INTRODUCTION

Thanks you for your interest in the Clinical Counseling (CC) program at Emporia State University! It is an exciting time to be a clinical counselor given the recent growth of the profession, continued expansion of practice privileges, and the ever-growing opportunities to advocate for those that we serve. This handbook is designed to help guide you towards the completion of the Master of Science in Clinical Counseling degree. Included in this handbook is an overview of the Counseling profession; the CC program at ESU; and a pathway to graduation. Although we work diligently to update this document, information is updated daily and it is important for you to check the sources included throughout this document in order to ensure their accuracy. Enjoy your review of this document and please contact any of the faculty with questions you might have.

WHAT IS A CLINICAL COUNSELOR?

The American Mental Health Counselors Association (2013) describes clinical counselors as “…highly-skilled professionals who provide flexible, consumer-oriented therapy [and] combine traditional psychotherapy with a practical, problem-solving approach that creates a dynamic and efficient path for change and problem resolution.” More information regarding the counseling profession can be found at www.counseling.org and www.amhca.org.

HOW STABLE IS A CAREER IN MENTAL HEALTH COUNSELING?

The Bureau of Labor Statistics (BLS, 2012-2013) reported that the need for clinical counselors was expected to grow faster than average from 2010 to 2020 at a pace of 36% nationally and 38% in the state of Kansas alone. Clinical counselors are now licensed by all 50 states, the District of Columbia, and Puerto Rico. This growth is expected to increase as the profession increases its advocacy efforts to obtain Medicare reimbursement and full access to the Veteran’s Administration training programs and treatment facilities as well as the training of mental health counselors worldwide.

I’M NOT IN IT FOR THE MONEY, BUT…

Although wage data regarding all counselors is unavailable and varies tremendously depending upon area of specialty and work setting, the Bureau of Labor Statistics (BLS, 2012-2013) provides general data regarding the annual salary ranges for counselors. In 2012, the median annual salary for mental health counselors in the entire United States was $40,080 with a range of $25,400 to $66,600. In Kansas, the annual salary of clinical counselors ranged from $26,500 to $53,100 with a median of $36,900.

According to a study conducted by Psychotherapy Finances (as cited by the American Mental Health Counselors Association, 2013), the median cost per session for clinical counselors was
$63, compared to a median cost of $75 for psychologists, and $60 for clinical social workers and marriage and family therapists.

**WHAT WILL I BE ABLE TO DO?**

Although the practice privileges of clinical counselors vary by state to state, nationalized training standards allow clinical counselors to provide a full range of services including: assessment and diagnosis of mental disorders according to the current edition of the *DSM* and *ICD*; individual, group, and family counseling and psychotherapy; treatment planning and utilization review; create and facilitate psycho-educational and prevention programs; crisis management; and consultation, to name a few.

**WHERE CAN I PRACTICE?**

Licensed clinical counselors practice in a variety of settings with a variety of populations. Clinical counselors can be specialist or generalist practitioners in private practice, community agencies, managed behavioral health care organizations, integrated delivery systems, hospitals, employee assistance programs, and substance abuse treatment centers, to name a few.

**WHY EMPORIA STATE UNIVERSITY?**

The Clinical Counseling program has a long tradition of leadership and excellence within the counseling profession. We are at the forefront of meeting the future challenges in the mental health profession as well as satisfying the criteria for certification and licensure. The CC was the first mental health program in Kansas accredited by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP) and is currently one of only three CACREP accredited mental health programs in Kansas. The CACREP Standards (2009) are commonly recognized as the approved educational standards for state licensure boards, government agencies, and third-party payer sources across the nation. In fact, some states require graduation from a CACREP accredited program in order to be licensed as a mental health counselor while others provide faster pathways to licensure with a degree from a CACREP accredited program. Please visit [www.cacrep.org](http://www.cacrep.org) for additional information regarding the benefits of accreditation. Additionally, students enrolled in the CC program will have the opportunity to take courses with students from various programs including school counseling, rehabilitation counseling, and art therapy counseling. Finally, the CC program includes a state of the art training clinic (Community Counseling Services) where students will have the opportunity to begin providing supervised counseling services to local community members.

**MISSION STATEMENT**

The mission of the Clinical Counseling Program at Emporia State University is to develop competent, compassionate addictions, mental health, and rehabilitation counselors. Our program is holistic in focus, with an array of courses that expose students to the theoretical, ethical and
legal, and multicultural components of the counseling profession. We stress the importance of the counselor-client relationship in coursework and practice. The program is teaching-centered and professors are readily available for students to interact, ask questions, and seek guidance. The program is designed to prepare students for Kansas licensure requirements. The program is CACREP accredited and is constantly evolving to meet higher standards of proficiency.

**Goal**

The goal of the clinical counseling program at ESU is to actively recruit motivated students from diverse backgrounds who have a high aptitude for ethical and effective careers as leaders in the counseling field. This program aims to use evidence based practices to prepare lifelong learners who appreciate diverse experiences, practice self-reflection, and promote the wellness of diverse individuals and systems.

