Human Development Counseling

2023 – 2024 Student Handbook

Human Development Counseling Program
University of Illinois Springfield
1 University Plaza, MS BRK 332
Springfield, IL 62703

Statement of Receipt of Handbook

I have received a copy of the Human Development Counseling Student Handbook and consent to comply with the policies contained within the Handbook. Additionally, I understand that admission into the program of Human Development Counseling does not ensure graduation.

I have received a copy of the HDC Student Handbook.

_____   _____

Signature   Date

I understand that I must meet specific program requirements to successfully move through the clinical course sequence. Additionally, I understand that admission does not guarantee graduation from HDC.

_____   _____

Signature   Date

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About the Human Development Counseling Program

Mission Statement

The Human Development Counseling Program strives to educate traditional and non-traditional students with a primary goal to prepare highly competent Professional Counselors to work with diverse populations, in various settings in Central and Southern Illinois. More specifically, we strive to prepare School Counselors to function within K-12 settings and Clinical Mental Health Counselors and Marital, Couple and Family Counselors to operate within community agencies, hospitals, drug treatment facilities, and institutions providing professional counseling and consulting services.

As the educators of future Professional Counselors, we strive to create an atmosphere that will encourage and promote:

- the inherent worth and dignity of all persons;
- development of self-awareness and continuing growth throughout the lifespan;
- positive interpersonal relationship skills, self-expression, and self-management;
- core attitudes of authenticity, congruence, and non-judgment

Philosophy

The Program is based on a belief in the inherent worth and dignity of each person, the importance of developing self-awareness, and continuing personal growth throughout the lifespan.

Commitment to Diversity and Social Justice

As a department, we are committed to social justice through advocacy for diversity, equity, belonging, and justice. We strive to create a learning environment grounded in equity, valuing the inherent worth of all perspectives and the unique lived experience of a diverse student body. We seek to honor the voices of marginalized population in class and the broader community. Additionally, we believe that multicultural competence is an ongoing growth process and expect students, faculty, and staff to continuously develop multicultural competence through increased knowledge, cultural humility and self-awareness, skill, and advocacy.

HDC Goals and Objectives

Our goals are consistent with those of the University of Illinois Springfield, a university committed to actualizing the individual student through increasing diversity among faculty and students. The University supports professional development as a blend of traditional liberal arts and practical experience. It strives to maintain and strengthen the University's unique approach to excellence.

HDC Objectives

Faculty within HDC work actively to meet the following objectives:

- instill a strong sense of professional identity consistent with Professional Counseling philosophy and literature;

- cultivate student counseling skill competencies necessary for working with individuals, groups, couples, and families;

- facilitate student self-growth and understanding through class assignments and feedback;

- foster an environment conducive to healthy and appropriate risk-taking necessary for development;

- promote student understanding of the diversity of views and cultures within our profession and the environment in which counselors practice;

- teach and perform research applicable to the practice of counseling;

- aid students in the process of becoming certified and/or licensed.

The Program endorses the standards and objectives adopted by the **Council for Accreditation of Counseling and Related Educational Programs (CACREP)** and has designed the curriculum to be consistent with that body's standards and objectives as well as those of the Illinois State Board of Education (ISBE).

Graduates of the HDC Program will demonstrate their competence, knowledge and skills in eight common-core areas. Competence demonstration is determined by faculty who use role plays, research papers, examinations, and supervised practice with real clients.

Graduates will develop an understanding of the environment in which they intend to practice and the specialized knowledge and skills needed for the particular setting or client population.

Graduates of the **Clinical Mental Health concentration** will demonstrate knowledge and understanding of:

- the general environment or system in which the student will practice;

- the roles and functions of professionals in the field, client characteristics and specific facilitative skills related to the population served;

- basic environmental change strategies.

Graduates of the **Marriage, Couple, and Family Counseling concentration** will demonstrate knowledge and understanding of:

- the origins, theoretical foundations, and therapeutic implications of selected theories of marriage and family counseling, similarities and differences among multiple approaches, the historical roots of the field, and its major contributors;

- key paradigms, concepts, and techniques utilized in theory development and clinical practice, the integration of a multiplicity of elements and dimensions (e.g., personal, familial (family of origin and family of procreation), multigenerational, perceptual, aesthetic, theoretical, practical);

Graduates of the **School Counseling concentration** will demonstrate knowledge and understanding of:

- the history, philosophy, trends, purpose and objectives, ethics, legal aspects, standards, functions and roles of the counselor in the K-12 educational setting;

- approaches and strategies typically employed with elementary and secondary school age children;

- the counselor's role in dealing with the needs of special and exceptional children;

- the social, psychological, and educational development of elementary and secondary school age children.

CACREP Accreditation

HDC offers three concentrations accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) 2016 Standards. CACREP was formed in 1982 in cooperation with the American Counseling Association to promote the advancement of quality educational programs in counselor training. For a program to receive accreditation, it hosts a CACREP survey team of counselor educators who review the program to ensure it meets national standards in eight core areas of counseling. In addition to the core areas, the team reviews additional standards of instruction and supervised clinical experiences for the counseling specialty training offered by that program.

Why is CACREP accreditation important for students selecting a program?

- Demonstrates an ongoing commitment to providing quality instruction and clinical experiences for students;
- Streamlines the licensure process for Licensed Professional Counselors (LPC);
    - Most states' LPC laws (including Illinois) define required coursework and qualifying clinical experience according to CACREP standards
    - Graduating students qualify to take the National Certified Counselor Exam (NCE), used by most states for LPC licensure
- Meets the application preferences of doctoral programs in counseling and counselor education.

Source: http://ed.mnsu.edu/csp/cacrep.html

CACREP Core Standards (2016)

The eight common core areas represent the foundational knowledge required of *all* entry-level counselor education graduates. For an expanded description of each area, see also Appendix "CACREP Core Accreditation Standards" or https://www.cacrep.org/section-2-professional-counseling-identity/

1. PROFESSIONAL COUNSELING ORIENTATION AND ETHICAL PRACTICE
2. SOCIAL AND CULTURAL DIVERSITY
3. HUMAN GROWTH AND DEVELOPMENT
4. CAREER DEVELOPMENT
5. COUNSELING AND HELPING RELATIONSHIPS
6. GROUP COUNSELING AND GROUP WORK
7. ASSESSMENT AND TESTING
8. RESEARCH AND PROGRAM EVALUATION

Full-Time Core Faculty

Dr. Timothy Hakenewerth, LPC (MO), NCC
Assistant Professor
Marriage, Couple & Family Counseling Concentration Co-Coordinator
Ph.D., Idaho State University

Areas of Specialization: Clinical Mental Health Counseling; Marriage, Couple, and Family Counseling; Counselor Development; Counselor Education; Clinical Supervision; Emotional Support Animals in Mental Health; Reflecting Teams

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Dr. James Klein, LPC
Associate Professor
School Counseling Concentration Coordinator
Program Admissions Coordinator
Ed.D., Northern Illinois University

Areas of Specialization: Counselor Competence; Licensure in Counseling; School Counseling; Conflict Resolution

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Dr. Holly Thompson, LCPC
Associate Professor
Clinical Mental Health Counseling Concentration Coordinator
Ph.D., Idaho State University

Areas of Specialization: Community and Mental Health Counseling Supervision; Professional Counselor Identity; Multi-and trans-cultural Counseling; GBLTQ; Human Sexuality

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Dr. Tiffany Nielson, LPC
Associate Professor & Counseling and Social Work Department Chair
Marriage, Couple & Family Counseling Concentration Co-Coordinator
Ph.D., Idaho State University

Areas of Specialization: Marital, Couple, and Family Counseling; Mentoring in Counselor Education; Child and Adolescent Counseling; Child Sexual Abuse; Religion and Spirituality in Counseling and Counselor Training

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Clinical Faculty

Shannon Pivoney, M.A., LCPC
M.A., University of Illinois at Springfield

Areas of Specialization: Certified Clinical Trauma Professional, Trauma-Informed Counseling, Community Mental Health, Sexual Assault, Dissociation, Depression, Anxiety, Anger Management, Geriatric Issues, LGBTQ+ Issues and Personality Disorders.
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Associated and Adjunct Faculty

Mollie Buchanan, M.A, LCPC
M.A., University of Illinois Springfield

Areas of Specialization: Clinical interest are trauma focused treatment, the impact of trauma on the neurological system, child and adolescent counseling and mental health treatment within the child welfare system.
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Essence Lee, M.A., LCPC

M.A., University of Illinois Springfield

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Karen Lee, M.A.
M.A., University of Illinois Springfield

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Jake Mitchell, M.A., LPC
M.A., University of Illinois at Springfield

Areas of Specialization: Identity Development, Phase of Life Issues, Life Transition Issues, LGBTQIA+ Issues, and Other Issues Related to Diversity and Difference.
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Dr. Leigh Steiner
Ph.D., Southern Illinois University

Areas of Specialization: Community Counseling; Ethics; Policy and Administration; Organizational Development; Appreciative Inquiry
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Emeritus

Dr. William Abler
Associate Professor
Marital, Couple, & Family Counseling Co-Coordinator
Ph.D., Michigan State University

Advising and Program Planning

Role of the Advisor

Students are assigned an Advisor when they are admitted to the Program. Periodic meetings with the Advisor over the course of the student's progress through the curriculum are strongly encouraged.

Advisors:
- help students develop a plan of study for their degree program;
- serve as first line of contact for students when they face challenges in the program;
- mentor students as they develop a professional identity;
- provide students hands-on guidance in successful completion of the closure process;
- bring Student Petitions to the HDC Program Committee meetings for additional review.
- play a vital role in serving as liaison between the advisee and the Program;
- play a crucial role in successful completion of the graduation contract.

Human Development Counseling Core Curriculum

All students in the HDC Program complete the core curriculum of 49 credit hours. This core provides all students with a depth and breadth of knowledge and experience consistent with CACREP accreditation core areas and the Licensed Professional Counselor requirements in the state of Illinois.

Core Curriculum		
HDC 501	Fundamental Issues and Ethics in Counseling	3
HDC 511	Theories of Counseling	3
HDC 512	Prepracticum	3
HDC 513	Group Counseling	3
HDC 515	Multicultural Counseling	3
HDC 521	Developmental Counseling	3
HDC 524	Career/Lifestyle Counseling	3

HDC 525	Alcoholism and Substance Abuse	3
HDC 533	Family Dynamics	3
HDC 543	Consultation and Crisis Intervention	3
HDC 546	Psychopathology and the DSM	3
HDC 575	Appraisal Techniques in Counseling	3
HDC 577	Research Methods	3
HDC 585	Comprehensive Examination Registration	1
HDC 587	Professional Experience: Practicum	3
HDC 590	Professional Experience: Internship	6-10
	Total Core Curriculum Credit Hours	49

Clinical Mental Health Counseling Concentration

Students pursuing careers in clinical mental health counseling should begin to explore relevant populations and settings when enrolled in **HDC 501**. Course assignments thereafter should be designed to develop knowledge and skills specific to the emphasis chosen. In order to develop and demonstrate skills unique to their selected concentration, clinical mental health counseling students must take **HDC 542**, **HDC 544**, and two elective courses within the Program curriculum. Clinical experience placements for clinical mental health counseling students will take place in approved community agencies.

The Clinical Mental Health Counseling (CMHC) concentration within the HDC Program includes four additional courses (12 credit hours) beyond the core curriculum of 49 credit hours for a total of 61 required credit hours.

Core Curriculum (see above)		49
Concentration Requirements		
HDC 542	Foundations of Clinical Mental Health Counseling	3
HDC 544	Social Justice and Advocacy in Counseling	3

Two elective HDC courses [1]	6
Total Hours	61

[1]	Elective courses will be HDC courses selected in consultation with the student's academic advisor, and will be courses that do not count toward the core or closure curriculum requirements.

