

# ***COUNSELING AND STUDENT AFFAIRS 2002 HANDBOOK***

## ***Welcome!***

Congratulations on your acceptance into Minnesota State University Moorhead's (MSUM) graduate program in Counseling and Student Affairs!

Welcome to the ranks of a special group of people with high ideals, enthusiasm, purpose, and commitment to becoming competent professionals. You have entered the training ground for a helping profession, and it is the purpose of this institution to aid you in becoming a polished professional. It is the goal of the faculty to facilitate this process, as well. We want you to know we are available as a resource for you; we will do all within our power to help you develop into what you are setting out to become.

This handbook is designed to walk you with ease through the time ahead. It will acquaint you with practical information and departmental policies, as well as giving you an overview of your time in the program. A Program Checklist has been provided at the end of this handbook to help guide you through the program. You should also refer to the Graduate Studies Bulletin for policies and procedures that apply to all graduate students at MSUM.

Again, welcome. We hope you enjoy your time in the program, and find it a challenging, rewarding, and fulfilling experience. We also want to encourage you to have fun while you are in your graduate program. It can be a great time.

The faculty,

Wes Erwin  
Pat Neuman  
Bill Packwood

## ***Mission Statement of the Counseling and Student Affairs Program***

The mission of the Counseling and Student Affairs Program is to prepare highly skilled counselors and student affairs specialists knowledgeable in human development and counseling theory.

### ***Statement of Philosophy***

The Counseling and Student Affairs program holds to the following six philosophical premises. Underlying this philosophy is the recognition of, and belief in, the dignity of the individual and basic worth of all humans.

1. Development is a continuous process throughout the life span. Behaviors change and evolve constantly as people learn to cope and adapt.
2. Most individuals (and larger systems, e.g., groups, families, and communities) who experience problems in the course of their development have the potential to identify and resolve their difficulties.
3. Behavioral change and development occur through the interaction of biological, environmental, societal, and psychological influences.
4. People are free to choose and are responsible and accountable for their choices.
5. Society shares responsibility for creating conditions that assist individuals in making healthy choices.
6. Human diversity should be recognized and appreciated. It is important to help transmit the adaptive aspects of culture and prepare people for life in a diverse and multicultural society.

## *Program Goals and Objectives*

This program prepares students for human service professions. The essence of the school counseling, college student affairs, and community counseling professions is the ability to relate to another person in a way that is helpful and which facilitates growth. The basic knowledge and core skills required are essentially the same for all three specialties.

Therefore, the objectives of this program are to develop students who:

1. Possess a high level of empathic counseling skills intended to facilitate client emotional growth.
2. Exhibit the attitudinal dimensions of unconditional positive regard, empathic understanding, and congruence.
3. Can articulate the developmental levels of others and can assist in their emotional growth and development.
4. Have highly developed counseling skills and the ability use them in assisting others.
5. Are well grounded in a variety of counseling theories and can effectively use theoretical techniques.
6. Are knowledgeable about the characteristics of effective consultants in a variety of settings.
7. Are able to use a variety of assessment methods and skills in order to help individuals better meet their needs.
8. Are knowledgeable about group dynamics and can facilitate group process.
9. Are knowledgeable about and can identify skills for working effectively with various groups in our multicultural and diverse society.
10. Understand the career development process and can identify skills for assisting others in career development.
11. Can use research methods and evaluation skills to improve performance and evaluate literature.
12. Can articulate a sense of themselves as beginning professionals.
13. Adhere to ethical standards of professional practice.
14. Can assess their own interventions (individual, group, and systems) in order to make them more effective.
15. Can articulate or are knowledgeable about their professional competencies and limitations.

## *The Faculty*

Associate Professor Wesley J. Erwin  
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erwin@mnstate.edu

Wes Erwin joined the CNSA faculty in the fall of 1997. He arrived from Iowa City, IA, where he received his master's and Ph.D. in Counseling and Human Development at the University of Iowa (Go, Hawkeyes!). No stranger to Minnesota, Wes received his bachelor's at Winona State, and grew up near Rochester.

Wes is the Coordinator of the Community Counseling program. He has experience working in community mental health agencies, chemical dependency treatment programs, and university counseling centers. Wes' teaching and research interests include ethics (moral sensitivity, multi-dimensional models of ethical behavior), group counseling, multicultural counseling and supervision.

Wes has authored or co-authored four journal articles and published one book review. He has had eleven conference presentations to his credit, many in the areas of ethics and morals. He is a National Certified Counselor and a North Dakota Licensed Associate Professional Counselor. He is a member of the following professional organizations: American Counseling Association, Association for Specialists in Group Work, Association for Counselor Education and Supervision, Association for Multicultural Counseling and Development, North Central Association for Counselor Education and Supervision, Association for Spiritual, Ethical, and Religious Values in Counseling, and the North Dakota Counseling Association.

A fan of the outdoors, Wes enjoys canoeing, camping trips in the wilderness, bicycling, and playing basketball. It is rumored that he also juggles.

Professor Patricia A. Neuman  
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neuman@mnstate.edu.

Patricia Neuman joined the faculty in the graduate program for Counseling and Student Affairs at Minnesota State University Moorhead (MSUM) full-time in 2000. Previously a counselor in the Counseling Center at MSUM, Pat is a full professor; co-authored one of the first books for counselors on eating disorders; is the recipient of the first award for meritorious service bestowed by the American College Counseling Association in 1998; and previously served as interim Director of the Counseling and Student Affairs Program.

