Welcome Letter from the Department Chair

Welcome to the Department of Professional Counseling at Webster University. We strive to provide an excellent preparation to work in the field of counseling. By delivering a rigorous curriculum with well-qualified faculty, the department is committed to ensuring that all students have outstanding learning experiences while enrolled in the program. Our goal is that upon completion of your degree, you will find yourself well prepared to provide the mental health services that are so critical for so many.

I recognize that many individuals pursuing a degree in counseling are driven by a desire to be of service to individuals needing mental health services. As counselors, we work with people in their times of greatest need. It is therefore imperative that as you enter the program, you are prepared to commit yourself fully to the guidance and direction of your faculty. The department boasts a diverse faculty whose efforts are complemented by contributing faculty who are either trained counselor educators or experienced clinicians. These faculty are here to support and encourage, and also to ensure that we facilitate the development of competent and effective counselors.

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

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

I am glad you have chosen to make Webster a part of your professional journey.

Sincerely,

Muthoni Musangali

Muthoni Musangali, PhD, NCC
Chair, Department of Professional Counseling
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Our Mission

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

Program Philosophy

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

Program Objectives/Core Counseling Learning Outcomes

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

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

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

Program Description

The MA in Counseling is a professional degree program that is designed to prepare individuals for a career in professional clinical mental health or school counseling. The curriculum is designed to provide students with the necessary knowledge, self-awareness, and interpersonal and clinical counseling skills to work with individuals, couples, children and adolescents, families, and small groups in a variety of mental health and school settings.
This MA in Counseling degree program is offered at the Webster Groves/St. Louis campus and at select U.S and international campuses. The program offers emphases in Clinical Mental Health Counseling at all US locations, Couples, Marriage, Family, and Child Counseling at select US campuses, Community Counseling in Geneva, Switzerland only, and School Counseling at the Webster Groves/St. Louis and select US campuses.

The following two tracks are currently being taught out as indicated:

- Couples, Marriage, Family, and Child Counseling- in teach-out at all locations except Fort Bragg, NC.
- Community Counseling- in teach out at all locations except Geneva, Switzerland;

**Curriculum**

**Course Delivery**

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

**Campus Locations**

- Charleston Metro, SC
- Columbia Metro, SC
- Fort Bliss, TX
- Fort Bragg, NC
- Geneva, Switzerland
- Jacksonville Metro, FL
- Kansas City Metro, MO
- Lakeland Metro, FL
- Melbourne/Merritt Island/Space Coast, FL
- Myrtle Beach, SC
- Orlando Metro, FL
- Ocala Metro, FL
- Rolla Metro, MO
- Tampa Bay/St. Petersburg, FL
- Webster Groves/St. Louis

The MA in Counseling at Webster University is accredited by the Higher Learning Commission. The **Clinical Mental Health track at Webster Groves is accredited by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP)**. Only students graduating from this track and campus can claim CACREP accreditation for their degree. Other campuses are at various stages of preparing for CACREP accreditation or assessing the viability of such an accreditation effort. The School Counseling track is approved by the Missouri Department of Elementary and Secondary Education. All school counseling students graduate from the Missouri approved program, regardless of campus location.

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

Clinical Mental Health Counseling

This degree emphasis is offered at all extended campuses except Fort Bragg and Geneva. It requires satisfactory completion of 60 credit hours of coursework. Some states require completion of all core courses prior to taking internship. Note that successful completion of the program may exceed 60 credit hours for students requiring remedial coursework in writing competency and/or professional counseling skill development.

Required Core Counseling Courses (30 hours):
- COUN 5020 Foundations of Counseling: The Helping Relationship
- COUN 5050 Human Growth and Development
- COUN 5100 Social and Cultural Foundations of Counseling
- COUN 5200 Theories of Counseling
- COUN 5220 Assessment
- COUN 5600 Techniques of Group Counseling
- COUN 5610 Techniques of Counseling
- COUN 5700 Lifestyle and Career Development
- COUN 5800 Professional Orientation and Ethical Practice
- COUN 5850 Research and Program Evaluation

Additional Required Subject Area Courses (12 hours):
- COUN 5150 Psychopathology
- COUN 5450 Trauma, Crisis, and Emergency Relief Counseling
- COUN 5540 Family Systems Theory
- COUN 5630 Addictions and Substance Abuse Counseling

Required Field Experience Courses (9 – 12 hours):
- COUN 6100 Counseling Learning Practicum I (1.5 hours)
- COUN 6200 Counseling Learning Practicum II (1.5 hours)
- COUN 6500 Internship (1.5 hours per term, 6-9 hours total)
  *(A minimum of 6 credit hours and 600 clinical supervised hours required; 9 credit hours and 900 clinical supervised hours are required in FL)*

Recommended Elective Courses (9 – 12 hours):
- COUN 5140 Psychopharmacology *(This course is a requirement for students in catalog years GR15 and prior)*
- COUN 5230 Psychodiagnostics
- COUN 5160 Issues in Counseling
- COUN 5545 Blended Family Counseling
- COUN 5580 Human Sexuality Theory and Sexual Counseling *(Required for licensure in Florida)*
- COUN 5640 Couples, Marriage, and Family Counseling
- COUN 5670 Counseling of Children
- COUN 5820 Consultation and Supervision *(Required for licensure in Florida)*

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

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

This degree emphasis is offered at the St. Louis/Webster Groves and select US campuses. It requires satisfactory completion of 60 credit hours of coursework. Some states require completion of all core courses prior to taking internship. Note that successful completion of the program may exceed 60 credit hours for students requiring remedial coursework in writing competency and/or professional counseling skill development.

