

## Counselor Education

<http://epse.ehs.siu.edu/>

### COLLEGE OF EDUCATION AND HUMAN SERVICES

#### Graduate Faculty:

**Asner-Self, Kimberly K.**, Associate Professor, Ed.D., George Washington University, 1999; 1999.

**Bardo, Harold R.**, Associate Professor, *Emeritus*, Ph.D., Southern Illinois University Carbondale, 1972; 1968.

**Bradley, Richard W.**, Professor, *Emeritus*, Ph.D., University of Wisconsin, 1968; 1968.

**Brown, Beverly M.**, Professor, *Emerita*, Ph.D., University of Iowa, 1974; 1974.

**Champe, Julia**, Assistant Professor, Ph.D., Idaho State University, 2004; 2008.

**Cody, John J.**, Professor, *Emeritus*, Ph.D., University of Wisconsin, 1961; 1965.

**Neffsatu, Dambo**, Instructor, University of Central Florida.

**Glace, Dorea**, Assistant Professor, Ph.D., Ohio University, 2012; 2012.

**Pender, Debra A.**, Associate Professor, Ph.D., Southern Illinois University Carbondale, 2006; 2016.

**Prichard, Karen K.**, Associate Professor, *Emerita*, Ph.D., Kent State University, 1980; 1980.

**White, Lyle J.**, Professor, Ph.D., University of Iowa, 1988; 1989.

The Department of Counseling, Quantitative Methods, and Special Education offers graduate studies leading to a (i) M.S. Ed in counselor education and (ii) Ph.D. with a major in education with a concentration in counselor education. The purposes of these graduate programs are to prepare professional counselors to engage in the practice and research in their program areas of interest. Where appropriate, degree requirements will satisfy licensure requirements. Programs are monitored to be in line with standards set forth by the North Central Association, the National Council for Accreditation of Teacher Education, and the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

For the Ph.D. degree, individualized courses of study are linked to the teaching and research capabilities of the faculty. Sufficient latitude is provided so that students in concert with their adviser and committee plan programs that capitalize on student interests and faculty capabilities.

#### Master of Science in Education

Academic experiences leading to the Master of Science in Education degree are provided through a concentration in counselor education with three program areas in clinical mental health counseling, school counseling, and marriage, couple and family counseling. Graduates from these programs are prepared to pursue advanced graduate studies or assume roles as professional counselors in schools, colleges, and other agencies or both.

**Admission and Retention.** Students seeking admission to master's degree studies in the department must apply to and meet requirements for admission to the Graduate School and be approved by the Department of Counseling, Quantitative

Methods, and Special Education. Scores from the Graduate Record Examination (GRE), an undergraduate grade point average of 2.7 ( $A = 4.0$ ), letters of recommendation, and evidence of successful experience or commitment to the profession are required for admission. Each application is considered on an individual basis. Professional qualifications, graduate courses taken, and student goals are also considered.

The adviser, along with the faculty of the program area, is responsible for reviewing student progress each semester. Students are required to maintain a 3.0 grade point average and to be progressing toward their professional goals within the guidelines formulated in the advisement process. Failure to make progress or violations of department, college, or Graduate School regulations may result in dismissal from the program.

In the event a student is believed to be in violation of ethical or professional behavior that is a serious threat to client welfare, faculty or the clinical supervisor may prohibit the student from seeing clients prior to the review procedure. This 10 step process is articulated in the Master's Handbook. All persons involved with the student's practicum or internship will be immediately informed of the decision. In the event of a serious form of unprofessional behavior has occurred, remediation may not be an option. If the faculty believe formal actions are immediately needed, the review procedure moves directly to a formal hearing with the student. Lack of participation in this hearing by the student shall result in removal of the student from the program.

Specific information about programs and how to apply may be obtained by calling 618-536-7763 or writing to: Coordinator Counselor Education, Mail Code 4618, Southern Illinois University, Carbondale IL 62901.

This program requires a nonrefundable \$65.00 application fee that must be submitted with the application for Admissions to Graduate Study in Counselor Education. Applicants must pay this fee by credit card.

#### Program Requirements.

The master's degree in counselor education is approved by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) in three program areas: Clinical Mental Health Counseling, School Counseling, and Marriage, Couple and Family Counseling. Clinical Mental Health is a 61 semester credit hour program; School Counseling is 56, and Marriage, Couple and Family is 65. These programs prepare students to work with children and adults in mental health settings, elementary and secondary schools, higher education, and other agencies or settings. Emphasis is placed on child, adolescent, adult, family and couples counseling.