Professionally active, Pat has made seven national presentations to professional organizations and well over thirty presentations to state and regional organizations. A National Certified Counselor and a National Certified School Counselor, she also has specialized training in Ericksonian hypnosis and brief psychotherapy. She has co-authored journal articles and varied publications. Pat is past chapter president of Phi Kappa Phi, a national honor society.

Originally Pat came to MSUM from Chicago with experience in school and community counseling. She is Coordinator for the School Counseling program option and supervises internships for the three program options.

Pat's favorite spices in life are time with her family and friends, kayaking and anything related to water, travel, hiking and biking, travel, music, travel, tennis, reading, "hammock-ing", and more travel!

Professor William T. Packwood  
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Bill Packwood became the director of the Counseling and Student Affairs program in 1983. He, his wife, and three sons came from Baton Rouge, Louisiana, where he had been Director of Evaluation and Research for the state of Louisiana's Department of Health and Human Services.

Prior to going to Louisiana, Bill was Coordinator of the College Student Personnel program in the Counselor Education Department at the University of Iowa. His book *College Student Personnel Services* was the most widely used textbook by student affairs training programs shortly after it was published. He also started teaching counseling skills at Iowa, which he has done throughout his career.

While working on his Ph.D. at the University of Minnesota, he was a counselor in the General College. Before that he was a Fulbright tutor in India, and received his B.A. from Yale University. He grew up and graduated from high school in Louisiana.

Bill has an extensive list of professional accomplishments. He has served on the editorial board of the *Journal of College Student Development* and on the board of the Minnesota *Journal of Counseling and Human Service Professions*. His publication credits include authoring or co-authoring three books, 15 journal articles, one review, and eight management/evaluation reports, and he has given over 20 presentations to professional organizations. He is a National Certified Counselor and was a Licensed Psychologist (Minnesota) and a National Certified Career Counselor. His professional memberships include the American College Personnel Association, American Counseling Association, Association for Counselor Education and Supervision, North Central Association for Counselor Education and Supervision, Minnesota Association of Counseling and Development, Minnesota College Personnel Association, and North Dakota Counseling Association.

Currently, Bill is Director of the Counseling and Student Affairs Program and Coordinator of the Student Affairs program option. His research interests include how people become emotionally mature, the nature of that concept and its relation to emotional intelligence, and the kinds of environments that can be created to facilitate the development of emotional maturity.

His favorite things are sitting on a screen porch by a lake in a cool breeze, which he regards as a perfect form of relaxation; genealogy, which he regards as the ultimate treasure hunt; and traveling, which he regards as great fun.

Bill will be on sabbatical during the 2002-2003 school year. He will return at the end of August, 2003.

## *General Faculty Information*

### Advisors

Your advisor will play an important role in your studies, as you will work closely together throughout your time in the program. If you do not yet have an advisor, see the director for assistance in selecting one appropriate for you. If you would like to change advisors, simply ask your current and proposed new advisors if they agree to the change and complete a change of advisor form.

### Summer Shut Down

The faculty are not available in the summer. If you will exceed your five year limit in September, complete all of your course work, comprehensive exams, and thesis committee meetings **BEFORE** March or April. The faculty do what they can, but they take vacations and are not paid for summer faculty activities, so it pays to plan ahead.

### Letters of Recommendation

Program faculty are helpful about providing letters of recommendation (to potential employers, doctoral programs, etc.). If you need such a letter, please notify the faculty member one full month in advance. This ensures that your letter will get the attention it deserves.

### Endorsements

Program faculty endorsement is given only: a) on the basis of evidence of demonstrated proficiency specifically in the area for which endorsement is sought; and b) after the candidate has completed the necessary requirements of the program, including supervised practicum and internship experience. The program does not ensure any form of certification or licensure, but the program faculty may certify academic and clinical requirements completed by a student to a licensure or credentialing agency upon request of the student.

## *Program Options and Course Information*

This section contains information to help you plan your academic program. You should meet with your advisor to discuss program options and realistic schedules for completion of your program. On the following pages, you will find information on the three program options with course requirements, course descriptions, usual schedules of courses offered, and outlines of typical two-year programs in each of the options. After this comes information on registration, enrollment, and financial aid. Taking time early in your studies to plan your program will be a definite benefit in the long run.

### *Planning Your Course of Study*

#### Form 1, Plan of Study

Your letter of acceptance requests that you meet with your advisor to plan a course of study. This plan, which is entered on Form 1, serves as a contract between you and the University. If you complete the courses listed on Form 1, the University agrees, pending satisfactory completion of non-course items such as comprehensive exams, to grant you a degree.

You may find this form on the MSUM Graduate Studies website. It should be typed and signed by your advisor. In the options that have no electives, these forms are sometime filled out by the program and available to you so all you have to do is have them signed. Check with your advisor.

#### Changing Form 1

Your plans may change over the course of your time in the program. If this happens, changing Form 1 is easy. You simply obtain permission from your advisor, then write a letter to the director of the program requesting the change. Transfer students or students with previous graduate credit should see the director prior to admission to determine which, if any, of the course requirements at MSUM have been satisfied.