Required Core Counseling Courses (27 hours):
- COUN 5020 Foundations of Counseling: The Helping Relationship
- COUN 5050 Human Growth and Development
- COUN 5100 Social and Cultural Foundations of Counseling
- COUN 5200 Theories of Counseling
- COUN 5220 Assessment
- COUN 5600 Techniques of Group Counseling
- COUN 5700 Lifestyle and Career Development
- COUN 5800 Professional Orientation and Ethical Practice
- COUN 5850 Research and Program Evaluation

Additional Required Subject Area Courses (9 hours):
- COUN 5110 Foundations of School Counseling
- COUN 5685 Program Development for School Counselors
- COUN 5840 School Counseling Methods and Skills

Required Field Experience Courses (9 hours):
- EPSY 6105 School Counseling Practicum I (1.5 hours per term, 3 hours total)
- EPSY 6501 School Counseling Internship (1.5 hours per term, 6 hours total)

Elective Courses (3 hours)
- Students should obtain approval from their advisor before registering for any elective

Concentration: (12 hours):
- Non-teacher (for students who are not teacher certified)
  Courses will be selected based on transcript evaluation by the School of Education and will include courses in teaching methods and practice, classroom management, and psychology of the exceptional child. Students must meet with their faculty advisor to select coursework.

- Tiered Instruction and Interventions (online only)
  - SPED 5700 School-Based Prevention/Intervention: RTI and PBIS (3 hours)
  - SPED 5701 Universal School-Wide PBIS (3 hours)
  - SPED 5702 Secondary Prevention/Targeted Group Interventions (3 hours)
  - SPED 5703 Functional Behavior Assessment and Intervention (3 hours)

- Psychoeducational Needs of Immigrant and Refugee Youth (online or on-ground)
  "Select any four of the following courses:"
  - EPSY 5350 Intercultural Communications (3 hours)
  - EPSY 5816 Advanced Child Development (3 hours)
  - EPSY 5991 Issues in Assessment: Cultural and Linguistic Diversity (3 hours)
  - EPSY 5490 Seminars in Immigrant and Refugee Studies (3 hours)
  - EPSY 5510 Psychosocial Aspects of Migration (3 hours)

- Fostering Resilience in At Risk Children and Youth "Select any four of the following courses:"
  - EPSY 5150 Resilience and Self-Concept Development (3 hours)
  - EPSY 5952 Children, Culture, and Violence (3 hours)
  - EPSY 5816 Advanced Child Development (3 hours)
• EPSY 5810 Advanced Adolescent Psychology (3 hours)
• EPSY 5890 Psychology of Stress (3 hours)
• Other approved EPSY or COUN course

**Non-teacher candidates may require additional coursework based upon the regulations in their state. Please consult your state’s Board of Education for additional required coursework.**

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

**Community Counseling - Geneva Only**

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

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

Required Core Subject Area Courses (30 hours):
• COUN 5020 Foundations of Counseling: The Helping Relationship
• COUN 5050 Human Growth and Development
• COUN 5100 Social and Cultural Foundations of Counseling
• COUN 5200 Theories of Counseling
• COUN 5220 Assessment
• COUN 5600 Techniques of Group Counseling
• COUN 5700 Lifestyle and Career Development
• COUN 5800 Professional Orientation and Ethical Practice
• COUN 5850 Research and Evaluation
• COUN 5860 MA Counseling Thesis

Required Field Experience Courses (9 hours):
• COUN 6000 Counseling Learning Practicum (total of 3 hours)
• COUN 6500 Internship (total of 6 hours)

In addition to the required 13 core subject area courses listed above, students select up to three electives from the counseling degree program curriculum to support necessary licensure requirements and fulfill the 48 credit hours needed for the degree. Seek advisement for appropriate selection of electives with the Counseling Coordinator or Advisor when selecting elective courses. Note that some state licensure boards may not accept online courses or courses completed through Directed Studies.

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

**Couples, Marriage, Family, and Child Counseling**

**This emphasis is offered at select US campuses.**

The degree emphasis requires *satisfactory* completion of 60 credit hours of coursework. Some states require completion of all core courses prior to taking internship. Please consult your local campus for information. Note that successful completion of the program may exceed 60 credit hours for students requiring remedial coursework in writing competency and/or professional counseling skill development.

Required Core Subject Area Courses (27 hours):
- COUN 5020 Foundations of Counseling: The Helping Relationship (Requisite Course)
- COUN 5050 Human Growth and Development
- COUN 5100 Social and Cultural Foundations of Counseling
- COUN 5200 Theories of Counseling
- COUN 5220 Assessment
- COUN 5600 Techniques of Group Counseling
- COUN 5700 Lifestyle and Career Development
- COUN 5800 Professional Orientation and Ethical Practice
- COUN 5850 Research and Evaluation

Additional Required Subject Area Courses (15 hours):
- COUN 5150 Psychopathology
- COUN 5540 Family Systems Theory
- COUN 5580 Human Sexuality & Sexual Counseling
- COUN 5640 Couples, Marriage and Family Counseling

Required Field Experience Courses (9 hours):
- COUN 6100 Counseling Learning Practicum I (1.5 hours)
- COUN 6200 Counseling Learning Practicum II (1.5 hours)
- COUN 6500 Internship (1.5 hours per term; total of 6 credit hours)

Recommended Elective Courses (9 hours):
- COUN 5160 Issues in Counseling
- COUN 5230 Psychodiagnosics
- COUN 5450 Trauma, Crisis, and Emergency Relief Counseling
- COUN 5545 Blended Family Counseling
- COUN 5610 Techniques of Counseling
- COUN 5630 Addictions and Substance Abuse Counseling
- COUN 5670 Counseling of Children
- COUN 5820 Consultation and Supervision

In addition to the required core subject area courses listed above, students select electives (listed above) from the counseling degree program curriculum to support necessary licensure requirements and fulfill the 60 credit hours needed for the degree. Seek advisement for appropriate selection of electives with the Counseling Coordinator or Academic Advisor as electives will directly relate to the ability to gain licensure as a professional counselor and/or a marriage and family (and child) counselor.

