for COUN 9701 Practicum, COUN 9702 Internship I, COUN 9703 Internship II, permission forms must be signed by the agency or school supervisor in order to complete the registration.

You are advised to make an appointment with the agency, school counselor, supervisor, or designated counselor as soon as possible. You should present a resume, the letter of introduction and the details of the requirements relative to the placement. It is important that you review with the supervisor the course objectives and requirements. Have the supervisor sign the permission form. Please note that the permission form must be signed and returned in order to complete the registration.

Please return the form immediately to Dr. Anthony Tasso, Fairleigh Dickinson University, College at Florham, 285 Madison Ave, M-AB2-01, Madison, NJ 07940.

NOTE 1: PERMISSION FORMS MUST BE FILED WITH THE INTERNSHIP/PRACTICUM COORDINATOR BEFORE YOU ARE PERMITTED TO REGISTER FOR THE PRACTICUM OR INTERNSHIP CLASS. YOU CANNOT REGISTER WITHOUT COMPLETED PAPERWORK AND PRACTICUM/INTERNSHIP COORDINATOR SIGNATURE.

NOTE 2: IF PAPERWORK IS NOT COMPLETED AT TIME OF DEADLINE DATE A WAITING LIST FOR PRACTICUM/INTERNSHIP CLASSES WILL BE GENERATED.
PERMISSION FORM

Course Number: (Check one.)
- COUN 9701 Practicum
- COUN 9702 Internship I
- COUN 9703 Internship II

SEMESTER: FALL _______ SPRING _______ SUMMER _______ 20___

PERMISSION FOR COUNSELING PRACTICUM/INTERNSHIP

NAME OF STUDENT_______________________________________________ has received permission to complete his/her counseling practicum and/or internship at the following location:

NAME OF PRACTICUM/INTERNSHIP SITE:______________________________________
ADDRESS:____________________________________________________
CITY:______________________________________ STATE____________
ZIP______________
PHONE:(      ) __________________ E-MAIL:____________________________

HE OR SHE WILL BE SUPERVISED BY:
NAME: _____________________________________________________________________
(PLEASE PRINT)
____________________________________________________ DATE__________________
(SIGNATURE)
Credential: _____________________________
Please state license the supervisor possesses: ________________________________
PRACTICUM AND INTERNSHIP APPLICATION FORM

*DEADLINE: December 6 (if you plan to register for practicum/internship in the spring). April 15 (if you plan to register for the practicum/internship in the summer or fall.)

Course Number: (Check one.)
- COUN 9701 Practicum
- COUN 9702 Internship I
- COUN 9703 Internship II

SEMESTER: FALL_______ SPRING _________ SUMMER________ 20__

SECTION I: PERSONAL INFORMATION. Complete the information requested in this section. It is very important that you notify Dr. Donalee Brown, Coordinator of Practicum & Internship, immediately if there is a change in any of this information.

Last Name, First Name: __________________________________________
Full Address (including city, state, and zip code)
________________________________________________________________
Phone number: _________________________________________________
Cell phone number: _____________________________________________
E-mail: _______________________________________________________
Counselor trainee's Liability Insurance Company and #: ________________
________________________________________________________________

SECTION II: PROGRAM / COURSE INFORMATION
a). Department: Psychology & Counseling
b). Degree: Master of Arts in Clinical Mental Health Counseling
c). Program: Clinical Mental Health Counseling
d). Anticipated Date of Graduation: ________

Have you completed…?
COUN 7700 The Counseling Profession: History & Theories __ Yes __ No
COUN 7701 Counseling Skills & Practice __ Yes __ No
COUN 7702 Diagnosis/Treatment Planning in Counseling __ Yes __ No
COUN 7703 Developmental Across the Lifespan __ Yes __ No
COUN 7704 Crisis Intervention __ Yes __ No
COUN 7705 Group Counseling __ Yes __ No
COUN 7706 Life Style and Career Counseling __ Yes __ No
COUN 7711 The Professional Counselor: Ethical Issues __ Yes __ No

SECTION III: SITE INFORMATION
Site supervisor's name: __________________________________________
Site supervisor's title: __________________________________________
Site supervisor’s certification / license: _______________________________________
Site supervisor’s address: ________________________________________________
______________________________________________________________________
Site supervisor’s phone number & e-mail: __________________________________
______________________________________________________________________
Site supervisor’s years of experience as a certified/licensed mental health professional:
______________________________________________________________________
Approximate dates of the beginning and end of the practicum/internship:
______________________________________________________________________
Directions for traveling to the site: (Please attach directions to the site from FDU).