## *Program Options*

The Minnesota State University Moorhead program offers three options, or tracks. You do not need to choose an option immediately, as the curriculum is designed to help you make that choice after you have taken some core courses. By keeping these options in mind and discussing them with your advisor, instructors, other students, and professionals in the field, you will be ready to make your choice when it is required—prior to your practicum and internship experiences. The three program options are described below.

### Secondary School Counseling

This option leads to Minnesota certification for K-12 school counseling. For North Dakota state certification for secondary school counseling, only persons with teaching experience can be accommodated, because to be certified as a counselor you need to have a teaching certificate and to have taught for one year. For Minnesota there is no teaching or teaching certification requirement. The option includes internship experiences in the public secondary schools.

### College Student Affairs

With this option, you will be prepared to work in student affairs positions in higher education, including admissions, counseling, career planning, financial aid, housing, orientation, programming, and student union and activities. Your course work will emphasize the development of college students, and you will do your practicum/internship in a college or university location.

### Community Counseling

This option prepares you to counsel in community settings such as social service agencies; community mental health sites; centers dealing with families, rape and abuse, and crises; and other specialty areas. Course work in psychology is important for you, and your internship will be in an appropriate community agency.

## ***Required Courses***

Core courses are required of all students in Counseling and Student Affairs. They constitute 33 credits of the required 48. Most courses are offered only once a year, for three credits, unless otherwise noted. However, the Student Affairs four courses and the Ethics course are only offered every other year. The School Counseling course is offered on an as needed basis. See also the sections below on special information about two of the options.

### Core Courses

ED 602	Statistics in Educational Research (2 credits)
ED 603	Methods of Educational Research (2 credits)
CNSA 600	Introduction to Counseling Research (1 credit)
CNSA 610	Foundations of Counseling (2 credits)
CNSA 611	Counseling Theories
CNSA 612	Individual Appraisal
CNSA 613	Career Development
CNSA 614	Human Growth & Development for Counselors
CNSA 615	Social and Cultural Foundations of Counseling
CNSA 620	Counseling Skills I
CNSA 630	Group Counseling
CNSA 681	Advanced Issues: Ethics (1 credit)
CNSA 699	Master's Thesis (4 credits)

*Core course credit total = 33 credits*

### School Counseling Option

CNSA 650	Organization/Administration of Guidance Services <i>(Usually taken concurrently with 692a)</i>
CNSA 691a	Practicum in Counseling
CNSA 692a	Internship in School Counseling (6 credits)
SW 530	Family Therapy

*School Counseling course credit total = 15 credits.*

### Student Affairs in Higher Education Option

- CNSA 660 Introduction to Student Affairs in Higher Education (2 credits)
- CNSA 661 Higher Education in the U.S. (1 credit)
- CNSA 662 Administration of Student Affairs in Higher Education (2 credits)
- CNSA 663 The College Student (1 credit)
- And
- An Elective (3 credits)
- CNSA 691b Practicum in Student Affairs in Higher Education (2 credits)
- CNSA 692b Internship in Student Affairs in Higher Education (4 credits)
- Or
- CNSA 691c Practicum in College Counseling
- CNSA 692c Internship in College Counseling (6 credits)

*Student Affairs in Higher Education course credit total = 15 credits*

### Community Counseling Option

- CNSA 670 Community Counseling
- CNSA 691d Practicum in Counseling
- CNSA 692d Internship in Community Agencies (6 credits)
- PSY 563g Abnormal Psychology

*Community Counseling course credit total = 15 credits*

### Special Information for the Community Counseling Option

The MSUM program is generalist in nature. It is important to note that this is an era of increasing mental health specialization, particularly for services located in larger urban settings. To be more employable in such settings, you may wish to focus on a specific area, such as eating disorders, family counseling, domestic abuse/violence, rape, incest, group work; or on a specific clientele, e.g. the elderly, older mentally ill, or adolescents.

You may obtain some degree of specialization through outside readings and by focusing on a particular area in your internship. The skill of an “expert” can be obtained only through extended, specialized course work, training, and experience. You are encouraged to discuss these possibilities and your options with your advisor.

### Special Information for the School Counseling Option

School Counseling option students are required to attend the annual School Counselor Orientation Day sponsored by the Minnesota Department of Children, Families, & Learning and held in Roseville, MN. This orientation day may be attended any year during the

program, but is especially helpful if attended near or during the internship. School Counseling students taking Human Growth and Development need to do their service learning project in the schools after consultation with the internship coordinator, Pat Neuman.

### *Special Course Information*

#### Skills Courses

Skills courses must be taken at MSUM. These include CNSA 620, Counseling Skill I, all practica and internships, and CNSA 630, Group Counseling. If you are transferring into the program and would like consideration for having any or all of these courses waived, please see the director (who may refer you to the specific instructor) with a tape demonstrating your skills in the relevant area.

#### Auditing, Independent Study

CNSA majors, of course, do not audit required CNSA courses. Non-majors, however, may audit the two courses open to non-majors (CNSA 610 and 614). The two courses may be audited only with the consent of the instructor.

No independent study is offered for the courses in the program.

#### Credit for Non-Course Activities

The program is structured to allow you to complete all the degree requirements with the core and program option courses listed above. However, you may obtain credit for certain non-course activities. Check with your advisor or the director for information on these opportunities.