Note that some state licensure boards may not accept online courses or courses completed through Directed Studies.
Clinical Field Experience

This MA in Counseling is a professional degree that is regulated by state licensure boards, the ACA Code of Ethics (2014), and professional standards for the field of counselor education. As such, students will be required to commit to academic, interpersonal, and counseling skill development as well as openness to supervision through various coursework. This includes a clinical field experience lasting from 6 to 8 terms (depending on state and program track requirements) that will require between 12 and 22 hours per week to equate to a total of 700 (1000 in Florida) hours of clinical and supervised experience. It is imperative that students understand the time commitment, requirement of evidencing progressive skill development and openness to supervision, and academic success as completion requirements to this degree.

The clinical field experience for both Clinical Mental Health and School Counseling require the same amount of hours to be completed. This consists of two terms of 1.5 credit hours of Practicum, COUN 6100/6200 (except for the Community Counseling emphasis); and a minimum of four terms of 6.0 credit hours of Internship, COUN 6500 (Florida requires a completion of six terms and 9 credit hours of Internship). For students in the School Counseling emphasis, the clinical field experience courses are EPSY 6105 School Counseling Practicum, and EPSY 6501 School Counseling Internship.

Practicum is the introduction to clinical experience during which students will demonstrate basic and advanced clinical work at their practicum site including client contact, introduction to case/note keeping, crisis intervention, assessment of client self-harm or harm of others, and counselors’ duties as mandated reporters.

Internship is the capstone clinical experience during which students will conduct activities typical of a practicing counselor including but not limited to client contact, intake, treatment planning and case conceptualization, case/note keeping, documentation, crisis intervention, program development, referral, and termination. Each student is responsible for obtaining his/her field experience site in all emphasis areas except school counseling. School counseling students will be placed at a site by the department and should not pursue finding their own placement.

Assessment of Readiness for Clinical Field Experience

Prior to enrolling in Practicum, students will be evaluated for acceptance to field experience based on the student’s Professional Skills Evaluations (PSE) and other faculty review. Students who do not demonstrate professional readiness to enter or continue field experience courses will be interviewed by department faculty and a plan for success will be developed. This plan may involve continuation in field experience with modified supervision, a delay in the start of or continuation of field experience until certain plan requirements are met, transition to another discipline and/or dismissal from program, and other results as deemed necessary by the faculty in accordance with the ACA Code of Ethics (2014), professional standards, protection of the general public, and characteristics for success in the profession in general.

Practicum Requirements

- Minimum of 90 minutes of weekly group supervision utilizing observation of students’ skill development (live or taped); some Practicum classes may extend beyond the 90 minutes depending on faculty approach or student need.
- Minimum of 60 consecutive minutes of weekly, individual or triadic supervision with site supervisor utilizing observation of students’ skill development (live or taped), etc.
- Regular communications between faculty supervisor and site supervisor with written documentation of skill development
- Ongoing written evaluation and documentation of counseling skill development, openness to supervision, professional identity development, academic development, and general fit for
profession as evidenced by developing counseling related skills, interpersonal skills with all others in the counseling program, and advocacy for the field

- Completion of 40 direct client hours and 60 non-direct hours totaling 100 clinical hours
- Record of weekly activity logs signed by the site supervisor
- Regular observation, evaluation and documentation of student skill development

**Internship Requirements**

- Regular observation, evaluation and documentation of student skill development
- Minimum of 90 minutes of weekly group supervision utilizing observation of students’ skill development (live or taped) and written evaluations of skill development by instructor; some internship classes may extend beyond the 90 minutes depending on faculty approach or student need.
- Minimum of 60 consecutive minutes of weekly individual or triadic supervision with site supervisor or faculty utilizing observation of students’ skill development (live or taped) and written evaluations of skill development by site supervisor
- Regular communications between faculty supervisor and site supervisor with written documentation of skill development
- Completion of 240 direct client hours and 360 non-direct hours totaling 600 clinical hours; in Florida, the state requirement for counseling internship hours is 1000 hours (900 in Internship and 100 in Practicum)
- Participation in facilitation of group counseling, treatment planning, and other comprehensive counseling activities
- Maintaining weekly activity logs signed by site supervisor

Note: school counseling requires additional tasks based upon the Missouri Department of Elementary and Secondary Education Requirements.

Note that there are only 240 direct hours for the 600 hour internship (360 direct hours of the 900 hour total in Florida). This means that students are required to provide face-to-face comprehensive counseling services to clients for 240 (360 in Florida) direct hours during their internship, which equates to approximately 60 hours per 9 week term. A portion of those 240 direct hours is required to be in group work. Students are also expected to provide assistance to the agencies where they are completing their field experience. This includes helping in the agency with various tasks, such as organizing files, assisting in paperwork, etc., based on the need of the site. This should, however, not be done at the expense of the clinical hours required and should always be discussed with the site supervisor.

Only students in the School Counseling emphasis may complete their field experience in a school setting. For students in all other tracks, professional counseling settings are the only acceptable field experience sites.

**Professional Liability Insurance**

All students participating in counseling field experiences must retain professional liability insurance and proof of such prior to beginning their field experience. This professional liability insurance is at the expense of the student but is provided free to Masters level students who join the American Counseling Association (ACA) or the American School Counselor Association (ASCA). Details can be found on the ACA membership link at [www.counseling.org](http://www.counseling.org) or the ASCA membership benefits and information link at [www.schoolcounselor.org](http://www.schoolcounselor.org). Students may also purchase professional liability insurance at other acceptable insurance companies of their choice with the approval of the Clinical Coordinator at their campus.