SECTION IV: DOCUMENTATION REQUIRED WITH APPLICATION (Please Attach).
1). __________ On-Site Supervisor Permission Form completely filled out.
2). __________ Current ACA membership card with liability insurance.
3). __________ Fingerprint clearance (required if your site is a school)
4). __________ Directions for traveling to the site.
5.) _________ Current transcript (does not have to be official)
6.) __________ Current copy of Supervisor’s license

SECTION V: CLINICAL COORDINATOR AUTHORIZATION
Before signing the form, the Coordinator of Practicum & Internship needs to check your
academic record at FDU to make sure you have taken all the coursework necessary and are
eligible to enroll in practicum/internship. This includes the completion of any incompletes from
prior coursework. The Coordinator of Practicum & Internship will also make sure that no faculty
member has expressed concerns about your ability to take on the tasks and responsibilities of a
counselor.

Anthony Tasso, Ph.D.

Signature: ____________________________________________________________

Contact Persons:

Anthony Tasso, Coordinator, Practicum & Internship
Fairleigh Dickinson University
Department of Psychology & Counseling
285 Madison Ave
Madison, NJ 07940
Direct Number: 973-443-8094
E-Mail: atasso@fdu.edu
General Office Line: 973-443-8547

Letter of Introduction 1
Dear Colleague:

I would like to thank you for your willingness to allow one of our graduate students, who aspires to enter the counseling profession to provide under your supervision 40 hours of direct individual and group counseling service on site. This is true professionalism and dedication because you are directly affecting the future of the counseling profession.

As Coordinator of Practicum and Internship for the Clinical Mental Health Counseling program, I recognize the crucial role that counselors in the field can play in the professional development and growth of prospective counselors. The theoretical foundations of our counseling profession must be thoroughly grasped and understood by those who wish to become professional counselors. However, it is in the implementation of the theories and techniques that the graduate student learns to truly be an effective counselor. Those who are studying to become counselors need to be immersed in the daily realities of this career. They need to observe and understand the environment, the rewards, and the stresses that counselors undergo. Hence, we deeply appreciate your willingness to provide an opportunity for our graduate students to work with clients in an agency setting or students in a school setting.

The course in which the graduate student is enrolled is COUN 9701, Practicum. The course includes a seminar, along with laboratory hours in individual or triadic (professor and two students) supervision. The student is expected to provide 100 hours during the course of a semester at your school or agency: 40 hours of direct individual and group counseling service and 60 hours involved in other aspects of your agency/school counseling program. Your supervision, as well as your evaluative feedback of the student’s progress, is very much appreciated. It is required that the students are provided the opportunity to audio and/or videotape one or more clients.

If you have any questions or concerns, please call me at the University, (973) 443- 8094. Many thanks for your help, commitment, and involvement.

Sincerely,

Anthony Tasso, Ph.D.
Coordinator, Practicum & Internship
Department of Psychology & Counseling

COUN 9701 – Practicum

Student: _______________________

Letter of Introduction 2
Dear Colleague:

The above named student is a candidate for the Master's Degree in Clinical Mental Health Counseling and is currently enrolling in COUN 9702 Internship I/9703 Internship II. The student is requesting an internship placement at your agency / school. This internship requires a placement which would commit the student to your site for 300 hours per semester.

As Coordinator of Practicum and Internship for the Clinical Mental Health Counseling program, I recognize the crucial role that mental health professionals can play in the professional development and growth of prospective counselors. Hence, I deeply appreciate your willingness to consider providing our graduate student an opportunity to work with clients in an agency setting or students in a school setting. This is true professionalism and dedication because you are directly affecting the future of the counseling profession.