Central to any program is a unified curriculum rather than a collection of courses. CACREP-mandated curriculum areas include: Professional Identity, Social and Cultural Diversity, Human Growth and Development, the Helping Relationship, Group Work, Assessment, Research and Evaluation, and Clinical Instruction. In addition, students are required to complete a thesis or 6 credit hours of approved research course work. While students complete course work in all the CACREP areas, specific courses are dependent on area of emphasis and career goals.

The Clinical Mental Health Counseling and Marriage, Couple, and Family Counseling programs prepare students

to meet the educational requirements for licensure in Illinois. The School Counseling program fulfills requirements of the entitlement program for licensure in Illinois.

### **Doctor of Philosophy Degree in Education**

Advanced studies leading to a Ph.D. degree are offered by the Department of Counseling, Quantitative Methods, and Special Education. The Ph.D. program in Counselor Education and Supervision is a concentration area for the degree Ph.D. in Education. Individualized programs of study, based on a core foundation, are required for each candidate. Students along with their doctoral committee plan programs related to student background and interests, the professional requirements of the program, and the professional competencies of the faculty.

**Application.** Students must apply to the Coordinator of Counselor Education, Department of Counseling, Quantitative Methods, and Special Education, Southern Illinois University, Mail Code 4618, Carbondale IL 62901. Phone: 618-536-7763. Specific questions about programs and how to apply should be directed to the address identified above or by phone.

A non-refundable application fee of \$50.00 must be submitted with the application. Attach your check or money order, payable to Southern Illinois University, to the top of the application form. Do not send cash. Only checks or money orders payable to United States banks will be accepted.

**Admission and Retention.** Applications are reviewed by the program faculty and recommendations forwarded to the College of Education and Human Services and the Graduate School. Test scores from the Graduate Record Examination are required. A personal interview with a candidate is required. Admission to the program is dependent on (1) the applicant's grades in their master's program, (2) GRE scores, (3) prior course work, (4) letters of recommendation, and (5) availability of qualified faculty to supervise the applicant's doctoral work. Applicants are expected to have prior course work from or equivalent to a CACREP accredited master's degree program in counseling. Applicant's who do not have a qualifying master's degree will have their graduate transcripts reviewed to determine what courses will be required before they can begin the doctoral curriculum. In some cases completing a master's degree in counselor education may be required.

Student's academic and professional performances are assessed throughout their time in the program. The faculty regularly communicate with one another regarding individual student performance, as part of best practices in instruction, professional development and gate-keeping. As counselor educators in training, students are expected to conduct themselves in a manner that is congruent with the role of a professional counselor educator. This includes presentation of self on and off campus, all forms of communication, including in person and electronic, on-line presence, and overall comportment.

The faculty also conduct a formal annual review of all students, at minimum at the one-year point in students' course of study. In addition to a review of a student's compliance with the policies set forth by the College of Graduate School, students are assessed on 5 criteria: cumulative graduate GPA; personal and social maturity; interpersonal relations; written

and oral communication skills, and professional and ethical conduct. Students must obtain a minimum average rating of satisfactory (3) in each of the assessment areas. Satisfactory student performance at the one-year review must be supported by two-thirds of the graduate faculty for program continuation. Following the annual review, students receive a letter informing them of the results of their assessment. Students receiving less than satisfactory scores in any area will be given the opportunity to develop a remediation plan with their advisor except in situations requiring more immediate action, such as removal from client and/or student contact and/or the program.

If at any point in a student's program, a serious form of unprofessional behavior has occurred, remediation may not be an option. Students can be removed from the program for unethical or unprofessional behavior, regardless of academic standing. If a student is believed to be in violation of ethical or professional behavior that threatens client and/or student welfare, the student will be prohibited from seeing clients and/or working with students. All persons involved with the student's practicum or internship will be immediately informed of the decision.

A detailed 11 step student remediation plan is articulated in the Doctoral Program Handbook.

The performance of each doctoral candidate is reviewed each semester. Maintenance of 3.0 grade point average and compliance with policies of the program, department, the college, and Graduate School are also required.