## *CNSA Course Descriptions*

*All courses are three credits unless otherwise indicated, and prerequisites, if any, are included in the description.*

- 410/ 510 Introduction to Counseling Research: Basic concepts and principles of counseling. Non-majors only.
- 420/ 520 Basic Counseling Skills: Basic skills in the one-to-one counseling interview. Improves interpersonal communication skills in listening and responding. Non-majors only.
- 600 Introduction to Counseling Research (1 credit): Illustrates the usefulness of counseling research for guiding practice. Students review and critique research articles, discuss major issues in the literature, and prepare written analyses of articles in their area.
- 610 Foundations of Counseling (2 credits): Introduction to the profession of counseling. Emphasis is on introductory concepts in the profession including aspects of the counseling role, relationship, and theories; professional organizations; and codes of ethics.
- 611 Counseling Theories: Study and examination of historical and current principles and theories in order to implement counselor techniques associated with those theories. Prerequisites: CNSA 600 and 610 or concurrent registration.
- 612 Individual Appraisal: Study of various types of tests, testing programs, and appraisal techniques and tools for individuals. Prerequisite: Knowledge of descriptive statistics or ED 602, CNSA 600 and 610 or concurrent registration.
- 613 Career Development: Theories of career development and vocational guidance programs. Includes strategies to promote career development, sources of occupational and educational information. Prerequisites: CNSA 600 and 610 or concurrent registration.
- 614 Human Growth and Development for Counselors: Introduces students to the ways the basic principles of human development affect the counseling process.
- 615 Social and Cultural Foundations of Counseling: Examination of the basic concepts of the social and cultural foundations of counseling as they relate to counseling effectiveness. Prerequisites: CNSA 600 and 610 or concurrent registration.

- 620 Counseling Skills I: Study and development of basic counseling skills in the one-to-one counseling interview. Practical application occurs through audio and videotapes and transcripts of actual counseling situation. Improves interpersonal communication skills in listening and responding. Majors only. Prerequisites: CNSA 600 and 610 or concurrent registration.
- 630 Group Counseling: Group dynamics in theory and practice. Course also includes a required weekly 90 to 120 minute group session in which theories and techniques are applied in a group setting. Prerequisite: CNSA 620.
- 631 Advanced Group Counseling (1-3 credits): Practice of group skills and group leadership skills. Prerequisite: CNSA 630.
- 650 Organization and Administration of Guidance Services: Examination of principles of organization and administration of guidance and counseling programs. Includes the development of skills to administer such programs. Prerequisites: CNSA 600 and 610, concurrent with CNSA 692a. For admitted majors with School Counseling emphasis only.
- 660 Introduction to Student Affairs in Higher Education (2 credits): Introduction to college student services, development theory, and professional issues. Prerequisite: CNSA 600 and 610, concurrent with CNSA 661. For admitted majors with Student Affairs emphasis only.
- 661 Higher Education in the U. S. (1 credit): Introduction to the history and system of higher education on the U. S. Prerequisite: CNSA 600 and 610, concurrent with CNSA 660. For admitted majors with Student Affairs emphasis only.
- 662 Administration of Student Affairs in Higher Education (2 credits): Administrative concerns in college student personnel services, program development, budget, personnel and program evaluation. Prerequisite: CNSA 600 and 610, concurrent with CNSA 663. For admitted majors with Student Affairs emphasis only.
- 663 The College Student (1 credit): Discussion of the characteristics of college students and they ways they change while in college. Prerequisite: CNSA 600 and 610, concurrent with CNSA 662. For admitted majors with Student Affairs emphasis only.
- 670 Community Counseling: Introduces the human service specialty of Community Counseling as a multifaceted approach that focuses on prevention and remediation through direct services and environmental interventions to meet community needs Prerequisites: CNSA 600 and 610, admitted majors with Community Counseling emphasis only.

- 680 Professional Contribution Seminar (1 credit): Assists students in making professional contributions to the field. Students define an area of investigation, develop a plan of implementation, and develop a means of presenting the results of the investigation. Prerequisite: CNSA 600 and 610.
- 681 Advanced Issues Seminar (1 - 3 credits): Emphasizes current issues and development in the broad field of counseling and student affairs. May be taken after 24 credits. May be repeated to a total of 3 credits. Prerequisites: CNSA 600 and 610 and consent of the instructor. In 2003, this course will be devoted to the topic of Ethics.
- 683 Independent Study in Counseling and Human Development (1 - 3 credits): Independent research for advanced graduate students. May be repeated to a maximum of 3 credits. Prerequisites: CNSA 600 and 610 and consent of the instructor and your advisor.
- 690 Special Problems in Counseling and Human Development: Seminar designed to focus on topics of special concern in the field. Topics and content will vary. Prerequisite: CNSA 600 and 610.
- 691a Practicum in Counseling (3 credits): A practical experience in counseling for those in  
691c school counseling, college counseling, or community counseling. Prerequisites:  
691d CNSA 620 and 630 and consent of the instructor.
- 691b Practicum in Student Affairs (2 credits): A practical field experience in student affairs in higher education. Prerequisites: CNSA 620 and 630 and consent of the instructor.
- 692a Internship in Community, College, or School Counseling Affairs (6 credits):  
692c An actual on-the-job experience in a work setting appropriate to the student's  
692d goal. Prerequisite: CNSA 691 and consent of the instructor.
- 692b Internship in Student Affairs (4 credits): An actual on-the-job experience in a work setting appropriate to the student's goal. Prerequisite: CNSA 691 and consent of the instructor.
- 698 Continuing Registration (1 credit): Continuing enrollment in graduate studies. This option is used for registration after completion of all course requirements or when not otherwise actively enrolled. Students not otherwise enrolled at the time they sit for their final oral exam must enroll in CNSA 698. This course may not be used to meet any program or graduation requirements.
- 699 Master's Thesis (1 - 4 credits: 4 credits are required for graduation.): Major study in chosen area and available to candidates for the master's degree. Approval of thesis topic and final thesis is required from an advisory committee that consists of program faculty and one outside member. Prerequisite: Consent of advisor.