COUN 9702/0703 is a two-semester course taken during the latter part of the graduate program. At this point, the student has had considerable theory and course work in the counseling process. In the internship courses, the student meets weekly at a minimum for a 1 and ½ hour group supervision and seminar at Fairleigh Dickinson University with a supervising professor at the campus and is required to prepare logs and present cases based on activities in the field setting. The student is required to develop a caseload, to initiate or facilitate group work, to develop an action plan, proposal, or learning agreement, and to attend site staff meetings.

The student is expected to provide 600 hours during the course of two semesters at your school or agency: 240 hours of individual and group counseling and 360 hours involved in other aspects of your agency/school counseling program. An hour weekly meeting with the site supervisor is required. An evaluation by the site supervisor, which weighs heavily in the final grade, is also required. It is required that the students are provided the opportunity to audio and/or videotape three or more clients.

If you have any questions or concerns, please call me at the University, (973) 443- 8987. Thank you for your consideration and for your professional involvement in considering the student for an internship placement at your site.

Sincerely,

Anthony Tasso, Ph.D.
Coordinator, Practicum & Internship
Department of Psychology & Counseling
This agreement is made between the Clinical Mental Health Counseling Program and ________________________________ (field site) which will provide a practicum experience that will consist of 100 hours with 40 hours of direct service and 60 hours of indirect service and/or the field site will also provide an internship experience that will consist of 600 hours. Internship consists of 120 direct hours and 180 indirect hours for each of the 2 sequential semesters (2) internship is completed for ______________________________________ (student). Individual clinical supervision (face-to-face) for MA students must be by a licensed psychiatrist, LPC, LCSW, or licensed psychologist. Note: Post MA students in school counseling – supervision can be provided by a certified school counselor.

Purpose:

The purpose of this agreement is to specify the provision of a field experience for a qualified practicum/internship student in the field of counseling.

A. The on-site supervisor agrees:

1. To provide a sufficient number of clients for individual/group counseling to ensure the student 40 hours direct service for the practicum experience (varied clientele) and a minimum of 120 direct service for each semester (2) internship is completed.
2. To provide the opportunity to audio and/or videotape one or more clients for practicum, three or more for internship.
3. To supervise the student’s activities in individual/group counseling for the purpose of providing feedback on performance.
4. To provide information to the student about available resources (agencies/schools, readings, and equipment) in accord with internship contract.
5. To provide assistance and support to the student with regard to management of a case as needed.
6. To acquaint the student with general procedures, policies, and programs of the agency and involve the student in agency/school practices.
7. To encourage the student to develop as a professional counselor by:

   - demonstrating the core dimensions of helping relationships
   - maintaining a code of ethics as articulated by ACA or relevant professional mental health organization.
   - behaving approximately with client families, staff, and others present at agency/school
   - assuming responsibility for own behavior and being well organized
   - applying knowledge of counseling principles
- serving as a member of a (treatment) team at an agency/school

8. To provide a written appraisal of the student’s performance to the Fairleigh Dickinson University faculty supervisor at the end of the internship

B. The intern agrees:

1. To implement the rules of the agency/school in regard to all matters relevant to counseling.
2. To be available in the event of an emergency involving the client.
3. To maintain accurate official records.
4. To keep the on-site supervisor informed of personal and professional difficulties that may affect the counseling relationship.
5. To maintain a consistent work schedule with an accumulated minimum of 40 clock hours of direct client contact and 100 total clock hours for practicum and a minimum of 120 clock hours of direct client contact and 180 indirect hours for each semester of internship.
6. To maintain and review with the on-site supervisor notes, log books, and any other records which document activities and hours.
7. To discuss your expectations about the learning process and interest in reviewing audio tapes, video tapes, and case notes.
8. To evaluate the on-site supervisory relationship and the site for the Fairleigh Dickinson University.
9. To maintain a code of ethics as articulated by ACA.

C. The faculty supervisor agrees:

1. To coordinate efforts of the on-site supervisor and the intern.
2. To be available for contact with the on-site supervisor.
3. To hold 1 hour minimum triadic supervisory sessions per week with the student for the practicum student.
4. To provide a minimum of 1½ hours of weekly group supervision with the internship student.
5. To provide the intern the opportunity to audio and or video tape.
6. To serve as a resource for students and on-site supervisors.
7. To evaluate the student in terms of specified competencies and to assign the grade for Practicum/Internship.