**Documentation**

*Students are responsible* for maintaining copies of weekly activity logs, all course syllabi, program plans, Student Handbook, Graduate Catalog under which they were admitted, and Professional Skills Evaluations (PSE) for various state licensure requirements and general program adherence. It is every
student’s responsibility to maintain these copies at all times as they may have to provide these documents when applying for licensure. Also, if students relocate to a different state and choose to practice and apply for licensure in that state, they may be required to supply copies of weekly activity logs, course syllabi, and evaluations for state licensure requirements in that state. Therefore, MAINTAINING COPIES OF THESE DOCUMENTS IN A SAFE LOCATION IS ESSENTIAL.

Program Policies

General Requirements

All students in the Department of Professional Counseling are subject to the policies and procedures for graduate studies found in the Webster University Graduate Catalog, and the specific requirements of the counselor education program found within this Student Handbook. Please note carefully that students are governed by the Graduate Catalog that is in place at the time they are admitted. The Graduate Catalog determines your program of study. However, the contents of the Student Handbook may be updated from time to time as the department sees fit. Whenever changes are made, these are communicated to students and a new Handbook is issued. Students are subject to the Handbook that is current at any given time. As stated in the academic policies and procedure guidelines, the MA in Counseling is a professional degree program and is excluded from dual major and sequential degree options. It is the responsibility of every student to familiarize themselves with the contents of the current handbook.

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

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

New Student Orientation

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

Advising

Upon admission into the program, students are assigned an advisor. It is the student’s responsibility to contact their advisor and schedule an advising appointment during which they can develop a program plan. Students are strongly encouraged to participate in advising with their counseling faculty advisor at various times throughout their program. The department suggests three minimum points for advising: within the first term to discuss a program plan and general goals, at completion of 12 hours to discuss field experience, and during the first or second term of Internship to discuss graduation and post-graduation steps toward licensure. Students should set other advising appointments as necessary to stay organized or address concerns in the program. All advising appointments are the responsibility of the student and are required to occur in relation to the field experience components and other needs.
Transfer Policy

Students apply to and gain admission to a specific Webster Campus. The admitting campus becomes the student’s home campus where a student must complete all their course work. Students wishing to take courses at a location other than their home campus must obtain approval from the Counseling Coordinator at both their home campus and the campus where they wish to take the course(s) prior to registration. No more than 12.0 credit hours can be completed at a location other than the student's home campus without transfer. It should be noted that taking courses at a CACREP accredited campus does not imply completion of a CACREP accredited degree.

Transfer between campuses

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

For transfer to a CACREP accredited Webster campus
Current Webster University professional counseling students wishing to be considered for transfer to a CACREP accredited Webster campus from a non-CACREP accredited campus may request to apply no more than 12.0 credit hours of previously completed coursework toward their degree. These hours cannot include field experience course work.

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

- Two letters from Webster faculty at the student’s home campus regarding the student's counseling and interpersonal skills level;
- A phone or personal interview with the Counseling Coordinator or designee regarding the student's counseling and interpersonal skills level and reason for transfer; and
- Approval for the transfer by the department chair.

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

Transfer of coursework completed at another institution

A maximum of 12.0 credit hours from a graduate counseling program at a university with acceptable accreditation (see Catalog for definition of accreditation) may be accepted toward the MA in Counseling. There will be no course substitutions once a student has transferred 12.0 credit hours. Core counseling classes considered for transfer must be transferred into the counseling program within eight years of completion and must be equivalent to Webster course content and learning outcomes as evidenced by the actual course syllabus for the course requested for transfer. Syllabi samples and/or templates are not sufficient. Core courses include: COUN 5050, COUN 5100, COUN 5150, COUN 5200, COUN 5220, COUN 5600, COUN 5610, COUN 5700, COUN 5800, and COUN 5850. Non-core counseling courses considered for transfer can be transferred within ten years of completion. Practicum and Internship hours cannot be transferred to the degree.

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

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

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

**Counselor Professional Identity**

Students are required to actively identify with the counseling profession by participating in professional organizations and by participating in seminars, workshops, or other activities that contribute to personal and professional growth (CACREP, 2009; CACREP, 2016). The American Counseling Association (ACA) is recommended as the major professional organization for counselors and counselors-in-training. Membership in ACA is offered to students at a discounted rate and comes with great benefits such as a subscription to the *Journal for Counseling and Development*, complimentary professional liability insurance, and access to a wide array of resources through ACA’s website. ACA also has multiple divisions and regional organizations based on member areas of interest. Students are encouraged to become involved with their local and/or national professional counseling organizations for the formation of professional identity and the provision of additional learning, professional networking, leadership opportunities, professional liability insurance, and legal support and financial, academic, and career resources. The American School Counselor Association (ASCA) also provides a wide variety of resources for school counselors as well as links to state school counseling organizations.

**Professional Identity Commitment**

The American Counseling Association *Code of Ethics* (2014) and the Council for Accreditation of Counseling and Related Educational Programs (CACREP, 2009; CACREP 2016) require that institutions providing counselor education screen students for professional and academic fit for the counseling profession. Completion and graduation from the MA in Counseling program requires successful completion of all graduate courses, being deemed fit for the counseling profession by relevant instructors as determined by pertinent skill development, interpersonal relations with others in the program and at their sites, and openness to supervision as evaluated on the Professional Skills Evaluation (PSE). It is critical that applicants to the counseling degree program understand that their successful completion/graduation from the program depends on professional, interpersonal and clinical counseling skill development in addition to academic success. Students' skill development, interpersonal skills with others in the program, openness to supervision, and academic standing will be evaluated on a regular basis throughout the program. Students may be required to complete extra coursework and/or personal counseling in order to maintain good standing in the program. Per ACA *Code of Ethics* (2014), students who are not a fit with the program and/or profession by evaluation of the counseling faculty will be transitioned out of the counseling program.