Marriage, Couple, and Family Counseling Concentration

Students pursuing careers in marriage, couple, and family counseling should begin to explore relevant populations and settings when enrolled in HDC 501. Course assignments thereafter should be designed to develop knowledge and skills specific to the emphasis chosen. In order to develop and demonstrate skills unique to their selected concentration, marriage, couple and family counseling students must take four specialization courses that emphasize working systemically within relational contexts. Clinical experience placements for marriage, couple, and family counseling students will take place in approved community agencies. Students enrolled in the marriage, couple, and family counseling concentration must complete a minimum of 120 hours of direct service in marriage, couple, or family counseling during their practicum and internship (combined). Consultation with the marriage, couple, and family counseling concentration coordinator is required to ensure curricular and clinical experience requirements are met.

The Marriage, Couple, and Family Counseling (MCFC) concentration within the HDC Program includes four additional courses (12 credit hours) beyond the core curriculum of 49 credit hours for a total of 61 required credit hours.

Core Curriculum (see above)		49
Concentration Requirements		
HDC 534	Introduction to Family Counseling	3
HDC 537	Couple Counseling	3
HDC 545	Sexual Dysfunction and Family Violence	3
HDC 558	Theories of Family Counseling	3
Total Hours		61

All course work should emphasize specialized knowledge and skills needed for a particular setting or client population.

School Counseling Concentration

School counseling students seeking licensure as a School Counselor in Illinois must successfully complete the ISBE-approved HDC master's degree in school counseling in order to receive the Program's endorsement. Additionally, students must present passing scores on the School Counselor Content Test (i.e., Test #235).

The school counseling concentration within the HDC Program includes four additional HDC courses (12 credit hours) beyond the core curriculum of 49 credit hours for a total of 61 required credit hours.

Core Curriculum (see above)		49
Concentration Requirements		
HDC 531	Developmental School Counseling	3
HDC 532	Critical Issues & Considerations in School Counseling (Critical Issues and Considerations in School Counseling)	3
HDC 535	Child and Adolescent Counseling	3
One elective HDC course [1]		6
Total Hours		61

[1]   Elective courses will be HDC courses selected in consultation with the student's academic advisor, and will be courses that do not count toward the core or closure curriculum requirements.

For students without a valid state of Illinois teaching license, the following four additional courses (or equivalent courses) are required to obtain the HDC Program's endorsement:

TEP 207	Foundations of American Education	3
EDL 522	Legal Rights of Teachers, Parents, and Students in Educational Settings	4
TEP 315	Managing the Diverse Classroom	3
Select* one of the following:		3
TEP 222	Child Development for Teachers	
TEP 223	Adolescent Development for Teachers	

Total Hours	13

*Per department approval, prior coursework may be utilized to fulfil this requirement. See the school counseling coordinator for more information.

Professional Identity and Associations

American Counseling Association

Students are strongly encouraged to become active members in Professional Counseling organizations. Before beginning HDC 587: Professional Experience Practicum, students are required to join the American Counseling Association (ACA) and will obtain student liability insurance through ACA.

Local divisions of the American Counseling Association and specialization organizations are active in Illinois. Students are encouraged to become members and engage in professional development opportunities as a student.

American Counseling Association Divisions

Students are strongly encouraged to explore the divisions within ACA, in consultation with their advisor, to identify specialization division memberships that match future professional goals. ACA Divisions include:

Association for Adult Development and Aging (AADA)
Chartered in 1986, AADA serves as a focal point for information sharing, professional development, and advocacy related to adult development and aging issues; addresses counseling concerns across the lifespan.

Association for Assessment and Research in Counseling (AARC)
Originally the Association for Measurement and Evaluation in Guidance, AARC was chartered in 1965. The purpose of AARC is to promote the effective use of assessment in the counseling profession.

Association for Child and Adolescent Counseling (ACAC)
The Association for Child and Adolescent Counseling aims to focus on the training needs of counselors who work with children and adolescents, while also providing professional support to those counselors, whether they are school counselors, play therapists, or counselor educators.

Association for Creativity in Counseling (ACC)
The Association for Creativity in Counseling (ACC) is a forum for counselors, counselor educators, creative arts therapists and counselors in training to explore

unique and diverse approaches to counseling. ACC's goal is to promote greater awareness, advocacy, and understanding of diverse and creative approaches to counseling.

American College Counseling Association (ACCA)
ACCA is one of the newest divisions of the American Counseling Association. Chartered in 1991, the focus of ACCA is to foster student development in colleges, universities, and community colleges.

Association for Counselor Education and Supervision (ACES)
Originally the National Association of Guidance and Counselor Trainers, ACES was a founding association of ACA in 1952. ACES emphasizes the need for quality education and supervision of counselors for all work settings.

The Association for Humanistic Counseling (AHC)
AHC, formerly C-AHEAD, a founding association of ACA in 1952, provides a forum for the exchange of information about humanistically-oriented counseling practices and promotes changes that reflect the growing body of knowledge about humanistic principles applied to human development and potential.

Association for Multicultural Counseling and Development (AMCD)
Originally the Association of Non-White Concerns in Personnel and Guidance, AMCD was chartered in 1972. AMCD strives to improve cultural, ethnic and racial empathy and understanding by programs to advance and sustain personal growth.

American Rehabilitation Counseling Association (ARCA)
ARCA is an organization of rehabilitation counseling practitioners, educators, and students who are concerned with enhancing the development of people with disabilities throughout their life span and in promoting excellence in the rehabilitation counseling profession's practice, research, consultation, and professional development.

Association for Spiritual, Ethical, and Religious Values in Counseling (ASERVIC)
Originally the National Catholic Guidance Conference, ASERVIC was chartered in 1974. ASERVIC is devoted to professionals who believe that spiritual, ethical, religious, and other human values are essential to the full development of the person and to the discipline of counseling.

Association for Specialists in Group Work (ASGW)
Chartered in 1973, ASGW provides professional leadership in the field of group work, establishes standards for professional training, and supports research and the dissemination of knowledge.

Counselors for Social Justice (CSJ)
CSJ is a community of counselors, counselor educators, graduate students, and school and community leaders who seek equity and an end to oppression and injustice affecting clients, students, counselors, families, communities, schools, workplaces, governments, and other social and institutional systems.

International Association for Resilience and Trauma Counseling (IARTC)
The mission of IARTC is to enhance the quality of life for people and communities worldwide by promoting the development of professional counselors, advancing ACA, the counseling profession, and the ethical practice of counseling through trauma-informed practices, respect for human dignity, cultural inclusivity, and resilience.

International Association of Addictions and Offender Counselors (IAAOC)
Originally the Public Offender Counselor Association, IAAOC was chartered in 1972. Members of IAAOC advocate the development of effective counseling and rehabilitation programs for people with substance abuse problems, other addictions, and adult and/or juvenile public offenders.

International Association of Marriage and Family Counselors (IAMFC)
Chartered in 1989, IAMFC members help develop healthy family systems through prevention, education, and therapy.

Military and Government Counseling Association (MGCA) *formerly ACEG*
Originally the Military Educators and Counselors Association, MGCA was chartered in 1984. MGCA is dedicated to counseling clients and their families in local, state, and federal government or in military-related agencies.

National Career Development Association (NCDA)
Originally the National Vocational Guidance Association, NCDA was one of the founding associations of ACA in 1952. NCDA provides professional development, connection, publications, standards, and advocacy to career development professionals who inspire and empower individuals to achieve their career and life goals.

National Employment Counseling Association (NECA)
NECA was originally the National Employment Counselors Association and was chartered in 1966. The commitment of NECA is to offer professional leadership to people who counsel in employment and/or career development settings.

Society for Sexual, Affectional, Intersex, and Gender Expansive Identities (SAIGE)
Formerly Association for Lesbian, Gay, Bisexual, and Transgender Issues in Counseling (ALGBTIC)
Educates counselors to the unique needs of client identity development; and a non-threatening counseling environment by aiding in the reduction of stereotypical thinking and homoprejudice.

Organizational Affiliates

Association of Counseling Sexology and Sexual Wellness (ACSSW)

The mission of ACSSW is to promote sexuality as a central aspect of being human that includes the intersection of interpersonal and intrapersonal influences on sexual expression and identities inclusive of age, race, ethnicity, religion, sex, gender and gender expression, physical and mental health and abilities, and socioeconomic status.

Specialization Associations

Many opportunities exist for counselors-in-training to cultivate specialization interests. The following counseling associations relate directly with the concentrations and degree programs offered in HDC.

American Mental Health Counselors Association (AMHCA)
Chartered in 1978, AMHCA represents mental health counselors, advocating for client-access to quality services within the health care industry.

International Association of Marriage and Family Counselors (IAMFC)* (also a division of ACA)
Chartered in 1989, IAMFC members help develop healthy family systems through prevention, education, and therapy.

American School Counselor Association (ASCA)
Chartered in 1953, ASCA promotes school counseling professionals and interest in activities that affect the personal, educational, and career development of students. ASCA members also work with parents, educators, and community members to provide a positive learning environment.

Chi Sigma Iota (Sigma Sigma Upsilon)

Chi Sigma Iota is the Honors Society for Professional Counseling. The mission of Chi Sigma Iota is to:

> Promote scholarship, research, professionalism, leadership, advocacy, and excellence in counseling, and to recognize high attainment in the pursuit of academic and clinical excellence in the profession of counseling.

Sigma Sigma Upsilon is the UIS chapter of the Honors Society. Eligibility requirements for membership in the HDC Chi Sigma Iota Chapter Sigma Sigma Upsilon include successful completion of a minimum of 9 credit hours of course work, with a grade point average of 3.5 and endorsement of HDC faculty. Eligible students will be invited to join Chi Sigma Iota by HDC faculty.

National Board of Certified Counselors (NBCC)

The NBCC is an affiliate of the ACA and is the body responsible for certifying professional counselors. Additionally, the NBCC develops a number of counseling examinations utilized in state licensure processes.

Student Expectations and Evaluation

Professional Behavior

Students admitted into HDC are expected to be intimately familiar with and abide by the ACA Code of Ethics. Additionally, students are monitored throughout the course of the program for dispositions necessary to be an effective Professional Counselor. Formative, summative, and process evaluations occur throughout the Master's experience. Consequently, counselors-in-training are evaluated for behaviors that occur within and outside of the classroom on the following dispositions: empathy, emotional stability including patience, flexibility, resilience, genuineness, ability to integrate feedback open-mindedness and acceptance of diverse backgrounds and worldviews, self-awareness and awareness of impact on others, professionalism and presence. HDC also endorses and abides by the UIS Student Conduct and Academic Integrity Policies (see below).

Counselor training programs aim not only to provide candidates with the knowledge and skill necessary to becoming competent practitioners, they also serve as environments in which to monitor professional behavior and the ability to remain present (2. 5. k, f). Therefore, in any classroom setting, one should focus on demonstrating their own professional and present attitudes and behaviors. Students are expected to notify instructors prior to any absence and adhere to the attendance policies in each course. Continually arriving late and unprepared, utilizing laptops or tablets for purposes other than note-taking, and the use of cell-phones for texting or surfing the internet are considered unprofessional behaviors that become distractions to *everyone* in the classroom. *Having cell phones out when classmates are presenting is absolutely prohibited.*

In addition, differences in opinion are welcomed and encouraged in the classroom; however, opposing ideas and opinions should be shared in a way that maintains respect for peers, the profession, and the instructor.

Maintaining confidentiality is required in both academic and clinical coursework as students/peers may share private or personal information throughout the duration of the program. Limits to confidentiality include reports that require mandated reporting such as child, elder, disability abuse, suicidal/homicidal ideation, and Title IX reports. Faculty must act according to university policy when concerned regarding student welfare.

Students are expected to demonstrate personal integrity and appropriate decision-making. Consumption of alcoholic beverages or illicit drugs on campus property before or during class or breaks is a violation of the *UIS Drug and Alcohol Policy* and will be subject to disciplinary action.

Repeated violations of the expectations of professionalism and presence may result in the implementation of a Professional Development Plan to ensure readiness to engage in the skills and responsibilities expected of counselors-in-training.

Core Dispositions

Student dispositions are routinely evaluated during each clinical course: HDC 512, HDC 513, HDC 587, and HDC 590. In addition, dispositions may be evaluated in relation to additional courses or interactions with faculty, staff, and peers, should deficiencies be identified. When concerns are identified, students will be contacted by the department in order to discuss concerns and identify strategies for successfully demonstrating proficiency in each disposition of concern. Students are required to demonstrate proficiency across all dispositions in order to successfully complete the HDC Program.