**Learning Outcomes**

The learning outcomes of the Clinical Counseling program align with the most recent standards of the CACREP and the AMHCA:

1. Understanding of history and philosophy of the counseling profession; professional roles, functions, and relationships with other human service providers; technological competence and computer literacy; professional organizations, primarily ACA, and AMHCA, their divisions, branches, and affiliates; professional credentialing, including certification, licensure, and accreditation practices and standards; public and private policy processes, including the role of the professional counselor in advocating on behalf of the profession; advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients; and ethical standards of ACA and AMHCA and related entities, and applications of ethical and legal considerations in professional counseling.

2. Understanding of the cultural context of relationships, issues and trends in a multicultural and diverse society related to such factors as culture, ethnicity, nationality, age, gender, sexual orientation, mental and physical characteristics, education, family values, religious and spiritual values, socioeconomic status and unique characteristics of individuals, couples, families, ethnic groups, and communities.

3. Understanding of the nature and needs of individuals at all developmental levels.

4. Understanding of career development and related life factors.

5. Understanding of counseling and consultation processes, including counselor and consultant characteristics and behavior; essential interviewing and counseling skills; counseling theories that provide the student with a consistent model(s) to conceptualize client presentation and select appropriate counseling interventions; a systems perspective that provides an understanding of family and other systems theories and major models of family and related interventions.
6. Understanding theoretical and experiential understandings of group purpose, development, dynamics, counseling theories, group counseling methods and skills, and other group approaches.

7. Understanding of individual and group approaches to assessment and evaluation.

8. Understanding of research methods, statistical analysis, needs assessment, and program evaluation.

**OBJECTIVES**

1) Establish efficient and logical course sequences for full and part time students
2) Develop an effective recruitment and retention campaign that will result in the MH counseling programs expansion to the Kansas City market.
3) Increase NCE passing rate to 100%
4) Increase employment of graduates to 100% in the first year post-graduation
5) Establish the new student organization

**PROFESSIONAL IDENTITY**

The CC program at ESU endorses a strong professional identity as a Clinical Mental Health Counselor. In support of 20/20: A Vision for the Future of Counseling, the CC program endorses its consensus definition of counseling below:

*Counseling is a professional relationship that empowers diverse individuals, families, and groups to accomplish mental health, wellness, education, and career goals*

**CURRENT STATE AND CHALLENGES OF THE PROFESSION**

The 20/20 Project also identified several important challenges facing the profession given the growing need for multicultural competence, diversity, and advocacy (Gladding & Kaplan, 2012):

1) Strengthening identity
2) Unifying profession
3) Improving public perceptions and recognition of the profession while advocating for professional issues
4) Create licensure portability
5) Expand and promote research base for professional counseling
6) Focus on students and prospective students
7) Promote client welfare and advocacy
**PROFESSIONAL ORGANIZATIONS**

While enrolled in the CC program, students are encouraged to explore the benefits of membership and service through professional organizations. The faculty at ESU remain active in professional counseling organizations at the state, regional, national, and international levels and provide opportunities for students to participate through membership, service, leadership, and scholarship. Student membership in these professional organizations include reduced liability insurance coverage, professional publications of journals and newsletters, award and grant eligibility, networking for future employment and academic pursuits, access to member’s only resources, current information regarding the professional advocacy issues, and decreased conference registration rates. Past organizations that students and faculty have been involved with include the American Mental Health Counselors Association (AMHCA; www.amhca.org), the American Counseling Association (ACA; www.counseling.org), Kansas Mental Health Counselors Association, Kansas Counseling Association, Association for Specialists in Group Work, National Association of Cognitive Behavioral Therapists, as well as many others. Please visit the websites above in order to find the professional organizations that align best with your interests and consider the benefits of membership.

**PROFESSIONAL DEVELOPMENT**

In addition to coursework, the Counselor Education department has created a Professional Development Series (PDS), which provides faculty, students, and other interested parties with opportunity to attend and present about professional activities relevant to their desired careers. Previous presentations have focused on assisting students in developing advocacy skills, increasing APA style writing, preparing and submitting requests for proposals for professional presentations and publications, current topics in disability services, etc.

**REQUIRED COURSEWORK**

The CC program at ESU requires a minimum of 60 credit hours of graduate coursework in order to graduate from the program and only 9 credit hours can be transferred into the program. The core curricular areas outlined in the current standards of CACREP (CACREP, 2009) are used as a foundation for all educational activities. Students will have the opportunity to enroll in courses that include the following content areas as well as several electives that align with their future career interests:

→ **PROFESSIONAL ORIENTATION AND ETHICAL PRACTICE**—studies that provide an understanding of all of the following aspects of professional functioning:

→ **SOCIAL AND CULTURAL DIVERSITY**—studies that provide an understanding of the cultural context of relationships, issues, and trends in a
multicultural society

→ HUMAN GROWTH AND DEVELOPMENT—studies that provide an understanding of the nature and needs of persons at all developmental levels and in multicultural contexts

→ CAREER DEVELOPMENT—studies that provide an understanding of career development and related life factors

→ HELPING RELATIONSHIPS—studies that provide an understanding of the counseling process in a multicultural society

→ GROUP WORK—studies that provide both theoretical and experiential understandings of group purpose, development, dynamics, theories, methods, skills, and other group approaches in a multicultural society, including all of the following:

→ ASSESSMENT—studies that provide an understanding of individual and group approaches to assessment and evaluation in a multicultural society, including all of the following:

→ RESEARCH AND PROGRAM EVALUATION—studies that provide an understanding of research methods, statistical analysis, needs assessment, and program evaluation

**PATHWAY TO GRADUATION**

The following is a list of several steps required to successfully receive your Master of Science Degree in Mental Health Counseling and begin a fruitful career as a Mental Health Counselor. Consider using this as a checklist as you progress throughout the program.