Within the specified time period, the on-site supervisor will supervise the on-site training activities required to allow adequate evaluation of the student’s level of competence. Both student and on-site supervisor will communicate with the university faculty supervisor regarding progress, problems and performance evaluations.

____________________________  ______________________
Student  Supervisor, Practicum/Internship Site

Date:_________________  Date:_________________

POSSIBLE CLINICAL EXPERIENCE ACTIVITIES

1. Individual Counseling
   - Personal/Social Nature
- Occupational/Educational Nature

2. Group Counseling/Psychotherapy
   - Co-leading
   - Leading

3. Intake Interviewing
   - Including taking social history information

4. Report Writing
   - Record Keeping
   - Treatment Plans
   - Treatment Summaries

5. Consultation
   - Referrals
   - Professional Team Collaboration

6. Psycho/Educational Activities
   - Parent Conferences
   - Outreach
   - Client Orientation
   - Contact with Community Resources
   - In-Service

7. Individual Supervision
8. Group or Peer Supervision
9. Case Conferences or Staff Meetings workshops
10. Other (Please list, e.g., readings, etc.)
Form 3 Affiliation Agreement
May submit either option A or option B

CLINICAL MENTAL HEALTH COUNSELING PROGRAM
PRACTICUM/ INTERNSHIP AFFILIATION AGREEMENT (FORM B)
(Practicum/Internship used interchangeably)

Fairleigh Dickinson University, a non-profit corporation (hereinafter called “University”) and ______________________ (hereinafter called “Practicum Site”) hereby form an affiliation for the development and conduct of educational practica in counseling.

1. This document is an agreement between Fairleigh Dickinson University and a Practicum Site, ______________________. The practicum site will contribute to the students’ education through their clinical experiences at the agency or institution.

2. Both parties recognize that they share common goals and objectives in achieving optimum client care through education.

3. This Affiliation Agreement shall be coordinated by the Practicum Site Administrator or his/her designee and a University Faculty Member. The Faculty Member shall confer regularly with the designated practicum liaison to ensure the establishment and maintenance of mutually beneficial working relationships, including mutual choice of practicum students(s), number of students, types of practicum experiences needed, and sufficient advance planning regarding dates. It is understood that there may be sentences during which no students are placed at the Practicum Site, or during which students assigned are removed from the Practicum Site for academic or personal reasons at the discretion of the College.

4. The Practicum Site is responsible for client care and, therefore, for adequate orientation to the site’s policies and regulations and for clinical supervision for practicum students. Individual clinical supervision (face-to-face) for MA students must be at least one hour per week by a licensed psychologist, LPC or LCSW, and such other meetings as the supervisor deems advisable.

5. The practicum students will spend over 40% of their required practicum hours in direct service activities. At least some of their clinical work must be audiotaped or videotaped for supervision purposes, with written consent of the clients. The number of practicum hours, the dates of the practicum period at the Practicum Site, and the general kinds of learning experiences will be agreed upon in advance of the practicum and specified in writing, to be signed by the Practicum Site Administrator or his/her designee, the University Faculty Member, and the practicum student.

6. The Practicum Site agrees to provide evaluation by the primary clinical supervisor of each student’s work at the end of each semester and/or at the request of the Department of Psychology & Counseling Faculty Member of any unusual situations or behavior involving students or supervisors, where the safety of any person is threatened or the cooperative intent of this Agreement is jeopardized. If the student is not meeting the standards of the Practicum Site, the practicum Site will discuss the matter with the Faculty Member in order to arrive at a mutually agreeable solution. The Practicum Site will keep all student evaluations confidential, sharing them only with the individual student and the appropriate FDU Department of Psychology & Counseling faculty.

7. The University is responsible for the content of the clinical training program, including (1) selection and approval of practicum sites, (2) length of time and number of hours
required in the practicum, (3) setting goals and objectives for students’ learning, (4) practicum seminar groups led by faculty members, and (5) determining when practicum requirements have been met.