**Core Requirements.** The required program of study consists of a minimum of 86 semester hours beyond the master's degree and includes a 12-hour professional core in the College of Education and Human Services (COEHS), a 44-hour Counselor Education program core (minimum counseling classes 17 + research classes 15 + clinical hours 12 = 44 credit hours), 6 hours of electives and a minimum of 24 hours of dissertation credit. Course work taken in other departments or institutions prior to admittance may be accepted as part of the program of study at the discretion of the student's doctoral committee and upon approval of the Dean of the College of Education and Human Services and the Graduate School.

**Research, Teaching, and Practicum Experience.** Students are required to complete a minimum of six credit hours of advanced practicum in three areas: COUN 594 (1-6) individual, group, and either marital, couple and family or career. Each student develops an internship plan that is consistent with his or her career goals and includes those activities typical of a counselor educator and as outlined by CACREP: counseling activities, professional association work, supervision, teaching, and research. The internship plan does not include dissertation work. Students may request approval of an internship plan after completing all practica and the course on supervision. Program faculty must approve the plan before beginning the internship; however, a request to amend the plan may be submitted in writing to the program chair during internship.

**Preliminary Examinations.** All Ph.D. candidates must pass a preliminary examination over their doctoral course work before formal admission to candidacy. The doctoral committee with the concurrence of the department is responsible for the

development and evaluation of the preliminary examination.

**Doctoral Committees.** Students are assigned a doctoral adviser upon admission to the program. Before the end of the first year of doctoral study a doctoral committee is constituted. At this time a new chair may be chosen to head the committee which assists and evaluates students in their program. The committee also is responsible for an oral examination over the completed dissertation and student's general knowledge of the professional field.

### Courses (COUN)

*Courses in this department may require the purchase of supplemental materials. Field trips are required for certain courses.*

**412-3 Human Behavior and Mental Health.** This course is designed to provide an overview of the factors and conditions in life that tend to affect mental health and the community resources available to address mental health needs. Social, political, economic and professional resources will be examined as they relate to the development, implementation and coordination of mental health services and systems.

**430-3 Conflict Resolution Skills for Education Environments.** The purpose of the course is to help educators and others to develop the understanding and skills necessary to promote peaceable means for resolving conflict with and among children and adolescents in an educational environment. The course will focus on participants developing personal techniques and approaches to assist children and adolescents to develop age-appropriate conflict resolution skills.

**481-1 to 12 Seminar.** Conducted by staff members and distinguished guest lecturers on pertinent topics. Special approval needed from the instructor and department.

**491-1 to 6 Special Research Problem—Individual Study.** For majors. Formulating, investigating, and reporting on a problem in the area of applied psychology. Restricted to advanced standing. Special approval needed from the department.

**493-3 Introduction to Helping Skills.** This course provides an introduction to the interviewing skills used in the helping professions. Helping skills are studied and practiced through simulated counseling sessions. This course does not meet the program requirements for a Master's degree in Counselor Education. Restricted to Graduate or Senior Standing.

**500-3 Essential Interviewing and Counseling Skills for the Professional Helper.** This course provides the foundation for counselors and other professionals-in-training for understanding the counseling process in a multicultural society including an orientation to wellness, the development of professional characteristics and behaviors that influence the helping process, and a mastery of the essential interviewing and counseling skills. Restricted to Graduate Standing only.

**501-3 Professional, Ethical, and Legal Issues in Clinical Mental Health Counseling.** This course provides an overview of the history, foundations, practices and ethical and legal issues relevant to clinical mental health counseling. This course does not include specific skill attainment.

**502-3 Professional, Ethical, and Legal Issues in School Counseling.** This course provides an overview of the history,

foundations, practices, and ethical and legal issues relevant to school counseling. The course does not include specific skill attainment.

**503-3 Professional, Ethical, and Legal Issues in Marriage, Couple, and Family Counseling.** This course provides an overview of the history, foundations, practices, and ethical and legal issues relevant to marriage, couple, and family counseling. This course does not include specific skill attainment. Prerequisite: COUN 541.

**511-3 Instructional Psychology.** Critical review of empirical, methodological and theoretical developments in the experimental study of instructional variables as related to student behavior. Prerequisite: Psychology 407 or equivalent is recommended.

**512-3 Life-Span Development.** Investigates physical, intellectual and social development throughout the life span. This course provides information regarding learner characteristics and transitions. Focus is on applications for education, counseling and related services. Students will develop competency in application of human development theory and current research to clients and the counseling profession.

**521-3 Consultation of Schools and Organizational Systems.** Surveys the theories and available research on several approaches to consultation with families, schools and other organizational systems. Systemic approaches to consultation are emphasized.