☐ **APPLY TO THE PROGRAM**

The application to the Counselor Education Department at ESU can be found at [http://www.emporia.edu/ce/application-procedures-.html](http://www.emporia.edu/ce/application-procedures-.html). In order to complete the application process, students will need to complete the following:

1) Application to the Graduate School and Individual Program
2) Three professional references
3) Interview with Program Faculty
4) Standardized testing (e.g., GRE or MAT)
5) Application letter that includes
   → What factors in your personal and professional background and experience have led you to seek this degree program?
What are your professional goals? Describe the type of work setting and the client population with whom you desire to work after graduation.

Describe the kind of person you believe yourself to be (personal qualities or characteristics).

Describe the kind of person you would like to become five years from now. You might discuss your assets, limitations, motivations, goals, etc.

6) Evaluation of applications is based upon the following characteristics and aptitudes including: academic, professional/research, and interview of which the interview is weighted heavily in the enrollment decision.

**Apply for Financial Assistance**

Graduate assistantships vary from year to year in the CC program; however, graduate assistantships are available throughout campus and managed by the graduate college. Graduate teaching and research assistants receive a monthly stipend and a reduction in fees. Deadlines vary for each type of financial aid; so apply early at [https://www.emporia.edu/grad/asstshp.htm](https://www.emporia.edu/grad/asstshp.htm)

Additionally, several scholarships are made available to students on a regular basis and can be found at [http://www.emporia.edu/ce/scholarships.html](http://www.emporia.edu/ce/scholarships.html).

**Complete New Student Orientation and Learning Contract**

At the beginning of each semester, new students are provided with a new student orientation that can be viewed online. In addition, students are required to review the learning contract included in this handbook, review with their advisor, and sign in order to provide evidence of students’ understanding of the expectations of the CC program.

**Course Sequence**

The CC program includes a logical and developmental course sequence for both full-time and part-time students. The course sequence is used to guide your program of study and degree plan. Students are encouraged to begin their course work with several foundations courses that serve as pre-requisites for Practicum coursework.

- CE 830: Group Processes in Counseling
- CE 893: Ethical/professional and Legal Issues
- CE 810: Pre-Practicum—Counseling skills Development
- CE 825: Counseling Theories
- CE 802: Foundations of Professional Counseling
**COMPLETE DEGREE CANDIDACY AND DEGREE PLAN FORMS WITH ADVISOR**

After completing their first three courses in the program, students will complete the Degree Candidacy Form and submit to their advisor. At this time, they will meet with their advisor to complete the Contract for Degree that will guide the remainder of their program. All courses placed on the student’s degree plan must be completed with a B or better, or they will need to be substituted with courses approved by the advisor.

**APPLY FOR PRACTICUM**

Professional practice is a hallmark of many counselor preparation programs and the CC program at ESU provides students with a unique experience to provide supervised counseling services to members of the community. In order to do so, students must apply for practicum and complete an interview with the Clinic Director, Dr. Ann Miller, during the semester prior to their enrollment in Practicum. The application deadlines are listed below:

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Before beginning practicum, students are required to successfully complete the required pre-requisites and pass the required decision points of evaluation. Students must also obtain student liability insurance prior to applying for practicum. Insurance can be obtained from various vendors and several professional organizations provide student liability insurance along with membership to the organization. Some resources to review are as follows:

- [https://www.amhca.org/become/student.aspx](https://www.amhca.org/become/student.aspx)
- [www.hpso.com/students/studentindex.php3](http://www.hpso.com/students/studentindex.php3)
- [www.cphins.com/](http://www.cphins.com/)

**COMPLETE PRACTICUM**

The CC at ESU provides unique opportunities for professional practice beginning at the practicum level and continuing throughout graduation. Students at ESU will benefit from the state of the art training clinic, Community Counseling Services (CCS; [http://www.emporia.edu/teach/ccs/index.html](http://www.emporia.edu/teach/ccs/index.html)). Under the leadership of Dr. Ann Miller, Clinic Director, students enrolled in practicum and internship provide low-cost individual, group, and family counseling services to the community under the supervision of highly trained and
credentialed program faculty. Students are required to record their sessions with audio/video devices that can then be reviewed with their supervisor to enhance the supervisory experiences.