8. Each student will obtain malpractice insurance coverage while fulfilling his/her duties under the terms of this agreement in the amount of $1,000,000.00 per occurrence and $3,000,000.00 each aggregate. Upon reasonable request by the Practicum Site, the University will provide satisfactory evidence of malpractice insurance coverage.

9. The student or faculty member of the University is under no circumstances to be considered an agent or employee of the Practicum Site, nor shall any employee of the Practicum Site be considered an agent or employee of the University. The Practicum Site agrees to indemnify, defend and hold harmless FDU, its officers, agents, employees, medical staff members and graduate students from and against any and all claims, demands, actions or judgments based upon or arising out of any services performed under or pursuant to this agreement, except for those claims, demands, actions, or judgments resulting solely from the negligence of FDU’s graduate students. FDU agrees to indemnify, defend and hold harmless the Practicum Site, its officers, agents, employees, and medical staff members from and against any and all claims, demands actions or judgments based upon or arising out of any services performed under or pursuant to this agreement, except for those claims, demands, actions or judgments resulting solely from the negligence of the Practicum Site’s officers, employees, agents, or medical staff members.

10. The Practicum Site and the University will not discriminate in this program because of race, creed, color, sex, age, sexual orientation, physical disability, marital status, or national origin.

11. TERM OF AGREEMENT: This Agreement will become effective on the date of the signing and will remain in full force and effect for the period of ONE (1) year from the date, and thereafter from year to year unless terminated sooner. This Agreement may be terminated without cost or liability under the following:

   (1) Notice of no less than nine (9) months prior to termination of this Agreement, by either party, unless a shorter period of notice is mutually agreeable. Notification must be provided in writing.

   (2) Failure to maintain professional liability insurance for the students assigned to the Practicum Site by the College will constitute grounds for immediate termination.

12. A Review Committee, consisting of the University representatives, the Director of the Practicum Site, and other individuals when invited to participate, will evaluate the clinical training program and its progress and effectiveness. These reviews will take place from time to time, but no less than once every two (2) years.

STATEMENT OF AFFILIATION

In consideration of the above, FDU (College) and ___________________________ (Practicum Site) agree to affiliate upon the terms and conditions stated.

This Affiliation Agreement will be coordinated by duly authorized representatives of the Practicum Site and College, who will be designated to be signatories.

In WITNESS WHEREOF, the parties hereto have caused these presents to be executed this ___________ day of _______________, 20 __.

__________________________  __________________________
Fairleigh Dickinson University                  Director of Practicum Site
Coordinator, Practicum & Internship              Clinical Mental Health Counseling Program

Date ___________________________  Date ___________________________
PRACTICUM/INTERNSHIP SITE SUPERVISOR AGREEMENT
DEADLINE for Fall is December 6th, Spring/Summer is April 15th

Directions: Please completely fill out every item on this form and print legibly.
Counselor trainee’s name: _______________________________________________________
Counselor trainee’s email and phone number: _______________________________________
Counselor trainee’s Liability Insurance Co. and #: ______________________________________
Membership (check all that applies): ACA: _______ Other: _______
Course number: ___________________ Semester _______ Year _______
Faculty instructor: _____________________________________________________________
Internship site name: __________________________________________________________
Internship site address: _________________________________________________________
Internship site phone number: _________________________________________________
Site supervisor’s name: _________________________________________________________
Site supervisor’s title: __________________________________________________________
Site supervisor’s certification / license (copy of supervisor’s license due by end of the semester):
________________________________________________________________________
Site supervisor’s phone number & email: _________________________________________
Site supervisor’s years of experience as a certified/licensed school counselor/mental health
professional: ______________________________

The above named graduate student has permission to participate in a practicum/internship
experience at this site under the supervision of the site supervisor. Practicum/internship consists
of a minimum of 100-300 hours per semester (40 -120 hours of direct service) with a minimum
of one hour of supervision per week. It is understood that, with client and/or parental consent,
some of the direct services provided by the graduate student will be audio and/or videotaped as
part of the Practicum/ Internship course requirement. It is also understood that all ethical
guidelines of the counseling profession (American Counseling Association Code of Ethics) shall
be maintained. Confidentiality in supervision and course materials will be maintained. Thank
you very much for your assistance and cooperation.