Assessment Rating Scale
1 – Failure to Demonstrate/Demonstrates Minimally: Student does not demonstrate evidence of disposition/or evidence is ineffective and inappropriate and significantly below developmental expectations.
2 – Progressing: Student demonstrations of dispositions are progressing and show promise, and need further development
3 – Proficient: Student has achieved acceptable demonstration of disposition for developmental level
4 – Exemplary: Demonstrates dispositions in a manner which exceeds developmental expectations

Disposition	1 – Does not Demonstrate/ Demonstrates Minimally	2 – Progressing	3 – Proficient	4 - Exemplary
Empathy	1	2	3	4
Emotional Stability including Patience, Flexibility, Resilience	1	2	3	4
Genuineness	1	2	3	4
Ability to Integrate Feedback	1	2	3	4
Open-mindedness and Acceptance of Diverse Backgrounds and Worldviews	1	2	3	4
Self-Awareness and Awareness of Impact on Others	1	2	3	4
Professionalism and Presence	1	2	3	4

Guidelines for Attire
(Copied and modified from Idaho State University Department of Counseling Student Handbook)

The HDC Program recognizes and appreciates that personal style is often an important part of a person's identity and does not promote or condone censorship of personal style choices or

expression. However, when one assumes the role of professional counselor, it is important to demonstrate awareness about how all aspects of personhood, including personal style, might impact others in a professional setting. Thus, we encourage students to make style choices that are congruent with their individuality while simultaneously upholding the core dispositions.

Netiquette Guidelines

Various HDC Courses will utilize multiple electronic platforms. Students are expected to regularly check their UIS email and Canvas. Consider these resources to construct professional emails: class emails and professional emails. Students will also have access to a university Box folder (box.illinois.edu) and HIPAA Compliant Box folder (for use in clinical courses).

To facilitate a professional and learning-focused environment, please adhere to the following netiquette guidelines (credit to Hollister, 2020):

Canvas and other Class Discussions:

- Use appropriate and professional language in discussion boards.
- Run a spelling and grammar check before posting anything.
- Read through your comments before submitting.
- Don't type in ALL CAPS! If you do, it will look like you are screaming.
- Recognize and respect diversity. It is okay to ask questions to clarify things you don't understand. If you are not sure, email the professor privately for more information.
- Take your posts seriously. Never say online what you would not say in real life to another person's face. Your posts are a permanent record, so think about the type of record you want to leave behind.

Zoom (for remote meetings)

- Please utilize the video function and speak to the instructor if exceptions are needed
- Please utilize the mute function while others are speaking to minimize background noise
- Use appropriate and professional language
- Maintain appropriate dress (this includes even if you think your video is off. Mistakes happen!
- Consider your space and free your environment of distractions to yourself or others (this includes the many ways in which our computers and other electronic devices may inhibit class engagement)
- Consistent with UIS's Alcohol and Drug policy, there should be NO consumption of alcohol and/or drug use while engaging in learning experiences.

Additional netiquette guidelines and expectations may be provided by individual instructors.

Recommendations for Programmatic Conflict Management

When engaging in clinical training, students are frequently exposed to alternative thoughts, voices, and ideas. A natural result of this can be inner conflict, differences with others, and interpersonal conflict. Encountering such differences and/or conflict, can require humility, self-awareness, and vulnerability to professionally broach necessary conversations or personal reflections in order to grow as a future professional counselor. When navigating such conflicts, we expect students to maintain professional dispositions and use resources in a supportive way. Please see Appendix "Guidelines for Programmatic Conflict Management" for recommended guidelines for managing such conflict.

UIS Student Conduct Policies

This Code is applicable to all persons enrolled in University of Illinois at Springfield (UIS) classes. It covers disciplinary action initiated or taken against a student. Disciplinary action may be initiated for proscribed conduct occurring on property owned or controlled by UIS or conduct in the course of participating in a UIS-sponsored program or project. Disciplinary action may also be initiated for online and off campus conduct that adversely affects the UIS community. Further, disciplinary action under this Code may be initiated for proscribed conduct irrespective of whether separate criminal proceedings concerning the same conduct are brought against the student by federal, state or local law enforcement authorities. Actions initiated by a faculty member for academic integrity such as cheating and/or plagiarism are within the purview of the Academic Integrity Policy (not covered in The Student Conduct Code).

The success of this Code depends in large part upon its ability to protect the privacy of all parties involved. The procedures contained herein are to be implemented with the expectation that members of the UIS community will respect the privacy of the process and adhere to the requirements of the Family Education Rights and Privacy Act (FERPA).

PROSCRIBED CONDUCT: The following categories of conduct are specifically prohibited and may form the basis for disciplinary action:

    A. Violence, the threat of violence, harassment, or intimidation directed against another person or persons.
    B. The intentional obstruction or interference with any person's right to attend or participate in any UIS activity, program or function.
    C. Hazing, which includes causing or encouraging others to cause physical or mental discomfort or injury, embarrassment or ridicule of another for the purpose of initiation, admission, affiliation or as a condition of continued membership in a group or organization.
    D. Unreasonable obstruction or disruption of teaching or other UIS activities.

E. Unauthorized possession or use of firearms, explosives, dangerous chemicals or other dangerous weapons on UIS property in contravention of federal, state, or local law or UIS regulations.

F. Trespass, intentional property damage, or theft.

G. Use, possession or distribution of alcoholic beverages by or to underage persons or controlled substances on UIS property in violation of federal, state, or local law or UIS regulation.

H. Intentionally entering false fire alarms or bomb threats; tampering with fire extinguishers, alarms or safety equipment; refusing to follow directions to evacuate a building as directed during any emergency condition.

I. Falsification, forgery, alteration or misuse of documents, records or identification or otherwise providing false or misleading information to a member or agent of UIS acting in the performance of his or her duty.

J. Unauthorized use of UIS's name, finances, materials, facilities and supplies (including stationery bearing UIS's letterhead.)

K. Interference or attempted interference with the administration of this Code, such as the initiation of a grievance or complaint knowing that the charge was false, intimidation or bribery of hearing participants, acceptance of bribes, dishonesty or disruption of proceedings and hearings.

L. Falsification of information provided for official university business.

M. Acts in violation of Board of Trustees (BOT) and/or University and/or UIS policies, regulations or rules. These include, but are not limited to: 1. Human Rights Policy; 2. Title IX and Sexual Misconduct Policy (hereinafter the "Sexual Misconduct Policy"); 3. Alcoholic Beverages Policy; 4. Drug-Free Workplace Policy; 5. Student Housing Policy; 6. Student Employment Policy; 7. Parking Regulations; 8. Tobacco Free Campus Policy.

UIS Academic Integrity Policy

HDC supports the UIS policy on Academic Integrity, which states, in part: "Academic integrity is at the heart of the university's commitment to academic excellence. The UIS community strives to communicate and support clear standards of integrity, so that undergraduate and graduate students can internalize those standards and carry them forward in their personal and professional lives. Living a life with integrity prepares students to assume leadership roles in their communities as well as in their chosen profession. Alumni can be proud of their education and the larger society will benefit from the University's contribution to the development of ethical leaders. Violations of academic integrity demean the violator, degrade the learning process, deflate the meaning of grades, discredit the accomplishments of past and present students, and tarnish the reputation of the university for all its members." Academic sanctions range from a warning to expulsion from the university, depending on the severity of your violation and your history of violations. Whatever the sanction, HDC faculty will file a report of academic dishonesty to the Office of the Provost. Students are responsible for

understanding and complying with the UIS Academic Integrity Policy available at
http://www.uis.edu/academicintegrity

Recording Policy

Please be advised that the HDC Department has established a no recording policy for its department curriculum and program activities. Specifically, the Department prohibits student audio or video recording of classes, supervision sessions, or meetings, without express written permission/consent from the Department.

Professional Development Plans

HDC faculty work diligently to ensure the success of each student. When areas of concern are identified, students may be placed on remediation via an individualized Professional Development Plan. Each plan is specifically written to address the ways that faculty can support student growth in areas of concern and outline necessary steps for successful program completion. Students are notified in writing of the areas of concern and presented with a copy of the written professional development plan. Failure to comply with, and attainment of the goals outlined in the plan may result in dismissal from the program.

Students will sign the Retention Policy and Procedure (see appendix) at the start of their program. This document outlines the procedure for addressing concerns, namely:
> If as noted above and in the professional judgment of the faculty, a student's personal and/or professional behavior is deemed substandard, the following actions may be taken:
> 1. Probation and Remediation. The student will be placed on probation, and a professional development plan will be developed. This plan will be in writing and will be signed by both the student and faculty. A copy of the plan will be provided to the student and a copy will be placed in the student's file.
> 2. Program Suspension. The student will be removed from current classes and/or clinical work until areas of concern are remediated or another action is decided upon.
> 3. Voluntary Resignation. The student will be encouraged to voluntarily resign from the Department.
> 4. Dismissal from the Department

Grievance Procedures

Students with grievance concerns are encouraged to contact their Advisor and/or Department Chair to seek resolution.

The University of Illinois Springfield has a grievance procedure for student concerns. Please refer to https://www.uis.edu/policy/student-grievance-code

Students who have been placed on an individual Professional Development plan have 10 business days to dispute the contents of the plan in writing to the HDC Program Director

and/or Chair of the Department of Counseling and Social Work. Grievances will be reviewed within 10 business days of receipt, during the fall/spring semester dates. If a grievance is received during a holiday or break between semesters, review will occur once the semester resumes or begins.

Title IX

Per university policy and the Jeanne Clery Act, HDC faculty are deemed a "Campus Security Authority" (CSA). As a CSA, HDC faculty are required to report qualifying crimes that have occurred on campus, including murder, manslaughter, robbery, burglary, aggravated assault, motor vehicle theft, arson, rape, fondling, incest, statutory rape, domestic violence, dating violence, and stalking. They are required to report those crimes that have not been previously reported to Campus Police or another

University CSA. These reports may be made without identifying information of the reporting party.

As a university employee, HDC faculty and instructors are deemed a "Responsible Employee" by Title IX. As a Responsible Employee, faculty must immediately report allegations or disclosures of sexual violence/sexual misconduct involving students to the Title IX Coordinator, including names of the identified victim and perpetrator. Students have the right to first seek confidential counseling from the UIS Counseling Center or one of the off-campus confidential advocacy resources (the Prairie Center Against Sexual Assault and the Sojourn Shelter and Services for Domestic Violence or Dating Violence) if you wish to keep the information private or confidential. Students are encouraged to consider reporting incidents of sexual violence/sexual misconduct to the UIS Title IX Coordinator for assistance.

Note: This policy only pertains to student disclosures and does not extend to client disclosures when shared in a confidential counseling setting.

Student Petitions

Student petitions are utilized as unique student situations emerge, requiring a modification to program or university requirements. Examples of circumstances requiring a student petition may include: change of catalog year, course level change, modification of graduation contract, exception of program requirement, leave of absence, and overload hours. Students needing to submit a student petition should work closely with their HDC advisor. Students can submit petitions through the UIS Petition Portal: https://apps.uis.edu/petitions

CACREP Evaluation Procedures

Consistent with CACREP requirements, HDC tracks student knowledge and skill development across the 8 CACREP Core areas and Specializations (CMH, School, MCFC). Student performance data will be tracked to monitor key performance indicators.

The assessment coordinator from the university may have access to the data related to key performance indicators. Aggregate data is reported to appropriate accrediting bodies and the HDC Advisory Board.

Tevera

Upon admission to the program, students are required to register with Tevera at: uis.tevera.app/. This program is used to track key performance indicators as part of the CACREP Evaluation Procedures. In their supervised clinical experience, students will complete their site placement approval through Tevera. Their membership with Tevera will be used throughout their program and continues post-graduation.