Students must complete supervised practicum experiences that total a minimum of 100 clock hours over a minimum 10-week academic term. Each student’s practicum will include all of the following:

→ At least 40 clock hours of direct service with actual clients that contributes to the development of counseling skills.
→ Weekly interaction that averages one hour per week of individual and/or triadic supervision throughout the practicum by a program faculty member, a student supervisor, or a site supervisor who is working in biweekly consultation with a program faculty member in accordance with the supervision contract.
→ An average of 1 1/2 hours per week of group supervision that is provided on a regular schedule throughout the practicum by a program faculty member or a student supervisor.
→ The development of program-appropriate audio/video recordings for use in supervision or live supervision of the student’s interactions with clients.
→ Evaluation of the student’s counseling performance throughout the practicum, including documentation of a formal evaluation after the student completes the Practicum.

○ **APPLY FOR INTERNSHIP**

During the Practicum course, students should meet with the Internship Coordinator to discuss their internship plans. Students are encouraged to develop their own internship sites, but previous site contacts will also be available. Once a site is found, students will submit the required documents to begin their Internship coursework.

○ **APPLY FOR GRADATION**

The semester prior to your anticipated graduate date, you are required to submit the Intent to Graduate Form to the Graduate School. Once this form is received and processed by the Graduate School, you will be notified at your official ESU email address that it has been received and processed. Deadlines for receipt of the Intent to Graduate are as follows:

- Spring graduates – November 1 of the preceding Fall semester.
- Summer graduates-March 1 of the preceding Spring semester.
- Fall graduates – July 1 of the preceding Summer semester.

The Intent to Graduate Form may be completed and submitted online at http://www.emporia.edu/grad/graduating-students/degree-completion-checklist.html
Once enrolled in the Internship course, the following requirements must be completed. The program requires completion of a supervised internship in the student’s designated program area of 600 clock hours, begun after successful completion of the practicum. The internship is intended to reflect the comprehensive work experience of a professional counselor appropriate to the designated program area. Each student’s internship includes all of the following:

→ At least 240 clock hours of direct service, including experience leading groups.
→ Weekly interaction that averages one hour per week of individual and/or triadic supervision throughout the internship, usually performed by the onsite supervisor.
→ An average of 1 1/2 hours per week of group supervision provided on a regular schedule throughout the internship and performed by a program faculty member.
→ The opportunity for the student to become familiar with a variety of professional activities and resources in addition to direct service (e.g., record keeping, assessment instruments, supervision, information and referral, in-service and staff meetings).
→ The opportunity for the student to develop program-appropriate audio/video recordings for use in supervision or to receive live supervision of his or her interactions with clients.
→ Evaluation of the student’s counseling performance throughout the internship, including documentation of a formal evaluation after the student completes the Internship by a program faculty member in consultation with the site supervisor.

The comprehensive exam at ESU is a computer based exam constructed to mimic the National Counselor Exam (NCE) that students commonly take during their last semester enrolled in the program. The date and time of this exam is scheduled during the Internship course to accommodate for students’ schedules.

Prior to graduation, during students’ final semester they will take the NCE and apply for licensure in Kansas if they so choose. If students will be moving to another state, they will need to meet with their advisor’s to determine the appropriate actions. Information related to the licensure process in each state is available through the AMHCA at https://www.amhca.org/about/related.aspx.

Students have the option to take a computer based exam at one of the computer based testing centers located throughout the state (http://www.nbcc.org/directory/KS)
○ **COMPLETE ALL REQUIRED COURSES ON DEGREE PLAN**

All students must successfully complete 60 hours of graduate coursework in counseling related courses, and all core courses outlined on the degree plan must be completed with a grade of B or higher.

○ **GRADUATE!**

**STUDENT EVALUATION AND DECISION POINTS**

Counselor preparation programs serve as gatekeepers to the profession that promote the integrity of knowledge, skills, and dispositions of graduates from their programs in order to promote public and student safety. In order to do so, the CC program has established several decision points that students must successfully pass through in order to graduate. Students are provided with the appropriate forms and instructions and are required to complete each step with their advisor and other appropriate faculty. Data regarding student evaluation is collected by all faculty, staff, and peers and can be included in the student’s evaluation. Although course experiences and conversations are strictly confidential, there are certain limits to this confidentiality if concerns about professional competence, impairments, and dispositions arise. These concerns may be the result of, but are not limited to, observations, assignments, exams, professional experiences, community activities, etc.

Student Evaluation, Retention, and Remediation

Knowledge, skills, and practices

Foundations, counseling, prevention, and intervention; diversity and advocacy; assessment; research and evaluation; and diagnosis.

What dispositions will I need?

Openness to new ideas, flexibility, cooperativeness with others, willingness to accept and implement feedback, awareness of own impact on others, ability to deal with conflict effectively, ability to accept personal responsibility, ability to express feelings and opinions effectively and appropriately, attention to ethical and legal considerations, and initiative and motivation.