**537-3 Counseling Children: Theory, Techniques, and Practice.** The foundations and techniques of individual and group counseling with particular emphasis on theories, operational approaches, tools and related procedures. Prerequisite: COUN 500 or concurrent enrollment.

**540-3 Issues and Trends in Counseling.** Students will examine current problems, issues, and trends with an emphasis on strategies for solving the problems; clarifying the issues and placing them in proper perspective; examining possible ramifications of the trends.

**541-3 Theories of Counseling.** This course presents an overview of current theories of counseling with a special focus on the philosophical assumptions, key concepts, techniques and practical applications of each approach. Each of the theories will be examined critically such that the student can begin to formulate an integrated personal theory of counseling. Prerequisite: COUN 500 or concurrent enrollment.

**542-3 Career Development Procedures and Practices.** For pupil personnel workers, teachers, and administrators to give an orientation to theoretical, economic, and informational aspects of career guidance and to provide experience with using career information in counseling and decision making. Obtaining occupational and information materials for use in guidance and teaching.

**543-3 Group Theory and Practice.** Focuses on the theory, functions, and techniques of group procedures appropriately applied to decision making, problem solving and resolution of conflict. Major emphasis is given to the dynamics of group behavior, the social-psychological interaction of small groups and their applications to group counseling. Dual emphasis is placed upon interpersonal self-understanding and the familiarity with group procedures. Prerequisite: COUN 500.

**544-3 Appraisal in Counseling.** Principles and procedures for

gathering appraisal and assessment information about people. Theoretical basis for describing and comparing individuals as well as assessing developmental stages and types will be covered. Particular emphasis will be the validity and reliability of data collection methods, interpretation of this information to individuals and procedures for selection of instruments.

**545-3 Cross Cultural Factors Affecting Counseling.** Designed to cover special problems of different cultural groups in the counseling process. The influence of culture upon values, beliefs, interests and feelings will be explored as they relate to the rights of the client. Prerequisite: COUN 500 and 541.

**546-3 Crisis and Counseling.** This course is designed to give the counselor a theoretical and practical background in crisis preparation and intervention in a variety of settings. Students will examine relevant research and theory on crisis and resilience, reflect on their personal crisis experiences and begin to develop fundamental crisis intervention skills. This course is both applicable and practical in presentation.

**547-3 Research and Evaluation in Counseling.** This course provides knowledge of the field of counseling research and specific methods for conducting and critically reading research as well as applications of needs assessment and program evaluation including using computers for data analysis and legal and ethical considerations in research and evaluation. Restricted to advanced standing in counselor education program.

**548A-3 School Counseling Practicum.** A combined seminar, laboratory, and field experience representing the central focus of the program in school counseling. Enables the student to practice the role of the counselor under close supervision. Graded *S/U* only. Prerequisite: COUN 500 and 541; admitted to counseling program.

**548B-3 Counseling Practicum.** Practice of counseling skills with different populations in varied settings. The professional setting depends on the student's interest area. Individual and group supervision are provided. Use of tape recorder is required. Graded *S/U* only. Prerequisite: COUN 500, COUN 541. Restricted to admission to counseling program.

**548C-3 Career Group Practicum.** Supervision in the creation and maintenance of small group process for the purpose of career development. Application of theoretical models is stressed concurrently with entry level skills in the facilitation of small groups and career counseling. Graded *S/U* only. Prerequisite: COUN 542, COUN 543. Restricted to admission to counseling program.

**548E-3 Practicum in Marriage Couple, and Family Counseling.** Supervised on-campus counseling experience with couples and families. Supervision will be individual as well as within the context of a therapy team. Graded *S/U* only. Prerequisite: COUN 493, COUN 503, COUN 548A or B, concurrent enrollment in COUN 560. Special approval needed from the instructor.

**549-3 Diagnosis and Treatment of Mental Disorders.** This course provides counselors and other human service workers with an overview of the current edition of the DSM and is designed to acquaint future counselors or students in other helping professions with an understanding of the etiology, prevention, and treatment of mental and emotional disorders. The course will address differential diagnosis and associated

disorders of the primary diagnoses in the multi-axial system. Prerequisite: COUN 500, 501 or 502 or 503, or consent of instructor.

**551-3 The Supervision of Practicum.** Doctoral students will: become familiar with models of counseling supervision; practice supervision with Master's students; and be acquainted with the research in the counselor training and supervision. Individual and group supervision are provided. Tape recording of supervision sessions is required.