Closure and Graduation Procedures

To graduate the program, students must demonstrate clinical competence and a readiness to enter the profession. Competence in Professional Counseling is comprehensive, and includes knowledge, skill, attitudes and beliefs, and dispositions. To ensure this competence is met, HDC students will be comprehensively assessed throughout the program in multiple domains. In addition to the Counselor Education Comprehensive Examination (CECE), as well as course assignments, students in internship will be formally assessed in three areas: Social and Cultural Diversity skill, Fundamental Counseling Skills, and Concentration Proficiency and Theoretical Orientation. These competency demonstrations will mark the culmination of work and assess proficiency in the designated domain. Detailed instructions and associated materials are provided below.

These closure experiences also function as assessment of our program, in accordance with CACREP standards. In addition to individual student evaluation, assessments will be evaluated in aggregate to inform programmatic improvement.

Comprehensive Examination

The Counselor Education Comprehensive Examination (CECE) is a computerized, standardized multiple choice, 120-item exam created by a consortium of Counselor Education programs. The CECE is designed according to the 8 CACREP Core areas which include: Professional Identity; Human Growth and Development; Social and Cultural Diversity; Helping Relationships; Group Work; Assessment; Research and Program Evaluation; and Career Development.

For more information about the specific content included within each of these domains see the CACREP Website at www.cacrep.org.

You must be currently registered in HDC 585 or 586 to be admitted into the exam room.

A passing score on this examination will be based upon current national average data for the CECE. HDC students are required to attain an aggregate score, which is at or above the national mean. Students who fail to meet the national mean will have an opportunity to retake a comparable CECE, typically in the same semester. In the event that a second examination is needed, students may determine, in consultation with their advisor, the best approach for retaking the exam. The highest core scores will be used in calculating the national mean. If students do not meet a passing score after their second attempt of the CECE, students may be provided an alternative examination process to demonstrate competence in the CACREP areas that are below the national average.

Core Skills and Knowledge Demonstrations

As part of the closure requirements, students must receive a score of competence while in their internship on the required skill and/or knowledge presentations in the following areas: Social and Cultural Diversity skill, Fundamental Counseling Skills, and

Concentration Proficiency and Theoretical Orientation. See **CACREP Core Standard Skill Assessment** section below for further description on presentation requirements.

Graduation Application

Students apply for graduation in the expected semester of graduation. Students need to review their Degree Audit Report (DARS) report then confirm with their advisor that they have met the requisite requirements for completion of the counseling program. Deadline information and instructions are sent from the Office of the Registrar each semester. It is the responsibility of each student to regularly monitor UIS email for deadlines.

National Credentialing and Illinois State Licensure

HDC's CACREP accreditation status ensures that, upon graduation, students meet requirements of the first tier of Illinois Counseling licensure: Licensed Professional Counselor (LPC). During the last semester of study in HDC, students are eligible to take the National Counselor Examination (NCE), the exam used by the State of Illinois for licensure as a Licensed Professional Counselor (LPC). Upon successful program completion, students will complete the licensure application and submit the verification of education form to HDC for completion.

Illinois Licensure

Once you have successfully graduated from HDC, you will go to the Illinois Program of Financial and Professional Regulation website and download a copy of the licensure application at https://www.idfpr.com/profs/ProfCounselor.asp.

In the application packet, pay attention to pages 1, 2, 3. Disregard pages 4-6. The next 4 pages are supporting documents/informational. The application begins on page 11. On the first page of the application, if you have successfully passed the NCE, you will write acceptance of examination in the method box and complete the application accordingly. You will complete pages 11 - 16.

Certification of Ed Form

In order to expedite your application process, HDC has provided a pre-populated ED Form for alumni to provide to registration and records (registrar@uis.edu (who will then return to the student). Please fill out the top portion of this form, without including your Social Security Number (you can include the SSN once the ED form is returned to you to send to IDFPR). See https://www.uis.edu/hdc/resources/certification-and-licensure

Use the correct form that correlates with your graduation date.

Once the application is completed you can either mail, or deliver in person, your application and check for $150.00, written to the order of the IDFPR.

Illinois Program of Financial and Professional Regulation
320 West Washington Street, 3rd Floor
Springfield, IL 62786

National Board for Certified Counselor Requirements

Students are strongly encouraged to become a National Certified Counselor (NCC). The National Board for Certified Counselors has specific requirements that must be met in order to qualify for national certification. For information on national certification requirements, contact:

National Board for Certified Counselors
3 Terrace Way, Suite D, Greensboro, NC 27403-3660 (336) 547-0607 (8:30 a.m. - 5:00 p.m. eastern time, M-F) http://www.nbcc.org
Email: nbcc@nbcc.org

The NCE is given at the University of Illinois Springfield during the Spring and Fall semester. Students are eligible to take the exam in the semester they anticipate completion of all program requirements. Applications are due in the 2nd to last semester of degree study. Dr. Thompson serves as the NCE-GSA coordinator.

Application for the NCE and any other licensing exam is the responsibility of the student, not the Program. If you need further information, see your advisor.

Supervised Clinical Experience

The Department of Human Development Counseling offers three separate levels of supervised counseling experience. In HDC 512 Prepracticum students demonstrate their competency with basic skills using classmates and other HDC students as clients. After successfully completing the Prepracticum as well as HDC 501, HDC 511, HDC 513, HDC 515, HDC 546, HDC 575, students are eligible to enroll in HDC 587 Professional Experience: Practicum.

Failure or failure to show progress of any clinical course (HDC 512, 513, 587, or 590) will result in a professional development plan. Incomplete(s) may likewise result in a professional development plan. The intention of the plan would be to address needed areas of growth to assist the student to re-enter or complete the clinical experience sequence.

Practicum is offered in agencies and schools in the community and emphasizes the development of individual and group counseling skills with real clients. The program concludes with HDC 590 Professional Experience: Internship which offers an in-depth supervised field experience in schools or agencies. Internship enables students to refine and enhance the knowledge and skills developed during practicum and to engage in all of the counselor's professional activities.

NOTE: There is no guarantee that each student requesting practicum or internship placement can be accommodated in a particular semester.

Students must complete the site approval process prior to beginning a site placement. See appendices for examples of the clinical paperwork and approval process. Students must maintain their site presence according to the agreed upon terms. If a student changes or terminates a site without notification, that may be grounds for remediation and placement on a professional development plan. If a site terminates or fires a student from their placement, a student will be placed on remediation through a professional development plan.

Students must be on site with an approved site supervisor physically present at all times. If conducting telehealth, the student will follow site protocols and utilize site platforms to ensure a FERPA/HIPAA complaint platform. Even when conducting telehealth, the student must be on site. Students may not use a personal email or phone to communicate with clients. All electronic communication with clients must be through agency/site mediums.

In Practicum and Internship, students are to request consent to record at the beginning of each counseling relationship and to record every session possible. Signed client video consent forms are to be stored on site, following site procedures for client records. These forms may be requested by faculty supervisors at any time. Student success is contingent on the ability to consistently review and receive feedback of multiple counseling sessions.

All client records and information must be stored and secured properly. This includes any video recordings in any course and video presentation materials created in the practicum or internship process. Students must use safe electronic recording devices for recording counseling sessions that are not connected to any network (i.e. no phone connected to a cellular plan). The exception to this rule would be any recording within a HIPAA compliant program provided by their clinical placement such as HIPPA Zoom (Note that student accounts of Zoom are *not* HIPAA compliant). Once obtained, students will upload the video into a university provided HIPAA Box Folder provided by their faculty supervisor. Students must ONLY upload videos into this folder. Any other recordings not stored in the HIPAA Box folder must follow HIPAA policy of being double locked (e.g. in a lock box in a locked file cabinet). Any storage of videos on a thumb drive must be on an encrypted thumb drive and transported in a locked device (e.g. lock bag/box). All videos will be deleted at the end of each semester.

Further policies and additional behavioral expectations may be found in HDC 587/590 syllabi, the Clinical Retention Document, and handbook appendices.

Practicum

Students are eligible for practicum after completing HDC 501, HDC 511, HDC 512, HDC 513, HDC 515, HDC 543, HDC 546 and HDC 575.

The supervised practicum requires a minimum of 100 clock hours with a minimum of 40 hours of direct service work with clientele appropriate to the program area of study. The direct service work must include a minimum of 25 hours of individual, couple or family counseling hours (non-group).

Students are required to attend a mandatory clinical experience orientation prior to enrolling in HDC 587 Professional Experience: Practicum. Critically important information requiring practicum requirements, expectations and protocols will be provided during this orientation meeting, including the following guidelines:

- Obtain and maintain current professional liability insurance commensurate with coverage guidelines of ACA Student Insurance.
- Accrue 100 total hours with a minimum of 40 direct service hours.
    - The 40 direct service hours must include a minimum of 25 individual hours.
- Maintain/complete all paperwork (i.e., logs, video critiques, evaluations, etc.).
- Attend one hour of individual supervision per week with your faculty supervisor (or 1.5 hours triadic).
- Attend every class and take full advantage of individual and group supervision to promote personal and professional growth, which will be evaluated by faculty and site supervisors. Minimum 32 hours of faculty group supervision (i.e., "class") is required.
- While supervision will be primarily conducted by your faculty instructor, one supervisory contact per week with their on-site supervisor is required.

- The faculty instructor will make one on-site visit during the semester.
- Submit a minimum of 8 counseling video recordings; each video must be accompanied by a completed Video Critique Form. These recordings will be presented in class and individual supervisions.
- This course is "credit/no-credit"; incompletes are not granted.

Internship

Students must successfully complete practicum as well as HDC 521, HDC 524, HDC 525 HDC 533, HDC 543 and associated concentration course(s) (HDC 542, HDC 531, or 2 of 4 MCFC courses) before enrolling in Internship.

The supervised internship requires a minimum of 600 clock hours including a minimum of 240 hours of direct service work with clientele appropriate to the program concentration. Of the 240 direct hours, 120 hours of direct client work should be non-group hours with individuals or couples/families. Across practicum and internship, the direct service work must include group facilitation or co-facilitation (minimum 40 hours across the clinical experience).

Internship should be completed within two to three semesters, and a minimum of two full academic semesters (Fall/Spring). Students must complete a petition to complete internship in less than two full academic semesters. Approval of this petition is not guaranteed and is reviewed by HDC faculty. Across the clinical experience, students are to complete ALL hours in "roles and settings with clients relevant to their specialty area" (CACREP 2016, 3.J.).

- A minimum of 240 direct client contact hours
    - Minimum of 120 individual/relational (non-group) direct client hours
    - A minimum of 40 group hours across Practicum and Internship.
    - *MCFC students must complete 120 minimum direct service hours with couples and families (relational hours) across Practicum and Internship.*
- One hour of individual or triadic supervision (preferably with video review included) per week with your on-site supervisor. **This supervision is mandatory**. *It is your responsibility to alert the faculty instructor if this guideline is not being met.*
- Minimum 32 hours of faculty group supervision (i.e., "class") across each semester enrolled in internship.
- Individual supervision meetings with the university supervisor, as needed (minimum 2 meetings per semester).
- Submit **a minimum of 6** video-recorded clinical sessions, accompanied by a completed Video Critique during each semester enrolled in HDC 590.
    - 2 Videos must be presented by Midterm each semester
- Satisfactory completion of CACREP core skill areas (see below).
- Up-to-date and complete paperwork (e.g., clinical hours [log form], informed consent, signatures, etc.).

- Completion of appropriate evaluations.
- Proof of liability coverage.
- Class attendance, active participation, and demonstration of professional behavior.
- Providing and receiving feedback.
- Completion of Grid, Resume, and other requirements as assigned.

Clinical Experience Goals and Skill Assessment

In order to successfully complete practicum and internship, students will:

1. Examine their personal dynamics and behavior as these relate to the helping relationship

2. Demonstrate the HDC competencies in individual and group counseling identified under the categories of:

- o Process Skills
- o Group Counseling Skills
- o Relationship Skills
- o Professional Growth
- o General Supervision

3. Demonstrate understanding and skills specifically related to counseling clients in a multicultural society:

- o Using appropriate consultation skills with parents, teachers, significant others, and agency representatives
- o Helping clients access community resources
- o Using preventive strategies applicable to the agency's clientele
- o Helping to provide outreach programs to the community
- o Helping implement administrative policies, procedures, ethics, and legal aspects of practicum or internship site.