In order to develop one’s identity as a professional counselor in training, each student has a responsibility to adhere to the ACA *Code of Ethics* (2014) and to participate in local and/or national professional counseling organizations. Professional organizations provide opportunities for networking and job search, research, leadership training, and continuing education.
See the following useful addresses for participation in professional organizations.

*For national professional organizational membership and involvement, go to:*

- [www.counseling.org](http://www.counseling.org) for American Counseling Association
- [www.amcha.org](http://www.amcha.org) for American Mental Health Counseling Association
- [www.nbcc.org](http://www.nbcc.org) for National Board of Certified Counselors

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

*For state licensing requirements contact* [http://www.counseling.org/knowledge-center/licensure-requirements](http://www.counseling.org/knowledge-center/licensure-requirements)

**Ethical Codes**

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

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

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

To achieve success in this program and profession, students need to become familiar with the ACA *Code of Ethics* (2014) located on the ACA website, [www.counseling.org](http://www.counseling.org). The Code and its relevance will be referenced in every course.

**According to the ASCA Ethical Standards for School Counselors (2016):**

Adhere to ethical standards of the profession and other official policy statements such as ASCA Position Statements and Role Statements, school board policies, and relevant laws. When laws and ethical codes are in conflict, school counselors work to adhere to both as much as possible. *(B.3.d)*

Dismissal is recommended when “supervisees are unable to demonstrate competence as a school counselor as defined by the ASCA School Counselor Competencies and state and national standards.” *(D.n)*

School Counseling students should familiarize themselves with the ASCA Ethical Standards for School Counselors (2016) located on the ASCA website, [https://www.schoolecounselor.org/asca/media/asca/Ethics/EthicalStandards2016.pdf](https://www.schoolecounselor.org/asca/media/asca/Ethics/EthicalStandards2016.pdf).

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

**Interpersonal Skill Development and Openness to Supervision**

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

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

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

**Informed Consent to Self-Awareness and Self-Care**

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

**Endorsement Policy**

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

**Concept of Safety in Interpersonal Communications**

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

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

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

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

**Path to Licensure**

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

**Use of Personal Electronic Devices**

Turn off all cell phones during class unless otherwise advised by the instructor. Absolutely no: texting, taking of calls, emailing, unauthorized web activity, or social media use during class unless approved by the instructor. If you have a potential emergency brewing during class time and need to be available by cell (sick child, dying relative, suicidal client) you are required to notify instructor at the beginning of class and take any call outside of class. More than one of these events will require a personal meeting with the instructor scheduled outside of regular class time.

**Email**

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

**Social Networks**

Computer use in class is limited to note taking or class related activities only. Students found to be on any social network during class time will be asked to immediately leave class and will be dropped from the course with potential for no refund. Counseling classes require respect and confidentiality, and any use of electronics devices that faculty/instructors deem inappropriate may lead to a referral to remediation or dismissal from the program.
**WebNet+ Courses**

In order to facilitate effective and efficient course delivery, the department may utilize WebNet+ for select courses or class sessions within a course. WebNet+ is Webster’s platform that connects faculty and students in real time, offering students the option to complete classes from the comfort of their home while also interacting with faculty and peers in real-time. In order to ensure a smooth learning experience, students taking any WebNet+ courses are expected to have access to a computer with a reliable internet connection, along with a working web cam, speakers, and microphone. It may be necessary to halt other applications in your residence that utilize internet bandwidth (e.g., Xbox, PlayStation, etc.) for the duration of a WebNet+ class session. Expectations for student conduct in a WebNet+ class are similar to those for on-ground courses. Students should allow 30 minutes before the start of class to log in and address any unexpected technical issues that may arise. This will ensure that class begins on time and that little time is wasted addressing technical concerns. Students must remain logged in for duration of the entire class and participate in class activities as expected.

Students must set up their computer in a room that accords them privacy and ensures minimum distractions. During class time, there can be no other persons present in the room as this infringes upon the confidentiality that other students should expect in any counseling course. Students should be seated in an upright position at a desk or table so that they can attend to the activities of the class. Failure to adhere to these requirements may cause the student to be dropped from the class, or lead to a failing grade.

**Academic Integrity**

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

According to the *Publication Manual of the American Psychological Association* (2010), plagiarism involves presenting the work of another as one’s own. It is very important that students give appropriate credit to others when using their work. Whether paraphrasing someone else’s work or using direct quotes, students must follow proper citation based on APA manual instructions.

All students are expected to know what constitutes plagiarism and to avoid committing plagiarism in their written work. *Plagiarism will not be excused by ignorance on the student’s part.* Students needing clear understanding of plagiarism should see their instructor immediately and before any written work is turned in. The writing center is also available for students who need extra tutoring or proofreading. You may also visit [http://www.webster.edu/faculty/faculty_resource_guide/policies/academic_honesty_policies.html](http://www.webster.edu/faculty/faculty_resource_guide/policies/academic_honesty_policies.html) for the official University policy on Plagiarism.

**APA Style**

Most written projects in the counseling program require students to follow APA style found in the 6th edition of the *Publication Manual of the American Psychological Association* (2010). Instructors will inform students regarding those assignments that are to be written in APA style. Students are required to become familiar with APA Style writing requirements in order to demonstrate an appropriate level of academic writing. Examination of the APA *Publication Manual* throughout the program will assist students in developing and consistently improving their writing skills which are aligned with APA format requirements. Students are advised to obtain a copy of the APA manual as this will be the standard expectation in every course.
**Course Attendance**

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

**Participation**

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

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

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

**Student Evaluation**

**Professional and Academic Standing in the Program**

All counseling students will be evaluated on a regular basis throughout the program. Evaluation occurs through systematic evaluation and feedback related to a combination of the following: professional judgment of students’ interpersonal and course-related counseling skills (ACA Code of Ethics, 2014; ASCA Ethical Standards for School Counselors, 2016); the Professional Skills Evaluation (PSE) by individual faculty members per class (see Appendix A); and other course requirements and behaviors. Specific courses will include the PSE as a graded requirement on the syllabus. Feedback related to the PSE and other course requirements will be provided by the instructor to students. Practicum and Internship instructors and site supervisors will provide feedback regarding counseling and interpersonal skill development during the field experience. Students are required to avail themselves to meet with instructors for courses where PSEs are utilized so they have a chance to discuss their evaluation with their instructor. Students also sign a copy of the PSE which will be retained in student files. PSEs will be regularly reviewed by core department faculty to determine the student’s fit with the program and profession. Students who are determined by faculty not to be a fit with the program and/or profession will be required to transition out of the counseling program and into a different field where appropriate per ACA Code of Ethics (2014) and professional standards.