## *Usual Schedule*

### Fall Semester

CNSA 600	Introduction to Counseling Res.	(1) M	
CNSA 610	Foundations of Counseling	(2) M	
CNSA 611	Counseling Theories	(3) H	
CNSA 612	Individual Appraisal	(3) T	
CNSA 620	Counseling Skills I	(3) W	Growth group is required.
CNSA 650	Organization and Administration of Guidance Services	(3)	Offered only as needed.
CNSA 660	Introduction to Student Affairs in Higher Education	(2) M	Offered every other year.
CNSA 661	History of Higher Education	(1) M	Offered every other year.
CNSA 670	Community Counseling	(3) M	
CNSA 681	Advanced Issues: Ethics	(1) M	Offered every other year.
CNSA 691	Practicum in Student Affairs	(2) W	
CNSA 692	Internship in Counseling (various options)	(3) W	
CNSA 692	Internship in Student Affairs (various options)	(1) W	
CNSA 699	Master's Thesis	(1-4)	
ED 602	Statistics	(2)	
PSY 563	Abnormal Psychology	(3)	
SW 530	General Practice: Families	(3)	

### Spring Semester

CNSA 613	Career Development	(3) M	
CNSA 614	Human Growth and Development For Counselors	(3) M	
CNSA 615	Social/Cultural Foundations of Counseling	(3) T	
CNSA 630	Group Counseling	(3) H	
CNSA 662	Administration of Student Affairs in Higher Education	(2) T	Offered every other year.
CNSA 663	The College Student	(1) T	Offered every other year.
CNSA 691	Practicum in Counseling (various options)	(3) W	
CNSA 692	Internship in CNSA (various options)	(3) W	

CNSA 699	Master's Thesis	(1-4)
ED 603	Methods of Research	(3)
SW 530	General Practice: Families	(3)

Summer Session

ED 602	Statistics	(2)
ED 603	Methods of Research	(2)

## *Typical Two Year Programs*

### School Counseling

<i>First Year</i>		
<u>Fall</u>	<u>Spring</u>	<u>Summer</u>
CNSA 600	CNSA 613	ED 602
CNSA 610	CNSA 615	ED 603
CNSA 611	CNSA 630	
CNSA 620	CNSA 691a	
9 credits	12 credits	4 credits
<i>Second Year</i>		
<u>Fall</u>	<u>Spring</u>	<u>Summer</u>
CNSA 612	CNSA 614	CNSA 699
CNSA 681	CNSA 692a	
CNSA 692a	SW 530	
CNSA 650		
10 credits	9 credits	4 credits

*Psy 563, Abnormal Psychology is also highly recommended.*

### Student Affairs (Non-Counseling)

<i>First Year</i>		
<u>Fall</u>	<u>Spring</u>	<u>Summer</u>
CNSA 600	CNSA 615	ED 602
CNSA 610	CNSA 630	ED 602
CNSA 611	CNSA 662	
CNSA 620	CNSA 663	
CNSA 660	An Elective	
CNSA 661		
12 credits	12 credits	4 credits
<i>Second Year</i>		
<u>Fall</u>	<u>Spring</u>	<u>Summer</u>
CNSA 612	CNSA 613	CNSA 699
CNSA 681	CNSA 614	
CNSA 691b	CNSA 692b	
CNSA 692b		
7 credits	9 credits	4 credits

Community Counseling

<i>First Year</i>		
<u>Fall</u>	<u>Spring</u>	<u>Summer</u>
CNSA 600	CNSA 613	ED 602
CNSA 610	CNSA 630	ED 603
CNSA 611	CNSA 691d	
CNSA 620		
PSY 563		
12 credits	9 credits	4 credits
<i>Second Year</i>		
<u>Fall</u>	<u>Summer</u>	<u>Summer</u>
CNSA 612	CNSA 614	CNSA 699
CNSA 681	CNSA 615	
CNSA 692d	CNSA 692d	
CNSA 670		
10 credits	9 credits	4 credits
<i>SW 530, Family Practice is strongly recommended.</i>		

## ***Registration and Enrollment Information***

### Registration

Most CNSA classes are offered in the evening. You may fill out registration material on the first night of class, or the first day of class for summer sessions. To register for credits other than scheduled classes (such as thesis, practicum, and internship), see your advisor.

Minnesota State University Moorhead now offers an on-line Web Registration System (WRS), which allows you to register for classes anywhere you can access an Internet browser. Through the WRS you may add or drop classes, select credit amounts for variable credit courses, view your term schedule and grades, and more. Complete instructions are available at:

<http://www.mnstate.edu/HelpDesk/>

If you are expecting loans you may need to register early. You may always pre-register if you wish. Please note that a load of eight credits per semester in fall and spring and six credits in the summer is considered full time for graduate students.