Counselor Competencies Scale - Revised

Students will be evaluated by their site supervisor and faculty supervisor. The "Counselor Competencies Scale - Revised" will be completed at the midterm and end of the semester to track student development of skill. This scale includes two parts:
- Part I: Counseling Skills & Therapeutic Conditions
- Part 2: Counseling Dispositions & Behaviors

CACREP Core Standard Skill Assessment

As part of the closure experience, students must demonstrate competence in the following areas:

Social and Cultural Diversity Skill Presentation

Before completion of the internship experience, students are required to complete the Social and Cultural Diversity Skill Presentation. This presentation will be completed as part of their overall internship requirement for graduation and will be presented in internship supervision (either in class or individually, at the discretion of the internship supervisor). Students are expected to demonstrate skill in multicultural competence as it applies to a clinical case. Multicultural competence includes attitudes and beliefs, knowledge, skill, and opportunities for advocacy. When presenting this video, students are to explicitly describe their use of skill regarding social and cultural diversity. This skill should be complemented by a depth of knowledge when conceptualizing the client case, in addition to awareness of self in the counseling process. The format of the Social and Cultural Diversity Skill Presentation will be discussed in your internship lab with your internship faculty supervisor.

Students must achieve a *3 – Proficient* or *4 – Exemplary* to pass. Grades will be determined based upon the rubric provided on the Assessment Form. *Failure to pass this presentation requires students to re-attempt this presentation at any point during their internship experience (i.e., students can attempt more than once in the same semester) until a passing evaluation is achieved. Failure to pass this presentation at the time of intended graduation will require continuation of internship, completion of the presentation in the subsequent semester, and implementation of a Professional Development Plan.*

Handouts for Social and Cultural Diversity Skill Presentation
- **One-page Case Summary (without identifying client information)**. A case summary form will be provided that comprehensively addresses biopsychosocial factors (see Appendix). Not all domains will be applicable for all clients. When presenting, the student should highlight particular multicultural dimensions that are salient to the clinical work.
- **Social and Cultural Diversity Skill Presentation Assessment Form**
- **Tape Critique Form**

Fundamental Counseling Skills Panel Presentation to the Core Faculty: Core Standard Helping Relationships

At the end of the first (full) semester of internship, students will give a 20-minute presentation of a clinical case that demonstrates competence in the fundamental counseling skills to a panel of Counseling Program faculty. Throughout HDC 590: Internship (after receiving and documenting appropriate consent), students will record and review their clinical work. Students will begin to identify segments of recorded sessions that demonstrate consistent use of fundamental counseling skills, the counseling core conditions, and an ability to establish a deeply empathic therapeutic relationship. Selected video segment(s) for the presentation should be **excellent examples of counseling** in working with the client system. Counselors-in-training may consult with their internship supervisor and/or faculty advisor during the tape selection process. *No*

more than two video segments may be selected, and the total time should not exceed 15 minutes.

Handouts for Panel Presentation
- **One-page Case Summary Form (without identifying client information)**. A case summary form will be provided that comprehensively addresses biopsychosocial factors. Not all domains will be applicable for all clients.
- **Fundamental Counseling Skills Panel Presentation Assessment Form**
- **Tape Critique Form (if applicable).** Students have the option of selecting a video that has already been reviewed in supervision or a new (un-reviewed) video. If the video selected for this presentation is to be used for one of the required internship presentations, the student must also include the Tape Critique Form.

Presentation Timetable
- Approximately 5-10 minutes for the professional case presentation (e.g., case summary; intentionality of work with client, couple, or family; verbal articulation of how competence is being demonstrated).
- Approximately 10-15 minutes video presentation
- *Note: Students have a maximum of 20 minutes.*

After Student 20-minute Presentation:
- Approximately 5 minutes of faculty discussion
- Approximately 5 minutes for feedback

Scheduling and Assessment
HDC core faculty will identify dates near the end of the semester for the clinical case presentation and students will be assigned a 30-minute timeslot to present (students are required to come 15-minutes early to this presentation to prepare the room and technology so that presentations may begin immediately at their scheduled time). Students must achieve a *3 – Proficient* or *4 – Exemplary* to pass. Grades will be determined based upon the rubric provided on the Assessment Form. *Failure to pass the Panel Presentation will require continuation of internship, completion of the presentation in the subsequent full semester, and implementation of a Professional Development Plan. Failure to pass at the intended semester of internship will additionally include continued enrollment in internship and the closure experience.*

Concentration Proficiency and Theoretical Orientation Demonstration Presentation

The primary goal of the case conceptualization process is to demonstrate theoretical and practical competence relative to the world of counseling at the point of entry into the professional world. This presentation will demonstrate competence in the area of the student's clinical concentration (Clinical Mental Health; Marriage, Couple, and Family; or School Counseling) and requires students to select a client/system that matches their selected area (e.g., MCFC must show a relational client system). HDC faculty believe

that knowledge, skill, and attitude acquisition is a developmental, life-long process. Furthermore, developmental advancements happen continuously throughout the practicum and internship experiences. *To show developmental progress, students must present this twice across the duration of their internship (once each full semester of internship). Students are expected to integrate feedback received in their initial demonstration. Failure to pass this presentation in the final semester of internship (the semester the student intends to graduate) will require continuation of internship and the closure experience, completing the presentation again in a future semester, and implementation of a Professional Development Plan.*

Counselors-in-training should developmentally be in a position to clearly articulate a personal orientation to counseling, which has been carefully constructed through a review of salient counseling literature and self-knowledge. The creation of a personal counseling orientation requires thoughtful attention to three primary domains ("the grid"): Human Experience, Counseling Process, and Self-in-Process.

This presentation will include an overview of "the grid" contents including personal growth and development as a counselor and the core tenets and clinical applications of a selected theory of counseling. The personal theoretical orientation should be grounded in a counseling theory consistent with the student's concentration. For reference on which theories are appropriate, refer to the theory textbook(s) (for MCFC, this would be the MCFC theory texts). If students wish to select a theory outside of those provided in HDC coursework, please consult with your advisor as not all theories are comprehensive in addressing the dimensions of counseling that are required for this presentation.

In addition to presenting the contents of "the grid", students must show application of this knowledge through showing a segment of a clinical counseling session. Selected video segment(s) should be **excellent examples of counseling**, demonstrating application of a personal theoretical orientation in working with the client system. Counselors-in-training may consult with their advisor during the final tape selection process. *No more than two separate segments may be selected, and the total time should not exceed 15 minutes. The video selected for the presentation must be from the <u>current</u> semester.*

Human Experience	Counseling Process	Self-in-Process
Nature of people (Are we good? Born sinners? Blank slates? Good and bad?)	Counseling relationship	Attitudes, Values, Beliefs
Heredity, environment (e.g., age old nature/nurture debate)	Primary goals and objectives	Experiences
Human Growth and Development (i.e., how does personality develop?)	Stages of the counseling relationship	Knowledge

What are the primary reasons for the life process? How do people make sense of the world?	Skills, interventions and techniques	Biases and Limitations/ Strengths
How do people become distressed? How do they change?	Appropriate usage of appraisal and diagnosis	Boundaries of Competence

Handouts for Concentration Proficiency and Theoretical Orientation Demonstration

- **One-page handout describing theoretical orientation**. Use one page to creatively address the domains of Human Experience, Counseling Process, and Self-in-Process. Please note: there may be items not represented in this table which are important to address depending on the particular worldview being presented.
- **Concentration Proficiency and Theoretical Orientation Demonstration Assessment Form**
- **1-page Reference List**. Seminal counseling work and peer-reviewed journal articles which assist in solidifying professional orientation that have been read in preparation for the oral examination should be cited in APA format. Please note, because space is limited you may single-space specific works but please double-space between different books, articles, etc.
- **One-page Case Summary Form (without identifying client information)**. A case summary form will be provided that comprehensively addresses biopsychosocial factors. Not all domains will be applicable for all clients. Language used in conceptualizations should be consistent with the worldview presented in the theoretical orientation handout.
- **Students may decide to bring supplementary materials to assist in their presentation, but are not required to do so**. For example, a student working from an MCFC perspective may decide to create a genogram to convey family dynamics. Supplementary materials should enhance the quality of, rather than detract from the presentation.
- **Tape Critique Form (optional).** Students have the option of selecting a video that has already been reviewed in supervision or a new (un-reviewed) video. If the video selected for this presentation is to be used for one of the required internship presentations, the student must also include the Tape Critique Form.

Presentation Timetable

Each student will have **30 minutes** to talk through their theoretical orientation and concentration, case conceptualization, and show video data. If the time limit is not observed, faculty or peer timekeeper will stop the presentation at the 30-minute mark.

- 10-15 minutes: "Grid" Contents including Human Experience, Counseling Process, and Self-in-Process
- 5-10 minutes: Client Case (e.g., pertinent dimensions on case summary; intentionality of work with client, couple, or family; verbal articulation of how competence is being demonstrated).
- 10-15 minutes: Video Segment(s) (up to two segments of the same case). The video must be a minimum of 10 minutes and no longer than 15 minutes.
- *Note: Students have a maximum of 30 minutes.*

After Student 30-Minute Presentation:
- 5-10 minutes: Class Q&A Discussion (the class will ask the presenter questions)
- Class Feedback Processing

Visual Aids

While some students find the use of technology (e.g., power-points, other multimedia) valuable to guide the presentation, these materials are not required. Faculty are looking for creativity and an ability to engage our intellect and interest. How this is done should be congruent with student personality and strengths.

Continuity and Synthesis of Material

Faculty expect that students will enter this experience professionally and well prepared. We expect students to demonstrate (1) a depth of knowledge about the counseling profession, (2) advanced theoretical understanding, and (3) a cohesive and congruent presentation from beginning to end (4) intentional application to concentration. Integration of material is very important. Let us know how everything is connected!

Assessment

In the initial presentation, students must achieve at least a *2 – Progressing* to pass. In the final mastery presentation, students must achieve a *3 – Proficient* or *4 – Exemplary* to pass. Grades will be determined based upon the rubric provided on the Assessment Form. *Note: This presentation is considered part of the required closure experience. Failure to pass this demonstration at the concluding (second) presentation will result in continued enrollment in internship and the closure experience, and the implementation of a Professional Development Plan.*

RETENTION POLICY & PROCEDURE

Department of Human Development Counseling
College of Education & Human Services
University of Illinois Springfield

The Department of Human Development Counseling (HDC) is committed to providing opportunities for students to progress in their development as counselors. To facilitate this process, students will participate in ongoing evaluation by the faculty. Continued enrollment in the Department will be based on satisfactory performance in the following domains: Counseling Skills, Personal and Professional Responsibility, Competence, and Integrity. If, as the process of evaluation and growth progresses, a student is unable to demonstrate sufficient progress, and/or personal or professional limitations interfere with his/her effectiveness as a counseling student, the individual will be asked to secure remedial assistance when needed and may be dismissed from a course or from the Department. There are times, in fact, when it becomes clear to faculty and the practicum/internship supervisors, that an individual is not suited for the profession of counseling. The American Counseling Association (ACA) Code of Ethics (2014) Section F.6.b. states:

> *Through initial and ongoing evaluation, supervisors are aware of supervisee limitations that might impede performance. Supervisors assist supervisees in securing remedial assistance when needed. They recommend dismissal from training programs, applied counseling settings, and state or voluntary professional credentialing processes when those supervisees are unable to demonstrate that they can provide competent professional services to a range of diverse clients. Supervisors seek consultation and document their decisions to dismiss or refer supervisees for assistance. They ensure that supervisees are aware of options available to them to address such decisions.*
>
> *(Please note that the Department of HDC defines "supervisors" as Department Faculty and Site Supervisors [i.e., practicum/internship supervisors]. Additionally, the Department of HDC considers "supervisee" synonymous with counselor-in-training.)*

Additionally, Sections F.8.d., F.9.a, & F.9b. state:

> *Counselor educators may require students to address any personal concerns that have the potential to affect professional competency. Counselor educators clearly state to students, prior to and throughout the training program, the levels of competency expected, appraisal methods, and timing of evaluations for both didactic and clinical competencies. Counselor educators provide students with ongoing feedback regarding their performance throughout the training program. Counselor educators, through ongoing evaluation, are aware of and address the inability of some students to achieve counseling competencies. Counselor educators do the following: (1) assist students in securing remedial assistance when needed, (2) seek professional consultation and document their decision to dismiss or refer students for assistance, and (3) ensure that students have recourse in a timely manner to address decisions requiring them to seek assistance or to dismiss them and provide students with due process according to institutional policies and procedures.*

And finally, as Section F.5.b. states:

> *Students and supervisees monitor themselves for signs of impairment from their own physical, mental, or emotional problems and refrain from offering or providing professional services when such impairment is likely to harm a client or others. They notify their faculty and/or supervisors and seek assistance for problems that reach the level of professional impairment, and, if necessary, they limit, suspend, or terminate their professional responsibilities until it is determined that they may safely resume their work.*

RETENTION/DISMISSAL RELATED TO PERFORMANCE

Academic dismissal may also result from failure to maintain the university's required grade point average. The student should consult the UIS Undergraduate/Graduate Catalog regarding academic probation and suspension from degree programs. A course grade of B- or higher is required to progress from prerequisite to later courses within the clinical sequence. Any student who wishes to contest a grade or who believes he/she has been treated unfairly in any matter relating to academic or non-academic studies is referred to the UIS Undergraduate/Graduate Catalog, *Student Grievances*. If, as noted above and in the professional judgment of the faculty, a student's personal and/or professional behavior is deemed substandard, the following actions may be taken:

1. *Probation and Remediation. The student will be placed on probation, and a remediation plan will be developed. This plan will be in writing and will be signed by both the student and faculty. A copy of the plan will be provided to the student and a copy will be placed in the student's file.*
2. *Program Suspension. The student will be removed from current classes and/or clinical work until areas of concern are remediated or another action is decided upon.*
3. *Voluntary Resignation. The student will be encouraged to voluntarily resign from the Department.*
4. *Dismissal from the Department.*

By signing this document, the student indicates he/she has read, understood, and accepted the provisions of the Department's Retention Policy and Procedure. Further, one's signature indicates he/she will abide by (and follow) the current ACA Code of Ethics. A signed copy will be placed in the student's file with a blank copy provided to the student.

Names/Signatures:

_____
Student Name (Print)   Date

_____
Student Name (Signature)   Date

_____
HDC Representative (Signature)   Date

Adapted from Baldo, T., et. al. (1997). Student review and retention in counselor education: An alternative to Frame and Stevens-Smith. *Counselor Education & Supervision.*

Revised 09/2016

Student Name:

Today's Date:

Area: ☐ SCHOOL ☐ MCFC ☐ CMHC

CORE COURSES (48) HOURS

☐ HDC 501 Fundamental Issues and Ethics in Counseling (3; take in 1st semester)
☐ HDC 511 Theories of Counseling (3)
☐ HDC 512 Pre-practicum (3)
☐ HDC 513 Techniques of Group Counseling and Psychotherapy (3)
☐ HDC 515 Multicultural Counseling (3)
☐ HDC 521 Developmental Counseling (3)
☐ HDC 524 Career/Lifestyle Counseling (3; 501)
☐ HDC 525 Alcoholism/Substance Abuse (3)
☐ HDC 533 Family Dynamics (3)
☐ HDC 543 Consultation and Crisis Intervention (3)
☐ HDC 546 Psychopathology/DSM (3)
☐ HDC 575 Appraisal Techniques in Counseling (3)
☐ HDC 577 Research Methods (3)
☐ HDC 587 Professional Experience: Practicum (3; 501, 511, 512, 513, 515, 546, 575)
☐ HDC 590 Professional Experience: Internship (1-6; 587 and 521, 524, 525, 533, concentration courses [MCFC 2 or 4])

COMPREHENSIVE EXAM (1) HOURS

☐ HDC 585 COMP EXAM (1; taken in last semester)
☐ HDC 586 COMP CONTINUING ENROLLMENT (0)

ELECTIVE COURSES

☐ HDC 502 Advanced Ethics & Legal Issues in Counseling (3, Every-other Spring)
☐ HDC 555 Neurobiology of Counseling (3)

AREA REQUIREMENTS

SCHOOL (12 or 23) HOURS   [61 (or 72) TOTAL HOURS]

☐ HDC 531 Developmental School Counseling (3, every-other spring; 501)
☐ HDC 532 Critical Issues & Considerations in School Counseling (3, every-other spring)
☐ HDC 535 Child & Adolescent Counseling (3; 501 or concurrent)
☐ HDC ELECTIVE:

TAKE & PASS THE FOLLOWING ISBE/ICTS EXAMS

☐ Content Area (#235—School Counselor)
[**Complete During Internship**]

LICENSURE PAPERWORK PROCESSED

☐ CEHS "Request for Licensure" Form
☐ ISBE's ELIS System

STUDENTS W/O TEACHING LICENSE TAKE:

☐ TEP 207 Foundations of American Education; &
☐ TEP 222 Child Development; **or** TEP 223 Adolescent Development; **or** EDL 539 Adolescent Development and Learning; &
☐ EDL 522 Legal Rights of Teachers, Parents, & Students in Educational Settings; &
☐ TEP 315 Managing the Diverse Classroom

MARITAL, COUPLE, & FAMILY COUNSELING (12) HOURS   [61 TOTAL HOURS]

☐ HDC 534 Intro to Family (3; 501)
☐ HDC 558 Theories of Family Counseling (3; 501 & 534)
☐ HDC 537 Couples Counseling (3; 501 & 533 or 534 or 558)
☐ HDC 545 Sexual Dysfunction & Family Violence (3; 501 & 533 or 534 or 558)

CLINICAL MENTAL HEALTH COUNSELING (12) HOURS   [61 TOTAL HOURS]

☐ HDC 542 Foundations of Mental Health Counseling (3; 501)
☐ HDC 544 Social Justice and Advocacy (3; 501 & 515)
☐ HDC ELECTIVE:
☐ HDC ELECTIVE:

PLAN OF STUDY		SIX (6) YEAR LIMIT

NOTES

YEAR 1 FALL	SPRING	SUMMER

YEAR 2 FALL	SPRING	SUMMER

YEAR 3 FALL	SPRING	SUMMER

YEAR 4 FALL	SPRING	SUMMER

YEAR 5 FALL	SPRING	SUMMER

YEAR 6 FALL	SPRING	SUMMER

HDC COURSE ROTATION DOCUMENT

PLAN OF STUDY: **FULL TIME STUDENTS***		
YEAR 1 FALL	SPRING	SUMMER (ALL)
1. 501 (ALL) 2. 515 (ALL) 3. MCFC: 534 (even* years or 545 (odd*** years) CMH: 542 or ELECTIVE SCHOOL: 535 or ELECTIVE	1. 512 (ALL) 2. 546 (ALL) 3. 575 (ALL)	1. 543 (ALL) 2. CHOOSE FROM 521, 524, 533 (MCFC: 533)
YEAR 2 FALL	SPRING	SUMMER (ALL)
1. 511 (ALL) 2. 513 (ALL) 3. MCFC: 534 (even years) or 545 (odd years); CMHC: 542 or ELECTIVE SCHOOL: 535 or ELECTIVE	1. 525 (ALL) 2. 587 (ALL) 3. MCFC: 537 (odd years) or 558 (even years); CMHC: 544 or ELECTIVE SCHOOL: 531 (odd years), 532 (even years)	1. 1-2 CLASSES 2. CHOOSE REMAINING FROM 521,524, 533 3. 590 (optional)
YEAR 3 FALL	SPRING	SUMMER (ALL)
1. 590 (3 credits; ALL) 2. 577 (ALL) 3. CMHC: ELECTIVE (may take in fall or spring)	1. 590 (3 credits; ALL) 2. 585 3. MCFC: 537 (odd years) or 558 (even years); CMHC: 544 or ELECTIVE (may take elective in fall or spring) SCHOOL: 531 (odd years), 532 (even years)	

*NOTES:

- Please note, this HDC Course Rotation document does not substitute for consulting with your assigned advisor to confirm your program of study. You are encouraged to keep in regular contact with your advisor regarding your proposed schedule of courses to ensure it is accurate and up to date;
- "Odd Years" indicates this course is only offered in "odd" (e.g., 2021, 2023, etc.) calendar years; &
- "Even Years" indicates this course is only offered in "even" (e.g. 2022, 2024, etc.) calendar years.
- This suggested course rotation is subject to change. (updated 5/8/2023)

PLAN OF STUDY: **PART-TIME STUDENTS***		
YEAR 1 FALL	SPRING	SUMMER (ALL)
1. 501 (ALL) 2. 515 (ALL)	1. 546 (ALL) 2. 575 (ALL)	1. 1-2 CLASSES 2. CHOOSE FROM 521, 524, 533, 543
YEAR 2 FALL	SPRING	SUMMER (ALL)
1. 511 (ALL) 2. MCFC: 534(**even years) or 545 (odd*** years); CMHC; 542 or ELECTIVE SCHOOL: 535 or ELECTIVE	1. 512 2. MCFC: 537 (odd years) or 558 (even years); CMHC: 544 or ELECTIVE SCHOOL: 531 (odd years), 532 (even years)	1. 1-2 CLASSES 2. CHOOSE REMAINING FROM 521,524, 533 – 543 must be taken prior to 587
YEAR 3 FALL	SPRING	SUMMER (ALL)
1. 513 (ALL) 2. MCFC: 534(even years) or 545 (odd years); CMHC: 542 or ELECTIVE SCHOOL: 535 or ELECTIVE	1. 525 (ALL) 2. 587	1. CHOOSE REMAINING FROM 521, 524, 533 2. 590 (optional)
YEAR 4 FALL	SPRING	SUMMER
1. 590 2. 577	1. 590 2. 585 3. MCFC: 537 (odd years) or 558 (even years); CMHC: 544 or ELECTIVE SCHOOL: 531 (odd years), 532 (even years)	

NOTES:

- Please note, this HDC Course Rotation document does not substitute for consulting with your assigned advisor to confirm your program of study. You are encouraged to keep in regular contact with your advisor regarding your proposed schedule of courses to ensure it is accurate and up to date;
- "Odd Years" indicates this course is only offered in "odd" (e.g., 2021, 2023, etc.) calendar years; &
- "Even Years" indicates this course is only offered in "even" (e.g. 2022, 2024, etc.) calendar years.
- This suggested course rotation is subject to change. (updated 5/8/2023)

University of Illinois at Springfield
Office of Records and Registration

DEGREE AUDIT SYSTEM INFORMATION/INSTRUCTIONS – STUDENTS:

University of Illinois at Springfield students can view their degree audit report online. **This report is an unofficial audit of degree progress** and includes completed and in-progress coursework.

The self-generated degree audit does NOT take the place of regular academic advising sessions. It should NOT be used to make decisions about future course selections, but should instead be used as a tool for degree planning. It is the student's responsibility to confirm official degree progress by consulting with an academic advisor in his/her designated degree program. In addition, please note the following:

- In most cases, audits will reflect day-old data and therefore, changes made to a student's record (e.g., dropping a course) are not always immediately reflected.
- When a student changes his/her catalog of record, that change may impact university requirements (e.g., general education, ECCE).

LOGGING IN:
Enter your NetID and password to log into the system (note: this is the same login used to access Student Self-Service). A link to the degree audit system can be found on the Records and Registration home page.

AUDIT REQUEST PAGE:
There are two options available for running audits:
1. **Run Declared Program**
   The default degree program reflects a student's current degree program and catalog year as stored in our system. Click the **Submit a New Audit** button to run an audit based upon the default program information. Select "**View Audit"** to review the newly ran audit.
2. **Run Different Program**
   This option allows a student to run an audit for a program that differs from the value currently stored in our system. Click the button next to this option, then select the desired degree program and associated catalog year. Click the **Submit a New Audit** button to run the audit for the chosen program/catalog year. Select "**View Audit"** to review the newly ran audit.

Honors students who are interested in changing to a different major should keep in mind that their general education requirements will not be accurately reflected in their degree audit report until their change of major has been officially processed.