Note that all courses except field experience involve heavy reading assignments, multiple tests, writing of academic papers following *APA Style Publication Manual, 6th ed.* (2010), various self-awareness/self-growth activities, and other learning activities. Field experience courses involve multiple professional and interpersonal skill evaluations, case conceptualization papers, lengthy typescripts, presentation of clinical
session tapes, and various other activities related to being a counselor-in-training. You will receive more information during the Field Experience Orientation.

**Annual Student Reviews**

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

**Criteria for Assessment**

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

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

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

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

**Grading**

The grading of most counseling degree courses includes a subjective component that is based upon the professional experience and expertise of the instructor. The Counseling faculty recognize that counseling skills, counselor effectiveness, and professionalism cannot be assessed in the same manner as academic performance in typical university coursework. Students should demonstrate marked progress toward course objectives as noted on each syllabus as well as write cohesively and coherently about counseling theories and techniques. A final grade in each course will reflect not only academic performance based on reading and writing assignments but also counseling and interpersonal skill development as evaluated by the instructor. The combination of these components will be reflected in students’ final grade. It is possible to excel academically and still receive a final grade that is less than satisfactory based on a comprehensive assessment of academic and non-academic performance. Thus, all grades will reflect a combination of objective and subjective assessment.
The department will only permit a grade of Incomplete in exceptionally rare circumstances as determined by the instructor. A student petitioning for a grade of Incomplete should have been making adequate progress in course requirements up to the time of the unforeseen event that is the grounds of their petition. A grade of I (Incomplete) automatically turns into a ZF after 1 calendar year. Please see the Webster University Graduate Catalog for the complete policy on Incompletes.

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

**Counseling Department Grade Appeal Process**

Grades leading to academic warning, probation, or dismissal apply to one 3-credit-hour course or three 1-credit-hour professional seminars. A grade of C, F, WF, or ZF in a 6-credit-hour internship, project, or thesis is equal to two grades of C or F for academic warning, probation, and dismissal purposes. Once a student graduates, no further grade changes are allowed on the enrollment record.

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

**Step One**

The student meets with the instructor to discuss and attempt to resolve concern. If concern is unresolved to the student’s satisfaction, the student moves to step two.

**Step Two**

*For students at Webster Groves*

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

*For students at all other campuses*

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

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

Grade appeals should be addressed in a timely manner, and are not considered after one academic year from the date the grade was issued.

**Student Success**

**Remediation for Student Success Process**

The American Counseling Association *Code of Ethics* (2014) requires that all counselor education programs in good standing provide a remediation process for all counselor education students that includes regular and ongoing evaluation of a student's general fit with the counseling profession. Assessment will be based on faculty review of didactic and clinical competencies, attention to ethical code, openness to supervision, self-awareness and formation, professional conduct, and academic competency. When experiencing challenges in demonstrating academic success, development of appropriate interpersonal and/or counseling skills and openness to clinical supervision, and/or knowledge areas students may be initially required to meet with the course instructor to attempt to remediate student challenges.

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

**Note:** While the CAC may review cases related to academic and dispositional challenges, it is not intended to mediate grade appeals or dismissals related to academic failure. The CAC is in place to work with students in good academic standing who are challenged in one or more areas and are seeking a plan for remediation for student success to remain in good standing or be transitioned out of the program.

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

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

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

**University Academic Appeal Policy**

*Academic Warning, Probation, and Dismissal*

Graduate students are expected to maintain a minimum B grade average. The graduate student has a responsibility to demonstrate the ability to complete graduate-level coursework, including the ability to write clearly and succinctly. If the student receives grades of C, F, ZF, or NC, the following conditions prevail:

**Before Advancement to Candidacy (within first 12 credit hours of the program)**

**Probation Before Advancement** - A student who receives a C grade is on probation.

**Dismissal Before Advancement** - A student who receives two C grades, an F, a ZF, a WF, or an NC is dismissed. A conditional basis student who receives one grade of C or below is dismissed, without further right to appeal for reinstatement.

**After Advancement to Candidacy (after successful completion of first 12 credit hours of the program)**

**Academic Warning** - A student who has been advanced to candidacy and receives one grade of C is sent a notice of academic warning.

**Probation After Advancement** - A student who receives one grade of F, ZF or WF, or two grades of C is placed on probation. The student is deemed to be on probation as soon as the grade is submitted which results in probation. Students will receive formal written notice of probation by the Office of Academic Affairs in Webster Groves, MO. Students on probation are expected to limit their enrollment to one course (3 credit hours) per term.

**Dismissal After Advancement** - A student who receives a grade of C and a grade of F, ZF, WF, or NC or two grades of F, ZF, WF, or NC or three grades of C is automatically dismissed from the University. The student is deemed to be dismissed as soon as the grade is submitted which results in dismissal. Students will receive formal written notice of dismissal from the Office of Academic Affairs in Webster Groves. Students who are dismissed cannot enroll or attend classes unless and until they are reinstated or readmitted after successfully following all relevant policies. Dismissal from a graduate program is dismissal from Webster University. The University also reserves the right to dismiss students who continuously withdraw from coursework and do not make satisfactory academic progress.