Students are encouraged to wrestle with complex ethical dilemmas and will not be remediated given personal value conflicts; however, continued refusal to adhere to ethical principles may result in further remediation efforts.
DECISION POINTS AND METHOD OF ASSESSMENT

1) Admission
   a. Minimum Standards
   b. Fit/Professional Identity Scale
   c. Admission Rating Scale—(0—3)
      i. Academics; undergrad GPA, graduate GPA, Entrance exam (MAT, GRE)
      ii. Credentials: references and application letter
      iii. Experience: research and relevant work experiences
      iv. Interview (x2): Rating Scale 0—3
      v. 10—15 Full Admittance
      vi. 8—9 Conditional Admittance
      vii. < 8 Not a good fit for the program

2) Degree Candidacy—after completion of pre-practicum
   a. Faculty and student:
      i. KSD Decision Point Evaluation
      ii. Video Rubric
      iii. Case Conceptualization Rubric
   b. Fit/Professional Identity Scale

3) Practicum Interview
   a. Preparedness
   b. Proof of membership for liability insurance (ACA or AMHCA)
   c. GPA
   d. Prerequisite Grades
   e. Fit/Professional Identity Scale
   f. Advisor Approval

4) Completion of Practicum
   a. Faculty and student:
      i. KSD DP Evaluation
      ii. Video Rubric
      iii. Case Conceptualization Rubric
   b. Fit/Professional Identity Scale
   c. Time Logs
   d. Supervisor Evaluation
   e. Internship plan

5) Comprehensive evaluations
   a. Comp Score
   b. NCE Score

6) Completion of Internship
   a. Final Supervisor Evals
   b. Final KSD DP Evaluation
c. Time Logs
d. Exit Interview

Targets for each decision point represent faculty assessment of the appropriate developmental expectations at each point as well as additional individualized outcomes that emerge from each evaluation. Data should be collected from the student and all necessary faculty. Data may include observations both in and out of class, course grades, rubrics, role plays, video recordings, discussions with faculty, staff, and peers, site supervisors, etc. A request for remediation can be made by students, faculty, peers, and/or site supervisors. Requests for remediation can be made by completing the “Request for Remediation” form and giving it to the department chair. Whenever a request for remediation is filed, the parties involved will meet to discuss the request at which point the student may appeal the request following the Counselor Education department’s Appeals and Grievances Policy. If the student accepts the request for remediation, all parties will then negotiate a “Remediation Plan.” Depending upon the nature of the request, outcomes could include the student’s decision to withdraw from the program or take a leave of absence; the department’s decision to dismiss the student from the program; successful attainment of the developmentally appropriate knowledge, skills, and dispositions needed; and/or retention with further remediation plans in place.

APPEALS & GRIEVANCES PROCEDURE

Although the CC program attempts to promote the highest standards of ethical practice, there are times when students might disagree with a faculty or department’s decision. Appeals and grievances can be filed with the Department Chair of Counselor Education, followed by the Department Grievance Committee and then the Dean of the Teachers College.

ENDORSEMENT POLICY

In accordance with the program’s mission, goals, and objectives, the CC program establishes the highest levels of ethical and professional standards for students before endorsing them for professional licensure, certification, employment, and/or academic pursuits. Endorsement may take place via written or verbal recommendations and/or reference required by future employers, faculty, etc. Students can submit a request for endorsement to faculty regarding their future academic and professional goals. Endorsements will only be given according to the students’ current level of development, scope of practice, and training.

LICENSURE

The Clinical Counseling Program meets Licensed Professional Counselor (LPC) and Licensed Clinical Professional Counselor (LCPC) requirements of the state of Kansas and national certifying boards. Although other states’ requirements vary, most are patterned after a national board and CACREP Standards that are at the foundation of the CC program’s curriculum.
The National Board of Certified Counselors (NBCC) www.nbcc.org was established to promote professional credentialing standards for counselors. Eligibility for NBCC certification consists of graduating from this CACREP accredited Mental Health Counseling Program and passing the National Counselor Exam (NCE).

Licensure as a Licensed Professional Counselor in Kansas requires a master's degree with at least 60 semester hours in the specified areas and to have passed the NCE. After two years’ and a total of 4,000 hours of supervised practice (1,500 hours of direct client contact; 150 hours of clinical supervision in accordance with an approved supervision plan as an LPC, students are eligible to apply for licensure as an LCPC after the successful completion of the National Clinical Mental Health Counselors Exam (NCMHCE) provided by the NBCC. The LCPC provides licensees with independent practice privileges within their respective scope of practice; however, maintaining regular supervision is still highly recommended even after the LCPC is obtained.

Licensure and certification information changes regularly and students are encouraged to visit the Behavioral Sciences Regulatory Board (http://www.ksbsrb.org/professionalcounselors.htm) and NBCC (www.nbcc.org) websites before filing an application.

**DOCTORAL STUDIES**

Some students wish to pursue further academic goals of advanced practice, research, and/or counselor education. If students wish to pursue a doctoral degree in counselor education, they should meet with their advisor to ensure all requirements are met. Students can search for accredited doctoral programs by searching the CACREP online directory located at http://www.cacrep.org/directory/directory.cfm

**PROFESSIONAL CONDUCT**

Due to the nature of this program, students are required to maintain exceptional professional conduct and adherence to your professional Codes of Ethics during all course activities. Students will have access to sensitive information about their colleagues and are expected to maintain the highest level of confidentiality; however, limits of confidentiality still exist and issues related to competence or professional impairment may justify minimal disclosure of confidential information and additional remediation efforts. Any breach of professional conduct during this program will be subject to remediation and could result in consequences ranging from additional assignments to dismissal from the program.