### Five Year Time Limit

You have five years to complete your degree in this program. Course work more than five years old will have to be retaken. Any requests for extensions beyond this limit must be made in writing to the program faculty and must provide substantiation for the request.

### Continuous Enrollment

You must be enrolled for at least one credit in both Fall and Spring semesters each year from admission to graduation. If for some reason you are unable to maintain continuous enrollment, you must obtain approval from the faculty prior to any break in registration. If you do not do so, you will be automatically dropped from the program, and will have to reapply for admission and complete the admission process. You also must be registered for at least one credit the semester you graduate. If you have completed all your program credits, you may register for CNSA 698, Continuing Registration.

## *Administrative Details*

### *Financial Aid*

Minnesota State University Moorhead offers several forms of financial aid for graduate students. Most common are loans, work study, and graduate assistantships. A financial aid package is available at the Financial Aid Office in Owens Hall. It describes loans and aid programs for which you may qualify.

#### Loans

The usual loans are Guaranteed Student Loans (GLS) and PLUS loans. The GSL is given to students with independent status or to dependent students whose parents make less than \$30,000 a year. A PLUS loan has a higher interest rate than the GSL, but it also has less restrictive qualifications. Students with higher incomes can qualify for a PLUS loan. The Financial Aid Office has a list of lenders willing to make PLUS loans.

#### Graduate Assistantships

The basic employment form of financial aid for graduate students is the graduate assistantship. Numerous opportunities are available, in a variety of areas across campus. Check with your advisor or the director about position availability, and with your advisor to determine the best place for meeting your goals.

You should seek a position that will augment your degree program. For instance, many of the Student Affairs option students have assistantships in offices of the Student Affairs division. Quality opportunities are available in Career Services, Financial Aid, the Union, and other areas. Positions are also available with each of the faculty members, in which you will assist with the faculty member's research. The research you perform as part of your paid assistantship may relate directly to your thesis.

#### Work Study

Regardless of where you have your assistantship, you should always check your eligibility for work study. Work study applications must be in the Financial Aid Office before July 1 of each year.

## *The Supportive Life of the Graduate Program*

Life in our graduate program is more than attending classes. The items included in this chapter are the ones that enrich and enhance the program and your role as a member of it. You are invited to participate in all the activities mentioned; some, such as the Growth Group, are required.

### Graduate Student Organization

The Graduate Student Organization (GSO) is officially known as the *Association of Graduate Students in Counseling and Student Affairs*. It consists of your fellow graduate students and meets on a regular basis for business, informational, and social purposes. This is a good means to meet others in the program who are not in your classes. One member of the program faculty serves as advisor to the GSO.

Officers for the GSO are elected during the Fall Orientation meeting (see below). If you have any interest in becoming involved in the leadership of the GSO, make sure you attend this meeting, or communicate your interest to one of the faculty. The effectiveness of the GSO depends on the students involved: it is very much what you make it.

### GSO Faculty Representative

The GSO elects a student from its membership to serve as a VOTING member at CNSA faculty meetings (see below). This representation is supported and encouraged by the faculty. Membership in the GSO is optional, but it may be a source of real enjoyment and growth for you. Notices of meetings are given in classes, posted on the listserv, and included in the faculty-generated Graduate Student Newsletter. The GSO sometimes produces its own newsletter.

### Participation in Admissions Interviews

Students who wish to serve on admissions interview committees should inform the GSO. The GSO will provide a list of students it recommends, the faculty will approve those on the list they think would be appropriate, and the director will select from the faculty list. The GSO may develop criteria for students to serve in this manner.

### Fall Orientation Meeting

All members of the program gather at the beginning of first semester, generally on the day of the first meeting of Foundations. Check the newsletter for time and place. This meeting is a valuable time to welcome new members, talk about the new handbooks, elect officers to the GSO, and generally disseminate information.

## Graduate Student Newsletter

The program publishes a Graduate Student Newsletter that is posted on the listserv. It includes important, timely information about the upcoming semester, including advising tips, course schedule, deadlines, GSO news, professional organization meetings, comprehensive examination schedule, and other items pertinent to students. You are responsible for the information in the newsletters.

## ListServ

A fairly recent addition to the services available to you is a graduate student listserv. Listservs are essentially e-mail message centers. They are a great way to ask questions, share information, and generate discussion with others in the program. The faculty are members of the listserv, so you may ask questions of them, or of other students.

The listserv is a major method of communication about the program. The information posted to the listserv is vital to your participation in the program. All CNSA students are required to be members of the listserv and are responsible for the information posted there.

To subscribe, send an e-mail to [majordomo@mnstate.edu](mailto:majordomo@mnstate.edu). In the body of the message, type `subscribe cnsa_students`. You will get a confirmation from the list server (computer) confirming your subscription. If you have any trouble getting on the listserv, please see your advisor immediately.

## Website

There is also a CNSA website on the MSUM website. It is located at <http://www.mnstate.edu/cnsa>. Much of the information on the website is included in the Handbook. However, the only source for some student information is in the Student Only section of the website. You may access this section by doing all three things the website requests: (1) for Username, click on `cnsastudents`; (2) for Password, type in `cnsapass`; and (3) click on Login. You will see a variety of options there including Handbook and Style Manual. You are responsible for the information on all parts of the Website.