Students can also be dismissed from the program for violations of United States criminal codes. Any conduct that is detrimental to the school and/or other students will result in the termination of educational benefits from the Veterans’ Administration.

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

**Reinstatement**

A student who had been dismissed for academic reasons may send a written appeal for reinstatement to the Graduate Council through the office of the Associate Vice President for Academic Affairs. The student must send the appeal stating the basis for his or her request for reinstatement no sooner than one term following the dismissal but within one year following the issuance of the last grade that resulted in the dismissal. The student is responsible for providing a complete and accurate statement describing the circumstances that contributed to his or her poor academic performance. Campus or program directors and faculty may provide recommendation to the Graduate Council as to whether or not the student should be reinstated. If the Graduate Council rejects the reinstatement appeal, the former student may apply for readmission after one calendar year. Consult the Graduate Catalog for further details.

**Readmission**

A student who had been dismissed for academic reasons may send a written appeal stating the basis for his or her request for readmission to the Graduate Council through the office of the Associate Vice President for Academic Affairs. A student must send the appeal no sooner than one year and no longer than two years following the issuance of the last grade that qualified the student for dismissal, or after a reinstatement appeal was denied by the Graduate Council. The student is responsible for providing a complete and accurate statement describing the circumstances that contributed to his or her poor academic performance.

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

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

**University Policies Statement**

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

*The contents of this Handbook are subject to change.*
<table>
<thead>
<tr>
<th>Rating Scale:</th>
<th>This form is to be used in the following courses:</th>
</tr>
</thead>
<tbody>
<tr>
<td>N – No opportunity to observe</td>
<td>COUN 5020 Foundations of Counseling</td>
</tr>
<tr>
<td>0 – Does not meet criteria for program expectations</td>
<td>COUN 5100 Social and Cultural Foundations of Counseling;</td>
</tr>
<tr>
<td>1 – Meets criteria minimally or inconsistently for program expectations</td>
<td>COUN 5600 Techniques of Group Counseling;</td>
</tr>
<tr>
<td>2 – Meets criteria consistently at program expectations</td>
<td>COUN 5610 Techniques of Counseling;</td>
</tr>
<tr>
<td>3 – Exceeds criteria for program level competency</td>
<td>COUN 6000/6100/6200 Practicum; and</td>
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<td></td>
<td>COUN 6500 Internship</td>
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</table>

Please rate ONLY those behaviors and skills that you have observed.

### A. Aptitude, Personality Traits, and Behaviors Appropriate for Counseling Students

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<tr>
<td><strong>A-01. Cognitive and sensory capacities:</strong> Demonstrates cognitive and sensory</td>
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<td>capacities to effectively and professionally interact with fellow students,</td>
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<td>faculty, supervisor, and staff</td>
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<td><strong>A-02. Interpersonal interaction:</strong> Demonstrates interpersonal skills* necessary</td>
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<td>to effectively and professionally interact with fellow students, faculty,</td>
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<tr>
<td>supervisor, and staff</td>
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<td><strong>A-03. Enhance interactions:</strong> Demonstrates interpersonal skills* necessary to</td>
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<tr>
<td>enhance interactions with fellow students, faculty, supervisor, and staff</td>
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<td>(*Interpersonal skills include but are not limited to positive regard for others,</td>
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<td>mood and affect regulation, openness, genuineness, empathy, and appropriate</td>
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<td>verbal and non-verbal communication skills)</td>
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<td>**A-04. Overall Assessment of Student’s skills related to Aptitude, Personality</td>
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<tr>
<td>Traits, and Behaviors Appropriate for Counseling Students** (Note: If providing</td>
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<td>a rating of 0 or 1 on this “overall” rating, please ensure you have assessed</td>
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<td>any of the above skills that you have observed)</td>
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Comments:

### B. Learning Attitudes and Behaviors

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<tr>
<td><strong>B-01. Participation:</strong> Participates every week in class discussions and</td>
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<td>activities</td>
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<td><strong>B-02. Professionalism:</strong> Discusses conflicts or concerns in a professionally</td>
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<td>appropriate manner</td>
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<td><strong>B-03. Self-care:</strong> Engages in sufficient, appropriate self-care practices</td>
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<td><strong>B-04. Self-disclosure:</strong> Self-discloses appropriately</td>
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<td><strong>B-05. Self-awareness:</strong> Demonstrates awareness of effect on others</td>
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<td><strong>B-06. Feedback to peers:</strong> Provides feedback appropriately to other students</td>
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<td><strong>B-07. Self-control:</strong> Effectively and appropriately manages own frustration,</td>
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<td>anger, and impulses</td>
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<td>**B-08. Overall Assessment of student’s skills related to Learning Attitudes and</td>
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<tr>
<td>Behaviors** (Note: If providing a rating of 0 or 1 on this “overall” rating,</td>
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<td>please ensure you have assessed any of the above skills that you have observed)</td>
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Comments:
### C. Basic Counseling Skills