**SELF CARE AND STUDENT WELLNESS**

As helping professionals, we are the tools used to deliver our unique professional services. Tools of the profession are best when they are maintained and kept sharp. Therefore, self-care is
important, some would even say primary, to a long and satisfying career! One resource available to you is the Emporia State University Student Wellness Center, whose information is listed below:

The mission of the Emporia State University Student Wellness Center is to enhance the academic success of all ESU students with an emphasis on wellness and personal growth. Both the Counseling and the Health Center are housed within the Student Wellness Center located at 250 S.E. Morse Hall. Counseling services are offered from highly trained and credentialed staff and offer a variety of free and low-cost services, including individual and group counseling, biofeedback and drug/alcohol services. In addition, Health Services is staffed with a part-time physician and several nurse practitioners who work to treat acute and chronic illness. They also perform routine physicals, well-woman exams, STI screening and treatment, and immunizations. Please call the Student Wellness Center at (620) 341-5222 to schedule an appointment.

**ACADEMIC DISHONESTY POLICY**

At Emporia State University, academic dishonesty is a basis for disciplinary action. Academic dishonesty includes, but is not limited to, such activities as cheating and plagiarism (presenting as one’s own the intellectual or creative accomplishments of another without giving credit to the source or sources). The faculty member in whose course or under whose tutelage an act of academic dishonesty occurs has the option of failing the student for the academic hours in question and may refer the case to other academic personnel for further action. Emporia State University may impose penalties for academic dishonesty up to and including expulsion from the university. (Faculty Senate, May 1996)

All citations are expected to follow the standards set in the current edition of the *Publication manual of the American Psychological Association*.

**STUDENT ACCOMMODATIONS**

Emporia State University will make reasonable accommodations for persons with documented disabilities. Students need to contact the Director of Disability Services and the course instructor as early in the semester as possible to ensure that classroom and academic accommodations are implemented in a timely fashion. All communication between students, the Office of Disability Services, and the instructor will be strictly confidential.
CREDIT HOUR POLICY

Federal Regulation from Title 34: Education, Part 600—Institutional Eligibility Under The Higher Education Act Of 1965, As Amended; Subpart A—General; § 600.2 Definitions provide the following definition.

Credit hour: Except as provided in 34 CFR 668.8(k) and (l), a credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than—

(1) One hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or

(2) At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

FACULTY & STAFF CONTACT INFORMATION

Clinical Counseling

RUSSELL FULMER, Ph.D., LPC, Assistant Professor and Director
rfulmer@emporia.edu
The Earl Center 214, 620.341.5807

Dr. Russell Fulmer received an M.S. in community counseling from Fort Hays State University and later a Ph.D. in Counselor Education from Kansas State University. He is a licensed professional counselor and nationally certified counselor. He has experience in career counseling and working with college students. Most recently, Dr. Fulmer spent four years internationally working at two medical schools. During his time in medical education, Dr. Fulmer taught behavioral science and ethics courses, along with serving as a student and community counselor. His background includes administrative roles directing, supervising, and coordinating programs inside and outside of academia. His areas of interest include positive psychology, normative ethics, and cross-cultural counseling.

Office Administration

JAMES COSTELLO, Ph.D., CRC, LCAC, Department Chair
jcostell@emporia.edu
The Earl Center 252A, 620.341.5220

Dr. Costello earned his doctorate in Rehabilitation Services from the Florida State University in 1999. His prior education was also in Rehabilitation, earning a B.S. and M.S. in Vocational Rehabilitation from the University of Wisconsin-Stout in 1976 and 1981 respectively. Dr. Costello
holds a national certification as a Rehabilitation Counselor (CRC); and a Kansas License as a Licensed Clinical Addictions Counselor (LCAC). Currently he teaches Rehabilitation courses in the Department while serving as Department Chair.

CARLEEN DVORAK, Sr. Administrative Assistant
cdvorak@emporia.edu
The Earl Center 252, 620.341.5220

Carleen Dvorak has worked for the Department of Counselor Education since 2002, and previously worked on campus in the Career Services office for 9 years. She manages the office and assists the Chair and department faculty with their responsibilities at Emporia State.

Art Therapy Counseling

GAELYNN WOLF BORDONARO, Ph.D., ATR-BC, Associate Professor
gwolf@emporia.edu
The Earl Center 225, 620.341.5809

Dr. Gaelynn P. Wolf Bordonaro, ATR-BC is the Director of the Emporia State University Art Therapy Program and an Associate Professor in the Department of Counselor Education.

Prior to joining the faculty at ESU, Gaelynn taught art therapy coursework at Florida State University (Tallahassee, Florida), the University of Louisville (Louisville, Kentucky), and La Trobe University (Melbourne, Australia). She has presented throughout the United States, Brazil, England, Jamaica, Haiti, India, the Islands of the Bahamas, Germany, South Africa, Thailand, and Australia on art therapy intervention in response to natural disasters, pediatric medical art therapy, using photography in therapeutic and special education settings, art therapy with geriatric populations, and art therapy with children with special needs. She has also served as a Rotary Ambassadorial Scholar in Melbourne, Australia, and as a member of a Rotary Group Study Exchange Team in Amazonia, Brazil.