Counselor Trainee’s Signature & Date ___________ Site Supervisor’s Signature & Date

Student makes four copies of this form. Give one to your site supervisor, retain one for
your records, attach two with your application and give to the Coordinator of Practicum
& Internship in the Department of Psychology & Counseling.
Monthly Summary Form

Counselor Trainee ____________________________ Semester ______________________
Site ____________________________________________ Month ______________________
Site Supervisor ___________________________________ University Supervisor ________________

Total of monthly hours for:
Site- Individual Supervision __________ University- Individual Supervision __________
Site- Group Supervision __________ University- Group Supervision ____________
Individual/Triad University Supervision (Practicum Only) __________
TOTAL SUPERVISION HOURS FOR MONTH ________________

Total of monthly hours for:
Professional Development __________ Observation __________
Case Study/Notes/Session Prep __________ Other (Explain) __________
Site Training __________
TOTAL INDIRECT SERVICE HOURS FOR MONTH ________________

Total of monthly hours for:
Individual Counseling __________ Group Counseling __________
Couple/Family Counseling __________ Other (Explain) __________
TOTAL DIRECT SERVICE HOURS FOR SEMESTER ________________

Counselor Trainee Signature ____________________________ Date ________________
Site Supervisor Signature ____________________________ Date ________________
University Faculty Signature ____________________________ Date ________________
APPENDIX D

Understanding & Acknowledgement Form
FDU Master’s in Clinical Mental Health Counseling Program

UNDERSTANDING AND ACKNOWLEDGEMENT

(This form must be signed prior to beginning the program and placed in each MA clinical mental health counseling student’s file.)

I, _________________________________________ (student name) have received and read the MA in Clinical Mental Health Counseling Program Graduate Student Handbook.

I understand the policies and procedures as stated in the Handbook. I agree to fulfill the requirements as stated and to abide by the policies set forth therein.

I understand that it is my responsibility to meet the requirements stated in the Handbook. I also understand that it is my responsibility to regularly (i.e., weekly) check my FDU e-mail account, blackboard account for the Clinical Mental Health Counseling program, and the MA Clinical Mental Health Counseling bulletin board located outside the main door of the department to keep abreast of any announcements and news about courses, the program, and the counseling profession.

I understand that the FDU Counseling faculty will meet every semester to review every MA in Clinical Mental Health Counseling student’s progress through the program. I further understand that the FDU Counseling faculty has the right and responsibility to monitor my academic progress, professional ethical behavior, and personal and interpersonal qualities necessary to succeed as a professional counselor and based on that monitoring, to render a judgment about my standing in the clinical mental health counseling program – whether I will continue without restriction, will continue with restriction and/or remediation, or will withdraw from the program. I understand that remediation may include the requirement of personal counseling which I will undertake at my own expense.

I understand that success in the sequence of clinical courses, including but not limited to COUN 7701, COUN 7705, COUN 9701, COUN 9702, and COUN 9703, requires some skills that may be different from those required for success in didactic courses; thus, I understand that success in didactic courses does not guarantee success in clinical courses. I also understand that the sequence of clinical courses involves the demonstration of increasingly complex counseling skills and competencies and, consequently, success in earlier course(s) in the clinical sequence does not guarantee success in later course(s) in the sequence.

I understand that it is solely my responsibility to keep all syllabi and make copies and keep all practicum and supervision documents and time logs, maintaining all of these documents in a file for when I apply for licensure.

I understand that the Master’s program meets current educational requirements for the Marriage and Family Therapy Examiners Board for Licensure as a licensed professional counselor (LPC) and thus prepares me for, but does not guarantee licensure as a professional counselor in NJ. I also understand that the faculty will provide information about licensure in various courses throughout the program; however, it is my responsibility to be aware of the NJ policies and procedures necessary to become licensed. I further understand that the program faculty and FDU have no authority over the licensure process.

Signature _________________________________ Date ________________

Print Name ________________________________________________