## Faculty Meetings

Monthly faculty meetings are open, and you may attend these meetings at any time. See the director or the GSO representative if you wish to have an item placed on the agenda. A portion of the meeting time may be devoted to student reviews. Students, including GSO representatives, are asked to leave during this portion of the meeting.

### Bulletin Board

There is a CNSA program bulletin board outside Lommen 209. The bulletin board includes information on events, meetings, professional opportunities, and other items of interest to the members of the program. If you would like to post something on one of the boards, send it to the director, as he or she is responsible for keeping the board up-to-date.

### Professional Organization Student Memberships

Many graduate students choose to maintain a student membership in the American Counseling Association (ACA) or the American College Personnel Association (ACPA). With ACA membership comes the Journal of Counseling and Development, and with ACPA membership comes the Journal of College Student Development. Both of these journals are useful tools for anyone in the field. To qualify for a student membership in ACA or ACPA, you will need a professor's signature on the application form to certify your graduate student status. Application forms for membership in a number of professional organizations may be obtained from the director or other faculty members.

### Growth Group

Our professional accrediting organization, the Council for the Accreditation of Counseling and Related Educational Programs (CACREP), requires that all counseling and student affairs graduate students join a growth group in which personal feelings and behaviors can be explored with their peers. Thus, we offer a Growth Group each fall semester in conjunction with CNSA 620, Skills I.

### Description

The student Growth Group is designed to give you a chance to grow interpersonally, to practice your counseling skills, and to learn more about yourself. The leader of the group is an experienced professional who has no other connection to the program other than leading the group.

The group experience is intended to assist relatively healthy and normal graduate students in achieving closer contact with themselves and others. Members of the group should expect to become emotionally intimate with others and explore aspects of themselves that block as well as enhance the realization of their full potential. The group encourages sharing, openness, honesty, and interpersonal relating. The emphasis is on expressing one's feelings, on spontaneity, on risk-taking behavior, and on living in the present. The group is structured by the leader at the beginning so that participants are clear about the goals and purposes of the group. Each group member will have an individual interview with the group leader prior to the formation of the growth group.

### Goals for the Growth Group:

- To gain a greater awareness of feelings about yourself and others.
- To improve and develop clearer interpersonal communications.
- To participate in an atmosphere of honest sharing and listening.
- To learn appropriate self-disclosure.
- To assess the values or beliefs that govern your interpersonal interactions.
- To learn to share feelings and to be able to talk in a personal way.
- To learn to stay in the here and now.
- To express reactions to what is going on in the group.
- To learn to confront with care and respect.
- To learn how to give others beneficial feedback.
- To learn to use selected counseling skills effectively.

### What the Growth Group Is Not

The Growth Group is not a class, the leader does not lecture or tell you what to do. It is not a therapy group, in that major issues are not dealt with except as they affect the participants' behavior in the group. The group is not a chance to share old traumas. Stories about incest, abuse, alcoholic parents, etc., should not be told. They are relevant only as they affect the behavior of the group member in the here and now process of the group. The group is not a place to discuss the graduate program, or to receive counseling on how to deal with difficulties in the program or your life. All of these activities are considered defensive behaviors, which result in avoiding the real "work" of the group, which is to relate to others at the feeling level in the present.

### Confidentiality in the Growth Group

As is the case in all CNSA courses, confidentiality of all group content is required of group members, including the group leader.

## *Academic and Conduct Requirements*

### Grades

Grades are an important consideration in the program. A “4.0” means that performance exceeds expectations; “3.0” means that performance is what is expected for the course; “2.0” means that performance is less than expected. If the earned grade is below a 3.00 B, it is not counted in the Counseling and Student Affairs degree program. “B-“s are equal to 2.67. The course must be repeated and a better grade obtained.

Only those credits which are completed with grades of A, B, or P may be applied toward the degree. A course may be retaken a maximum of one time, if the earned grade is B- or below. The transcript will include both grades and the grade point average will be based equally on the two grades. A student who earns one grade of B-, C, D, or F in graduate courses may be subject to dismissal. A student who earns two or more grades of B-, C, D, F, or U in graduate courses is automatically dismissed from the program.

### Reviews

Each semester the faculty, as a group, review the progress of each student to determine if this progress is satisfactory. In addition to “A” and “B” academic work, students are expected to demonstrate continued improvement in interpersonal competence, counseling skill development, and professional behavior. Students are notified in writing about the outcomes of these reviews.

### Academic Integrity

You are expected to demonstrate academic integrity throughout your time in the program. Academic integrity is the pursuit of scholarly activity free from fraud and deception. Academic dishonesty includes, but is not limited to, cheating, plagiarizing, fabricating of information or citations, facilitating acts of academic dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used without informing the instructor, or tampering with the academic work of other students.

### Professional Behavior

Professional behavior includes any behaviors that are appropriate for a professional. It includes honesty, integrity, responsibility, and ethical behavior. It includes striving for competence and seeking to improve one’s counseling skills. Responsibility includes having read and being responsible for the information in the CNSA Handbook, Listserv, Newsletters, Website, Style Manual, etc., and consulting with your advisor to find out information you need or are confused about.