Gaelynn has served on the Board of Directors of the American Art Therapy Association (AATA), and the Advisory Board of the Asia Pacific Art Therapy Center (APATC). She is engaged in projects in India's Andaman and Nicobar Islands and Grabouw, South Africa through the Sangha Foundation (www.sanghaworld.org). Additionally, she is the Clinical Director of Communities Healing through Art (CHART). CHART's mission is to assist and support academic and community institutions, in the United States and abroad, in the development of art therapy programs and curricula. As Clinical Director, Gaelynn in actively involved in CHART's major initiatives, including programming in Haiti, Thailand, India, South Africa, the US mid-west, and the Gulf Coast of the United States.

Gaelynn maintains a private art therapy and consulting practice; her primary areas of interest are international art therapy, pediatric medical art therapy, photography in art therapy settings, and art therapy in schools. As an artist, Gaelynn particularly enjoys photography, found object sculpture, and reinventing or reconstructing surfaces using paint and mixed media.

LIBBY SCHMANKE, MS, ATR-BC, LCAC, Clinical Instructor
Libby Schmanke has served on the faculty of the Art Therapy Counseling program since 2002, after earning her MS in art therapy from Emporia State earlier that year. Libby received a BA in humanities from Ottawa University in 1976 and a Certificate in substance abuse counseling from Washburn University in 1989. She worked extensively with women in residential and correctional settings in her first career as a substance abuse counselor and program administrator. In 2005, she opened Art & Insight, an art therapy studio and private practice in Lawrence, where she provides individual art therapy, creativity groups and workshops, and professional supervision.

In addition to serving as half-time clinical instructor and internship coordinator for the ESU graduate art therapy program, Libby teaches an introductory art therapy course at Washburn University. She regularly gives presentations about art therapy at the local, state, and national level. Libby was appointed to a term as a Director on the national Art Therapy Credentials Board and is currently serving a second, elected term. Libby values any opportunity to create her own art or to spend time with her husband and teenaged daughter at their home near Lake Perry in northeast Kansas.

Jessica Stallings joined the faculty of the Art Therapy Counseling program in 2008. Jessica received a B.A. in Studio Art from the University of Nebraska at Omaha in 2003 and then a M.S. in Art Therapy in 2005 from Emporia State University. Jessica served as lead clinician for the Autism Action Partnership, University of Nebraska Medical Center, Munroe Meyer Institute Recreation Therapy, and Westside Community Schools' Autism Social Skills Project from 2005 to 2008. After returning to Emporia State in 2008 Jessica began pursuing an M.S. in Mental Health Counseling which she completed in August 2011. Jessica has worked with multiple clinical populations including children and adults with developmental disabilities, individuals of all ages with Autism Spectrum Disorders, individuals with addictions, at-risk youth and families utilizing family preservation services. Jessica obtained a license in professional counseling (LPC) from the state of Kansas in November of 2011. Jessica teaches courses in multiculturalism, research, clinical report writing, ethics, and provides internship supervision.

In addition to her faculty position Jessica operates a private art therapy practice in Emporia. Jessica and her husband also operate a small urban farm in the city of Emporia and are vendors at the local farmers market.

Community Counseling Services (Clinic)

Dr. Ann Miller received her Doctor of Philosophy degree in Counselor Education and Supervision from North Dakota State University in Fargo, North Dakota, in 2007. She is currently an Assistant
Professor in the Department of Counselor Education at Emporia State University, as well as director of Community Counseling Services. Ann serves on a number of committees for the university, college, department and community, and is also a member of the East Central Kansas Mental Health Center Disaster Response Team. Her professional interests include exploring client experiences at counselor education program training facilities, and evaluating professional and ethical standards in counselor education programs and clinical training facilities. Ann's personal interests include animals, live music, and coffee.

**VICKI BRICKELL**, Administrative Assistant

vbrickel@emporia.edu

The Earl Center 236, 620.341.5799

Vicki Brickell has worked part-time in the Community Counseling Services clinic since 2008. Prior to coming to CCS, she worked on campus in the Business Affairs office since 2000. Vicki coordinates community clients and ESU counselors-in-training at the CCS office.

**Rehabilitation Counseling**

**KATRINA MILLER**, Ed.D., CRC

Associate Professor, Director, Rehabilitation Education Programs

kmille12@emporia.edu

The Earl Center 223, 620.341.5231

Dr. Katrina R. Miller completed a masters degree in Rehabilitation Counseling with the Deaf at Western Oregon University (formerly Oregon Western State College) in 1996, and a doctorate in Deaf Education and Deaf Studies at Lamar University at Beaumont, Texas in 2001. She is a certified rehabilitation counselor and has worked in Deaf communities at Alaska, Oregon, and Arkansas providing a range of services such as sign language interpreting, counseling, case management, and advocacy. She has also worked with Deaf individuals in a number of juvenile and adult correctional settings. Dr. Miller is presently an Associate Professor in the department of Counselor Education at Emporia State University. Her areas of interest include due process and reasonable accommodations for Deaf persons in the justice system, and issues of social marginalization and linguistic incompetence in the Deaf community.