Students interested in potentially selecting a **different catalog** may choose to view their audit using an alternate catalog term. However, the catalog of record can only be officially changed via an approved Student Petition Form.

VIEW AUDITS:

Students may view a previous audit. Click **Audits** from the menu, then select **Manage**, and then **View Audit** to review a previous audit (note: audits are purged on a weekly basis). It is imperative that you look at the most recent degree audit report to view the most current audit.

PLANNED COURSES:

Students may add a planned (or hypothetical) course to an audit to determine the impact it may have in a "what-if" situation. Although this option should not be used to make decisions about future course selections, it can be used as a tool for degree planning without impacting any official records. To add a **Planned** course, enter the following:

- **Term**: This field is used to enter the appropriate year and term that the planned course will be taken.
- **Course**: This field is used to enter the appropriate course subject and number. Spacing is critical and must conform to this example: **ACC 310** (note: use capital alphabetic characters, a space, and then three numeric characters).
- **RCredit**: This value reflects the number of credit hours associated with the planned course.
- **Grade**: Select a grade from the drop down menu. This is useful to determine what grade may be required to raise your cumulative grade point average (GPA).
- **Title**: This field should be left blank.
- **Seq**: This field should not be adjusted.

LOGGING OUT:

Select the settings icon and then click **Log Out**. The logout screen will appear verifying that your logout was successful. Protect your personal information by closing all open browser windows when terminating your session (**note: numerous browser windows may need to be closed depending on the types of transactions completed**).

If you have any problems or questions utilizing the degree audit system, please contact the Office of Records and Registration. We can be reached by calling 217/206-8216 or by emailing registrar@uis.edu.

Last Updated: June 20, 2017

CACREP (2016) CORE ACCREDITATION STANDARDS

The eight common core areas represent the foundational knowledge required of *all* entry-level counselor education graduates. See also: https://www.cacrep.org/section-2-professional-counseling-identity/

PROFESSIONAL COUNSELING ORIENTATION AND ETHICAL PRACTICE

- o history and philosophy of the counseling profession and its specialty areas
- o the multiple professional roles and functions of counselors across specialty areas, and their relationships with human service and integrated behavioral health care systems, including interagency and interorganizational collaboration and consultation
- o counselors' roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams
- o the role and process of the professional counselor advocating on behalf of the profession
- o advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients
- o professional counseling organizations, including membership benefits, activities, services to members, and current issues
- o professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues
- o current labor market information relevant to opportunities for practice within the counseling profession
- o ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling
- o technology's impact on the counseling profession
- o strategies for personal and professional self-evaluation and implications for practice
- o self-care strategies appropriate to the counselor role
- o the role of counseling supervision in the profession

SOCIAL AND CULTURAL DIVERSITY

- o multicultural and pluralistic characteristics within and among diverse groups nationally and internationally
- o theories and models of multicultural counseling, cultural identity development, and social justice and advocacy
- o multicultural counseling competencies
- o the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others
- o the effects of power and privilege for counselors and clients
- o help-seeking behaviors of diverse clients
- o the impact of spiritual beliefs on clients' and counselors' worldviews
- o strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination

HUMAN GROWTH AND DEVELOPMENT

- o theories of individual and family development across the lifespan
- o theories of learning
- o theories of normal and abnormal personality development
- o theories and etiology of addictions and addictive behaviors

- biological, neurological, and physiological factors that affect human development, functioning, and behavior
- systemic and environmental factors that affect human development, functioning, and behavior
- effects of crisis, disasters, and trauma on diverse individuals across the lifespan
- a general framework for understanding differing abilities and strategies for differentiated interventions
- ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan

CAREER DEVELOPMENT

- theories and models of career development, counseling, and decision making
- approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors
- processes for identifying and using career, avocational, educational, occupational and labor market information resources, technology, and information systems
- approaches for assessing the conditions of the work environment on clients' life experiences
- strategies for assessing abilities, interests, values, personality and other factors that contribute to career development
- strategies for career development program planning, organization, implementation, administration, and evaluation
- strategies for advocating for diverse clients' career and educational development and employment opportunities in a global economy
- strategies for facilitating client skill development for career, educational, and life-work planning and management
- methods of identifying and using assessment tools and techniques relevant to career planning and decision making
- ethical and culturally relevant strategies for addressing career development

COUNSELING AND HELPING RELATIONSHIPS

- theories and models of counseling
- a systems approach to conceptualizing clients
- theories, models, and strategies for understanding and practicing consultation
- ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships
- the impact of technology on the counseling process
- counselor characteristics and behaviors that influence the counseling process
- essential interviewing, counseling, and case conceptualization skills
- developmentally relevant counseling treatment or intervention plans
- development of measurable outcomes for clients
- evidence-based counseling strategies and techniques for prevention and intervention
- strategies to promote client understanding of and access to a variety of community-based resources
- suicide prevention models and strategies
- crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid
- processes for aiding students in developing a personal model of counseling

GROUP COUNSELING AND GROUP WORK

- theoretical foundations of group counseling and group work
- dynamics associated with group process and development
- therapeutic factors and how they contribute to group effectiveness
- characteristics and functions of effective group leaders
- approaches to group formation, including recruiting, screening, and selecting members
- types of groups and other considerations that affect conducting groups in varied settings
- ethical and culturally relevant strategies for designing and facilitating groups
- direct experiences in which students participate as group members in a small group activity, approved by the program, for a minimum of 10 clock hours over the course of one academic term

ASSESSMENT AND TESTING

- historical perspectives concerning the nature and meaning of assessment and testing in counseling
- methods of effectively preparing for and conducting initial assessment meetings
- procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide
- procedures for identifying trauma and abuse and for reporting abuse
- use of assessments for diagnostic and intervention planning purposes
- basic concepts of standardized and non-standardized testing, norm-referenced and criterion-referenced assessments, and group and individual assessments
- statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations
- reliability and validity in the use of assessments
- use of assessments relevant to academic/educational, career, personal, and social development
- use of environmental assessments and systematic behavioral observations
- use of symptom checklists, and personality and psychological testing
- use of assessment results to diagnose developmental, behavioral, and mental disorders
- ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results

RESEARCH AND PROGRAM EVALUATION

- the importance of research in advancing the counseling profession, including how to critique research to inform counseling practice
- identification of evidence-based counseling practices
- needs assessments
- development of outcome measures for counseling programs
- evaluation of counseling interventions and programs
- qualitative, quantitative, and mixed research methods
- designs used in research and program evaluation
- statistical methods used in conducting research and program evaluation
- analysis and use of data in counseling
- ethical and culturally relevant strategies for conducting, interpreting, and reporting the results of research and/or program evaluation

Guidelines for Programmatic Conflict Management

A response to conflict will be grounded in professional dispositions and counseling skill. Each challenge or conflict is unique and therefore demands a nuanced application of the following recommendations. These guidelines serve as potential recommendations, as appropriately applies.

- Self-Reflection:
    - What assumptions might be guiding this experience?
    - What feelings and thoughts am I having?
    - What values are influencing how I am experiencing this conflict?
- Directly address the person(s) in conflict
    - Take a Listener/Curious stance.
    - Encourage dialogue through the use of first-person language, grounded in empathy and curiosity.
    - Seek connection and understanding of different perspectives.
    - Communicate in person. Minimize text/email communication when addressing conflict.
- Role of Self-Advocacy and Advocacy for Others
    - Take personal responsibility for impact on others and inner conflict.
    - Consider ways in which multicultural competencies may be applicable.
- Role of Faculty
    - Take a developmental stance with the belief in student growth in awareness, knowledge, and skill.
    - Faculty are available to provide support and mediation, as appropriate.
    - Faculty are aware that students may seek a desired outcome yet students may not be privy to protected information regarding peers. While this can be difficult, we encourage students to trust that the faculty take these concerns seriously and work to support the development and growth of all involved while maintaining an environment that supports such growth.
    - Promote a safe learning environment.
    - Foster a culture of inclusion and acceptance of diversity.

The Department of HDC is committed to providing opportunities for students to progress in their development as counselors. To facilitate this process, students will participate in ongoing evaluation by the faculty. Continued enrollment in the Department will be based on satisfactory performance in the following domains: Counseling Skills, Personal and Professional Responsibility, Competence, and Integrity.

If, as the process of evaluation and growth progresses, a student is unable to demonstrate sufficient progress, and/or personal or professional limitations interfere with his/her effectiveness as a counseling student, the individual will be asked to secure remedial assistance when needed and may be dismissed from a course or from the Department. There are times, in fact, when it becomes clear to faculty and the practicum/internship supervisors, that an individual is not suited for the profession of counseling. The American Counseling Association Code of Ethics (2014, Section F.9.b.), states that faculty:

Counselor educators, through ongoing evaluation, are aware of and address the inability of some students to achieve counseling competencies. Counselor educators do the following:1. assist students in securing remedial assistance when needed, 2. seek professional consultation and document their decision to dismiss or refer students for assistance, and 3. ensure that students have recourse in a timely manner to address decisions requiring them to seek assistance or to dismiss them and provide students with due process according to institutional policies and procedures.

And (Section F.5.b.):

Students and supervisees monitor themselves for signs of impairment from their own physical, mental, or emotional problems and refrain from offering or providing professional services when such impairment is likely to harm a client or others. They notify their faculty and/or supervisors and seek assistance for problems that reach the level of professional impairment, and, if necessary, they limit, suspend, or terminate their professional responsibilities until it is determined that they may safely resume their work.

RETENTION/DISMISSAL RELATED TO CLINICAL PERFORMANCE

Academic dismissal may result from failure to maintain ethical and professional standards in Practicum and Internship. The student should consult the UIS Undergraduate/Graduate Catalog regarding academic probation and suspension from degree programs, as well as the ACA Code of Ethics and all clinical paperwork and syllabi. Clinical grades are awarded on a Pass/Fail basis, without options for Incomplete.
Any student who wishes to contest a grade or who believes he/she has been treated unfairly in any matter relating to academic or non-academic studies is referred to the UIS Undergraduate/Graduate Catalog, *Student Grievances*. If, in the professional judgment of the faculty, a student's personal and/or professional behavior is deemed substandard, the following actions may be taken:

1. Probation and Remediation. The student will be placed on probation, and a remediation plan will be developed. This plan will be in writing and will be signed by both the student and faculty. A copy of the plan will be provided to the student and a copy will be placed in the student's file.*
2. Program Suspension. The student will be removed from current classes and/or clinical work until areas of concern are remediated or another action is decided upon.
3. Voluntary Resignation. The student will be encouraged to voluntarily resign from the Department.*
4. Dismissal from the Department.*

By initialing each item and signing this document, the student indicates he/she has read, understood, and accepted the following statements of clinical performance:

_____ I will adhere to the ACA (2014) Code of Ethics in my clinical practice and Practicum and Internship course performance.

_____ I will establish and maintain a regular schedule, maintain regular and timely attendance at my site(s), inform faculty immediately of any changes to scheduled hours.

_____ I have been informed that I am prohibited from meeting with clients when my site supervisor is not physically on-site, and will adhere to this protocol.

_____ I agree to keep regular and accurate documentation, including logs, video critique forms and other documents as required by my site supervisor(s) and HDC Faculty.

_____ I understand I cannot count *any* hours toward my Practicum/Internship that occur outside of the start and end dates of the semester(s) for which I am enrolled in Practicum/Internship and agree that I will not in any way attempt to document off-semester hours as having occurred during the semester.

_____ I understand that I cannot count hours off-site that have not been sanctioned/required by my site supervisor and approved by the faculty. This includes completing documentation/training from home.

_____ I will not transport my Practicum/Internship clients.

_____ I will adhere to HIPAA and/or FERPA guidelines in the storage and transportation of clinical documents and recordings.