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<th>C. Basic Counseling Skills</th>
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<tr>
<td>C-01. Awareness of own cultural values: Demonstrates awareness of own belief system,</td>
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<td>values, needs, and biases</td>
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<td>C-02. Cultural awareness: Demonstrates awareness of own cultural, ethnic, racial</td>
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<td>identity</td>
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<td>C-03. Respect for cultural differences: Respects cultural, individual and role differences,</td>
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<td>including but not limited to those related to age, gender, race, ethnicity, national</td>
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<td>origin, religion, sexual orientation, disability, language, and SEC status.</td>
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<td>C-04. Basic Counseling Skills 1: Demonstrates unconditional positive regard, warmth,</td>
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<td>and empathy toward clients and others</td>
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<td>C-05. Basic Counseling Skills 2: Demonstrates capacity to listen reflectively, summarize,</td>
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<td>and paraphrase</td>
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<td>C-06. Basic Counseling Skills 3: Demonstrates capacity to use therapeutic silence</td>
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<td>C-07. Infers Unstated Meaning: Demonstrates ability to determine underlying meaning</td>
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<td>and unstated values of the client’s story</td>
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<td>C-08. Boundaries: Recognizes, respects, and maintains appropriate boundaries in all</td>
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<td>professional relationships</td>
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<td>C-09. Elicits information: Elicits information from others in a therapeutic manner (with</td>
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<td>open-ended questions, avoidance of double questions, and not answering questions for</td>
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<tr>
<td>others</td>
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<td>C-10. Aware of theories: Demonstrates awareness of theories of counseling</td>
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<td>C-11. Informed consent: Demonstrates understanding of informed consent and the limits</td>
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<td>of confidentiality</td>
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<td>C-12. Overall Assessment of student’s skills related to Basic Counseling Skills: (Note:</td>
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<td>[providing a rating of 0 or 1 on this “overall” rating, please ensure you have assessed</td>
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<td>any of the above skills that you have observed).</td>
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Comments:

### D: Fitness for Counseling

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<th>D: Fitness for Counseling</th>
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<tbody>
<tr>
<td>D-01. Establishes therapeutic relationship: Demonstrates ability to establish a</td>
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<td>counseling relationship</td>
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<td>D-02. Case conceptualization: Conceptualizes cases and develops clinically appropriate</td>
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<td>treatment plans</td>
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<td>D-03. Practices within scope: Practices within one’s level of training</td>
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<td>D-04. Therapeutic confrontation: Appropriately uses confrontation, re-direction,</td>
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<td>interruption</td>
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<td>D-05. Understands DSM: Renders clinical mental health diagnoses using the current</td>
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<td>edition of the DSM, and provides sufficient justification</td>
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<td>D-06. Management of SI HI: Effectively manages risk for suicidal or homicidal ideation</td>
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<td>in an ethical and clinically appropriate manner</td>
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<td>D-07. Reports abuse: Identifies and responds to various forms of abuse</td>
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<td>D-08. Substance abuse tx: Understands effective treatment protocols for chemical</td>
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<td>addiction</td>
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<td>D-09. Cultural sensitivity: Demonstrates multicultural awareness and sensitivity</td>
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<td>D-10. Case notes: Writes professionally appropriate case notes</td>
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<td>D-11. Referral and termination: Makes appropriate referrals and responsibly terminates</td>
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<td>cases.</td>
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<td>D-13. Boundary maintenance: Maintains appropriate boundaries in clinical practice</td>
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</table>
D-14. Overall Assessment of student’s skills related to Fitness for Counseling *(Note: If providing a rating of 0 or 1 on this “overall” rating, please ensure you have assessed any of the above skills that you have observed).*

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<thead>
<tr>
<th>E. Integration of Theory and Practice</th>
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<tbody>
<tr>
<td>E-01. Integrates theory and practice: Integrates selected theory with his/her clinical practice</td>
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<td>E-02. Theoretical consistency: Presents case studies consistent with theory</td>
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<td>E-03. Outcome assessment: Demonstrates ability to measure outcomes based on theory</td>
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<td>E-04. Appreciates Variety of Theories: Demonstrates appreciation of a variety of counseling theories</td>
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<tr>
<td>E-05. Overall Assessment of student’s skills related to Integration of Theory and Practice <em>(Note: If providing a rating of 0 or 1 on this “overall” rating please ensure you have assessed any of the above skills that you have observed).</em></td>
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<th>F. Openness to Clinical Supervision</th>
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<tr>
<td>F-01. Active learning: Actively participates in learning activities</td>
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<td>F-02. Responds to feedback: Responds appropriately to peer, instructor, and supervisor feedback</td>
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<td>F-03. Preparedness: Is usually sufficiently prepared for supervision sessions and activities</td>
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<td>F-04. Professional interactions: Demonstrates professionalism in all interactions with agency and program</td>
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<td>F-05. Compliance with rules: Complies and cooperates with agency rules and expectations</td>
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<tr>
<td>F-06. Overall Assessment of student’s skills related to Openness to Clinical Supervision <em>(Note: If providing a rating of 0 or 1 on this “overall” rating, please ensure you have assessed any of the above skills that you have observed).</em></td>
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Comments:

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<th>G. School Counseling</th>
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<tr>
<td>G-01. Program Planning: Helps plan, organize, and deliver the program designed to meet the needs of the school</td>
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<td>G-02. Guidance Curriculum: Implements the school guidance curriculum through the use of effective instructional skills and careful planning of structured group sessions for all students.</td>
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<td>G-03. Individual Planning: Implements the individual planning component by guiding individuals and groups of students and their parents or guardians through the development of educational and career plans.</td>
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<td>G-04. School System Support: Provides system support through effective school counseling program management and support for other educational programs.</td>
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<td>G-05. Data Collection: Collects and analyzes data to guide program direction and emphasis.</td>
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<td><strong>G-06. Program Evaluation:</strong> Helps develop a results evaluation for the program</td>
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<tr>
<td><strong>G-07. District Policies:</strong> Demonstrates an understanding of district and school policies and procedures</td>
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<tr>
<td><strong>G-08. Overall Assessment of student’s skills related to School Counseling</strong> <em>(Note: if providing a rating of 0 or 1 on this “overall” rating, please ensure you have assessed any of the above skills that you have observed).</em></td>
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**Comments:**

Summary of student strengths:

Summary of areas that need more attention for this student:

__Site Supervisor Signature__  
__Date__

*I acknowledge that I have read and reviewed this evaluation.*

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

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

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

________________________________  ___________________________  _____________
Student Signature                  Print Name                     Date