**MICHAEL RICHARD**, Ph.D., Associate Professor

mrichar8@emporia.edu

The Earl Center 222, 620.341.5852

Dr. Michael A. Richard received his BS from Athens College, his M.Ed. from Auburn University, and his Ph.D. from The Florida State University. He is a Certified Rehabilitation Counselor and has worked extensively in the field as Rehabilitation and Mental Health Professional. His research interests include consumer satisfaction assessment of counseling services, diversity training for counselors and issues related to aging. He has six published articles, has edited four published books including "A Guidebook to Human Service Professions: Helping College Students Explore Opportunities in the Human Service Field" and "Employee Assistance Programs: Wellness Enhancement Programming 4th edition" and has 10 published book chapters.
School Counseling

ALICE FROST, Ph.D., Assistant Professor
afrost@emporia.edu
The Earl Center 229, 620.341.5796

Alice Frost came to education with 25 years of business experience from a wide variety of employment. She taught 1-8 Title I reading and math before becoming a school counselor. Her school counseling experience has been across the K-12 spectrum and in both rural and urban school districts. Alice hopes to complete her Ph.D. studies at Kansas State University in May of 2012 with a focus on Anger Management and Conflict Resolution for the middle and high school levels.
STUDENT LEARNING CONTRACT

This handbook has been created in compliance with CACREP, 2009, Section I.L.2.a-e. Given the importance of students’ well-being, due process, and success, this handbook establishes the learning contact between the faculty of the Counselor Education Department at ESU and the students who are enrolled in this program. By signing this learning contract and submitting it to your advisor, you acknowledge and agree to the following:

1) I have read and understood all expectations of me as a CC students and representative of the profession and ESU.
2) I agree to uphold the highest degree of ethical conduct that aligns with the current Codes of Ethics published by ACA and AMHCA.
3) I agree to notify the appropriate faculty of any concerns regarding potential impairments to my ability to function as a student in the CC program.
4) I agree to successfully complete all decision point evaluations by developing the requisite knowledge, skills, and dispositions necessary for an ethical and effective career as a mental health counselor.
5) I understand that I will be evaluated throughout the program by observations, conversations, tests, exams, etc. in formal classroom time and more informal settings. Although students confidentiality is paramount, there are limitations to this confidentiality if issues of safety, impairment, or competence arise.

_________________________________________
STUDENT’S PRINTED NAME

_________________________________________
STUDENT’S SIGNATURE & DATE

_________________________________________
ADVISOR’S SIGNATURE & DATE
REQUEST FOR REMEDIATION

PERSON MAKING REQUEST: _______________________________________________________

STUDENT’S NAME: _______________________________________________________________

STUDENT’S PROGRAM: ___________________________________________________________

REASON FOR THE REQUEST (Please provide specific examples):

REMEDIATION PLAN REQUESTED (Please include your proposed remediation plan, responsibilities, timeline, method of evaluation, and consequences of evaluation. Examples of remediation activities include repeating a course, taking additional courses, increased/targeted supervision, leave of absence, personal counseling, review of fit between student and program, etc.)

STUDENT PARTICIPATION & RESPONSE TO REMEDIATION PLAN:

______________________________________________________________
STUDENT’S SIGNATURE & DATE

______________________________________________________________
ADVISOR’S SIGNATURE & DATE

______________________________________________________________
DEPARTMENT CHAIR SIGNATURE & DATE
Whenever a request for remediation is filed, the parties involved will meet to discuss the request at which point the student may appeal the request following the Counselor Education department’s Appeals and Grievances Policy (see sdfklsljf). If the student accepts the request for remediation, all parties will then negotiate a “Remediation Plan” that includes the following:

**INSERT ALL NEEDED DOCUMENTS**

**DEGREE PLANS**

**DEGREE CANDIDACY**

**DISPOSITION FORMS**

**DECISION POINT FORMS**

**OVERVIEW OF EVALUATION PROCESS**
EMPORIA STATE UNIVERSITY
Department of Counselor Education
APPLICATION FOR DEGREE CANDIDACY

This form is to be completed by graduate students working toward the Master of Science degree with a major in the Department of Special Education and School Counseling. It should be submitted after the student has (1) completed at least six hours of graduate work but not more than ten hours, and (2) has an approved degree contract on file for meeting degree requirements.

Name ___________________________________________________________ Date ________________
(Last)                   (First)                   (MI)

Address _______________________________________________ Home Phone ______________________
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Work Phone ______________________

Graduate courses completed:

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COMPLETED BY ADVISOR

As advisor, I verify that this student has been admitted to the department and is ready to apply for degree candidacy. I can verify that the following information is on file for this student:

Degree Contract filed and approved: Date __________  Miller Analogy Score: ______ Date __________
GRE scores: Verbal __________  Quantitative __________  Total __________ Date __________

I (do) (do not) recommend this student for degree candidacy.

Advisor signature _______________________________________________ Date ______________________

As Chair of the Department of Special Education and School Counseling, I (do) (do not) recommend this student for degree candidacy.

Chair signature _______________________________________________ Date ______________________

If the application is not approved by the advisor and/or chair or if it is approved conditionally, the reasons for such recommendation will appear on the back of this application.