_____ I will inform my faculty supervisor regarding any reports made to DCFS.

_____ I will NOT prematurely terminate any site placement without prior consultation with faculty supervisor.

_____ I will adhere to directives as given by my faculty and or/site supervisor(s).

_____
Student (PRINT NAME)   Date

_____
Student (SIGNATURE)   Date

VIDEO CRITIQUE FORM: PRACTICUM
TO BE COMPLETED FOR EACH VIDEO SUBMITTED IN CLASS/SUPERVISION

_____   _____

Counselor-in-Training Name   Semester

_____   _____   _____

Client I. D. & Date of Session   Session #   Critique # /8

Session Summary:

_____
_____
_____.

Intended Goals:

_____
_____
_____.

Comment on Positive Counselor Behaviors:

_____
_____
_____.

Comment on Areas Needing Improvement:

_____
_____
_____.

Concerns and/or Comments Regarding Client Dynamics:

_____
_____
_____.

Plans for Further Counseling with this Client.

_____
_____
_____.

University Supervisor Initials & Date: _____

VIDEO CRITIQUE FORM: INTERNSHIP
TO BE COMPLETED FOR EACH VIDEO SUBMITTED IN CLASS/SUPERVISION

_____   _____

Counselor-in-Training Name   Semester

_____   _____   _____

Client I. D. & Date of Session   Session #   Critique #   /6

Session Summary:

_____

_____

_____.

Intended Goals: *Be sure to include theory-appropriate goals*:

_____

_____

_____.

Comment on Positive Counselor Behaviors:

_____

_____

_____.

Comment on Areas Needing Improvement:

_____

_____

_____.

Concerns and/or Comments Regarding Client Dynamics:

_____

_____

_____.

Plans for Further Counseling with this Client. *Be sure to include theory – specific structure/plans*:

_____

_____

_____.

University Supervisor Initials & Date: _____

PLEASE ATTACH <u>CORE ASSESSMENT FORM</u> TO FACULTY COPY WHERE APPLICABLE

UNIVERSITY OF ILLINOIS SPRINGFIELD
HUMAN DEVELOPMENT COUNSELING PROGRAM
CLIENT CONSENT FOR VIDEO RECORDINGS OF COUNSELING SESSIONS

I hereby consent to allow a video recording to be made of my/my child's intake interviews, assessments, and counseling sessions, (please check the appropriate box)

☐ where I/my child/is visible on the video frame

☐ where I/my child is NOT visible on the video frame

with a counselor-in-training with the understanding that my/my child's full name or other identifying information will neither appear on the video nor will it be divulged by the counselor-in-training. I also understand that I can withdraw this permission to record at any time and that the counselor-in-training will erase the video(s) no more than one month after the completion of the training period.

This recording is to be used only in direct supervision, professional clinical education, and evaluation of counselors-in- training during Practicum, Internship and Comprehensive Examination, in the Human Development Counseling Program at the University of Illinois Springfield. All information contained on the videos and any subsequent evaluations will be treated with the confidentiality requirement standards set by the Code of Ethics of the American Counseling Association (ACA).

_____   _____
Client/Guardian/Parent Signature   Date

_____   _____
Minor Client's Signature/Assent   Date

_____   _____
Counselor-in-Training Signature   Date
(Responsible for keeping this form confidential)

Note: When videotaping couples or families in session, please complete separate consent form for each attending client, one of the parents or guardian may consent on behalf of minors, when families include minor children in session.

Social and Cultural Diversity Skill Presentation Assessment Form

Student Self-Assessment

Strengths and Skills (how was sociocultural skill demonstrated at a *Proficient OR Exemplary Level* in the presentation and video demonstration?):

Areas for Further Development:

Future Learning Goals:

Faculty Assessment

Criteria	Faculty Comments
Provided all required handouts	
Demonstrated proficiency and intentionality in applying the fundamental counseling skills	
Demonstrated understanding of current and historical sociopolitical trends that impact the client system	
Demonstrated application of social and cultural diversity in describing the client's conceptual framework	
Demonstrated application of multicultural counseling skills that intentionally incorporated and attended to client dimension(s) of diversity	
Demonstrated awareness of self and intersectional identities that impact the counseling process	

Assessment Rating Scale

1 – Failure to Demonstrate or Demonstrates Minimally: No evidence of the skill was observed in the clinical demonstration; or student demonstrates some attempt to demonstrate skill but was ineffective and/or inappropriate; skill is significantly below developmental expectations

2 – Progressing: Student attempts to demonstrate skill are appropriate and show promise, and need further development

3 – Proficient: Student has achieved acceptable demonstration of skill for developmental level

4 – Exemplary: Demonstrates skill level which exceeds developmental expectations

Core Standard 2.F.2. SOCIAL AND CULTURAL DIVERSITY *HDC students will demonstrate skills essential for working with culturally diverse populations, including an understanding of current and historical sociopolitical trends and their impact on mental health and counseling interventions; awareness of self; and intentional application of multicultural counseling skills to attend to client dimensions of diversity.*	Student Self-Assessment		Faculty Assessment			
	3	4	1	2	3	4

Fundamental Counseling Skills Panel Presentation Assessment Form

<u>Student Self-Assessment</u>

Strengths and Skills (how were your fundamental counseling skills demonstrated at a *Proficient OR Exemplary Level* in the presentation and video demonstration?):

Areas for Further Development:

Future Learning Goals:

Faculty Assessment

Criteria	Faculty Comments
Provided all required handouts	
Demonstrated proficiency and intentionality in applying the fundamental skills of helping relationships	
Demonstrated application of core conditions of counseling, including respect for autonomy, empathy, and genuineness	
Demonstrated awareness of self in the counseling process	

Assessment Rating Scale

1 – Failure to Demonstrate or Demonstrates Minimally: No evidence of the skill was observed in the clinical demonstration; or student demonstrates some attempt to demonstrate skill but was ineffective and/or inappropriate; skill is significantly below developmental expectations

2 – Progressing: Student attempts to demonstrate skill are appropriate and show promise, and need further development

3 – Proficient: Student has achieved acceptable demonstration of skill for developmental level

4 – Exemplary: Demonstrates skill level which exceeds developmental expectations

Fundamental Counseling Skills Panel Assessment Core Standard 2.F.5. – COUNSELING AND HELPING RELATIONSHIPS *HDC students will demonstrate skill regarding helping relationships, including foundations of counseling and core conditions of the helping relationship, as well as awareness of self in regards to the counseling process.*	Student Self-Assessment		Faculty Assessment			
	3	4	1	2	3	4

Concentration Proficiency and Theoretical Orientation Demonstration Assessment Form

<u>**Student Self-Assessment:**</u>

Strengths and Skills (how was this skill demonstrated at a *Progressing* [Initial only], *Proficient,* OR *Exemplary Level* in the presentation and video demonstration?):

Areas for further development (knowledge and skills):

Future Learning Goals:

Incorporation of Initial Presentation Feedback (Final Presentation Only):

Faculty Assessment

Criterion Category	Criteria	Faculty Comments
Overall	All required handouts are provided	
Overall	References demonstrate a deep knowledge of the theory, including books and resources from seminal authors and peer-reviewed articles employing the theory.	
Overall	Incorporation of Previous Feedback (Final Presentation only)	
Specialty Knowledge	Student demonstrates understanding of the fundamental principles of their clinical specialty (CMHC, MCFC, School).	
Specialty Knowledge	Student demonstrates a comprehensive working knowledge of their theoretical orientation.	
Specialty Skills	Student demonstrates proficiency in applying the skills of their clinical specialty (CMHC, MCFC, School) in their unique clinical settings.	
Specialty Skills	Student adeptly employs their theoretical orientation with intentionality and skill.	
Overall	Student's readiness to enter the professional world	

Assessment Rating Scale

1 – Failure to Demonstrate or Demonstrates Minimally: No evidence of the skill was observed in the clinical demonstration; or student demonstrates some attempt to demonstrate skill but was ineffective and/or inappropriate; skill is significantly below developmental expectations

2 – Progressing: Student attempts to demonstrate skill are appropriate and show promise, and need further development

3 – Proficient: Student has achieved acceptable demonstration of skill for developmental level

4 – Exemplary: Demonstrates skill level which exceeds developmental expectations

Concentration Proficiency and Theoretical Orientation Knowledge Assessment	Student Self-Assessment			Faculty Assessment			
	2*	3	4	1	2	3	4
HDC students will demonstrate understanding of the fundamental principles of their clinical specialty (CMHC, MCFC, School) and a comprehensive working knowledge of their theoretical orientation.							

Concentration Proficiency and Theoretical Orientation Skills Assessment	Student Self-Assessment			Faculty Assessment			
	2*	3	4	1	2	3	4
HDC students will demonstrate proficiency in applying the skills of their clinical specialty (CMHC, MCFC, School) in their unique clinical settings, in addition to adeptly employing their theoretical orientation with intentionality and skill.							

*Initial Presentation Only

Case Summary

1. **Source of Information:** The source and the manner in which data was obtained.

2. **Statement of the Presenting Issue:** A succinct statement of the presenting issue.

3. **Family and Home Background:** Basic (i.e., non-identifying) information about parents and siblings (e.g., occupations, etc.); client's perception of the home environment and relationships within the family; critical family incidents may be included.

4. **Educational History:** Description of pertinent information in relation to educational background (e.g., academic achieve-ment); school instances that were significant for understanding the individual and the client's attitude toward education.

5. **Physical Health History:** A statement of the client's significant health history; current treatment(s) and medication(s); familial medical history that may impact upon the client.

6. **Social Interactions:** Client's perception of the quality of his/her social interactions and interpersonal relationships.

7. **Cultural Context:** Identification of cultural identities; relevant events or issues that have impacted their cultural development

8. **Psychological Development:** Statement of critical benchmarks in the client's psychological development.

9. **Assessment:** Information about any assessments utilized with the client (including previous administration by others) and their results (include relevant scores, norms, percentiles).

10. **Occupational History:** Chronology of the client's work history when pertinent; jobs held and reason for change; quality of work satisfaction and interest.

11. **Hobbies and Recreational Activities:** Interests and uses of time.

12. **Sexual Adjustment:** Current status; significant problems or disturbances in functioning; etc.

13. **Diagnosis/Prognosis:** Formal clinical diagnoses (consider Z-codes in addition to disorders), or alternatively, a conceptualization of the major concerns; clinical trajectory

14. **Treatment:** Description of current treatment and/or recommendations for follow-up treatment.

15. **Summary Statements:** Summative statement concerning the client's current disposition and status.

16. **Recommendations:** Summative statement of direct treatment recommendations.

Students will complete their site placement approval through Tevera. Students need to register with: uis.tevera.app Their membership with Tevera will be used throughout their clinical experience and continues post-graduation.

The site placement process has multiple steps that must be completed in Tevera. From the homepage, after logging in, select "Site Placements"> "Practicum". This will show the students the tasks that need to be completed. Once a task is done, it will show "Completed". When all tasks in a section are complete a green checkmark will appear.

Pre-application Tasks (for Practicum)

- Attend Clinical Orientation
- Signed Clinical Retention Document
- Application for Practicum/Internship (completed for both Practicum and Internship)
- Discussed Site Opportunities with HDC Faculty
- Contact Sites Directly

Select Site

Students may search all current program sites. Select "Site Placements" > My Sites > Browse all program sites. This may be useful in contacting sites of interest to secure a placement.

Select the site from the current sites and click "Start"
      OR
"Suggest Site"
Once site is selected complete the following:

- Site Placement Dates
- For NEW Sites: Site Information Form (student will start and send the form to Site Supervisor)

Supervisor Details

Existing Site Supervisor (site supervisors connected to the site selected site should appear):

- Site Supervision Dates (includes site supervisor signature)
- Site Implementation Plan (includes site supervisor signature)
- Upload Copy of ACA Insurance

New Site Supervisor: If the site supervisor is not found, select "Suggest a supervisor"

- Site Supervisor Placement Form (includes site supervisor signature)
- Site Implementation Plan (includes site supervisor signature)
- Copy of Resume and License (of Site Supervisor)
- Upload Copy of ACA Insurance

Students are encouraged to add more than one site supervisor, as a secondary site supervisor. To do so, select "Add Site Supervisor"

Once all steps are completed, the clinical coordinator will give final approval on the application and students are approved to begin their placement (within the semester dates). Students are not permitted to be on site until they receive final approval.

Students may be approved for more than one site. At the bottom of the task list, select "Optional: Add another site". Complete the site and site supervisor steps for the additional site(s).