**560-1 to 3 Seminar in Couple and Family Counseling.** Seminar will focus on current clinical and research topics in the field of couple and family counseling and the general issues that emerge from the couple and family counseling practicum. Prerequisite: COUN 548A or B, COUN 503, concurrent enrollment in COUN 548E. Special approval needed from the instructor.

**562-6 (3,3) Human Development in Education.** Theories and research evidence regarding child development and behavior are investigated. These considerations focus upon implications for research and educational practices. (a) Childhood. (b) Adolescent.

**568-3 to 12 (3,3,3,3) Topical Seminar in Counseling.** A series of advanced seminars in counseling. Sections a through c are to be taken only once. Section d may be repeated as topics vary. Students may take up to 12 credits only for 568. (a) Professional Orientation. (b) Advanced Theory. (c) Conducting Research. (d) Selected Topics. Restricted to admission to Ph.D. program.

**575-4 Philosophical and Historical Issues.** Course will explore philosophical and historical issues related to studies in human learning, measurement and statistics, counseling and special education. The course will require participants to make major presentations and prepare scholarly papers. Restricted to admission to doctoral program.

**576-4 Research Issues in Educational Psychology.** Introduction to research methods and current research issues in the areas of human learning and development, statistics and measurement, counselor education and special education. The course will focus on what is currently known about selected major research issues in each of the above areas and what these findings imply for educational practice. Restricted to admission to doctoral program.

**590-3 Special Topics in Family Counseling: Sexuality, Violence, and Trauma.** This course is designed to prepare counselors-in-training to work effectively with couples and families who may be dealing with issues related to sexuality, violence, and trauma, and to address relevant professional, legal, and ethical issues surrounding clinical work in these areas. Human sexuality includes physiological, psychological, developmental, social, and relational issues as they relate to the conceptualization and treatment of clinical issues in couples counseling. Family violence issues include physical, emotional, and sexual abuse of children, elders, and intimate partners. In addition, the course provides an overview of theories and application of crisis intervention strategies for individuals and family members experiencing a crisis or trauma. Prerequisite: COUN 503.

**591-1 to 3 Internship in Counseling.** A total of 6 credits (in a minimum two semesters) of supervised internship at an approved site, for 600 clock hours (including 240 hours direct client service in individual, group, and/or family counseling).

Internship provides advanced students opportunity to perform a variety of activities expected of a regular employed professional counselor, under supervision of on-site and faculty supervisors. Graded *S/U*. Prerequisites: COUN 548A or B and COUN 548C.

**592-1 to 8 (1 to 6 per semester) Independent Study and Investigation.** For advanced graduate students. Topics of interest to the individual student are studied under supervision of a department staff member. Special approval needed from the department.

**593-1 to 4 Individual Research.** For advanced graduate students in Counselor Education. Formulating, investigating and reporting of research problems in the area of Counselor Education. Special approval needed from the department.

**594-1 to 6 Advanced Practicum.** Primarily for advanced Master's or doctoral students who want to continue developing their counseling skills. Counseling settings are individually arranged, however, they typically follow the 494 practicum experience. Graded *S/U* only.

**595-1 to 8 Internship in the Psychology of Teaching.** Full- or half-time teaching practice in the management of classroom behavior, and the design, delivery, and evaluation of instruction. Interns will be supervised by University staff. Graded *S/U* only. Special approval needed from the department.

**597-6 Doctoral Internship in Counseling.** This experience is designed to prepare students for leadership positions in the education and supervision of counselors. It should be consistent with program's doctoral internship guidelines, as well as specific student goals. Internship occurs at the end of the student's doctoral program and is coordinated by the student's program chair. An internship plan is to be developed by the student with guidance from the program chair, and may include the following counselor education and supervision activities: advanced counseling practice, supervision, teaching, professional service, and research. Prerequisite: COUN 551, COUN 594. Special approval needed from the program.

**599-1 to 6 Thesis.** Special approval needed from the department.

**600-1 to 32 (1 to 16 per semester) Dissertation.**

**601-1 per semester Continuing Enrollment.** For those graduate students who have not finished their degree programs and who are in the process of working on their dissertation, thesis, or research paper. The student must have completed a minimum of 24 hours of dissertation research, or the minimum thesis, or research hours before being eligible to register for this course. Concurrent enrollment in any other course is not permitted. Graded *S/U* or *DEF* only.