Responsibility includes attending classes and related activities and handing in assignments on time. It includes knowing that assignments, papers, videotapes, etc. not handed in on time will lose a letter grade for each day or hour they are late, depending on the class. It includes coming on time to class and class-related activities, such as counseling sessions, supervision sessions, or meetings with students in practicum or internship, and being considerate of the faculty's and other students' time. It means attending and participating in growth group. It means showing up to write comps or to take the CPCE on time or having to take them the next time they are offered, even if that means waiting a semester or a year to graduate.

This list is not meant to be exhaustive. It is meant to suggest only some of the important professional behaviors expected of our students. Failure to exhibit professional behaviors may result in dismissal from the program.

### Ethical Standards

The American Counseling Association (ACA) and the American College Personnel Association (ACPA) have developed and endorsed a set of ethical standards for their professions. Minnesota State University Moorhead's Counseling and Student Affairs Program requires strict adherence to the ACA and ACPA Ethical Standards. These codes of ethics apply to what is discussed in all classes, growth groups, the student association, and all other times when it is appropriate to maintain ethical standards. Failure to act in an ethical manner may result in dismissal from the program.

Copies of the ACA Ethical Standards can be obtained from faculty members, are found in the back of the text used in CNSA 610, Foundations of Counseling, or may be ordered from ACA. The ACPA Ethical Standards can be obtained from the director, are included in the text for CNSA 660, Introduction to Student Affairs, or may be ordered from ACPA.

### Confidentiality Rule

Special emphasis is placed on the fact that all courses in counseling are covered by the confidentiality rule. This means that nothing of a personal nature learned by you in a counseling course can be revealed by you outside the course. A breach of this policy may result in dismissal from the program.

### Sexual Harassment

The faculty of the Counseling and Student Affairs Program abhor sexual harassment, are committed to its eradication, and support the MSUM and MnSCU (Minnesota State Colleges and Universities) policies regarding it. However, the program also subscribes to, teaches, and practices a policy of openly dealing with relationship issues. The members of the program prefer that all sexual harassment situations be dealt with by the parties involved, regardless of whether a formal complaint is filed.

The faculty will make every effort to provide a supportive environment and situation so that both parties may hear and address the issues. Situations where direct communication between the two parties has been attempted, and preferably resolved, are likely to be situations for which academic accommodations can be made. A formal complaint may, of course, be filed at any time. See also the institutional policy on sexual harassment and the ACA and ACPA Ethical Standards.

## *Dismissal from the Program*

Students in the Counseling and Student Affairs program are expected to meet certain minimum criteria. Failure to meet these minimum standards may result in dismissal from the program. These criteria, and the procedures for dismissal and appeal, are listed below.

### Students must:

1. Demonstrate the ability to employ counseling skills effectively, including reflections of feelings and other skills; to engage clients emotionally; to enter into the client's world; and to provide the client with appropriate insight, behavioral and cognitive change, and emotional catharsis.
2. Obtain a B or better in all required courses and maintain a 3.0 or better grade point average. Courses may be repeated according to the policy outlined in the Grades section above.
3. Adhere to the ACA and ACPA Codes of Ethics, other related professional published Codes of Ethics, and the CNSA Confidentiality Policy at all times.
4. Demonstrate the ability to function in an adequate fashion and at an acceptable professional level in the practicum and internship setting.
5. Demonstrate professional and responsible behavior.

### Steps for dismissal:

1. If a student is not meeting the minimum criteria, the student's advisor will call a meeting to discuss the matter.
2. If the above step does not solve the problem, a written reprimand will be issued detailing the specific unacceptable performance, listing actions required to improve performance, and detailing the time limit within which these actions must be accomplished. Copies of the written reprimand will be sent to the advisor, department chair, and academic dean. Written reprimands will be issued only after the program faculty have reviewed the data and have agreed to take this step.
3. The affected student will be provided the opportunity to improve or change.
4. If the requirements outlined in the reprimand are not met or exceeded, a written notice of dismissal will be issued, listing the reasons for dismissal. This notice will be written and sent by the director, with copies to the advisor, department chair, Education and Human Services Dean, and Vice President for Academic Affairs. This dismissal action will be taken only after the program faculty have reviewed the data and have agreed to take this step.
5. Appeals of dismissal must be in written form, and be submitted to the Education and Human Services Dean. Frequently, the Dean will establish a committee to review the appeal. If the Dean rejects the appeal, written appeals may be submitted to the Vice President for Academic Affairs. Pending the outcome of any appeal, students may be enjoined from registering for any classes in the CNSA program.

### Appeals of Dismissal

In all cases of appeal it is best to seek the advice and guidance of your advisor or the director, particularly since there are several appeal mechanisms in place. All appeals beyond the program director level must be in writing.

### Non-Academic Concerns

Should you have concerns in areas not covered above, such as inappropriate conduct by a faculty member in or out of the classroom, you should always try to deal with the person with whom you have a concern. Often these instances are the result of misunderstanding or misinterpretation, and talking through your concerns may resolve the issue immediately.

If you have attempted to address your issue with the individual concerned, and have not achieved a satisfactory resolution, you should then move up the hierarchical ladder. Consult with your advisor, then the program director, then the Dean, and then the Vice President for Academic Affairs. Normally, if not resolved with the individual concerned, the issue will be addressed by the program faculty. See your advisor to initiate this process. All appeals beyond the program director level must be in writing.

### Other Sources of Appeal Information

You should also consult the *Graduate Bulletin* and the undergraduate *Student Handbook* for other policies concerning appeals.

## ***Information on Papers and Other Writing***

This section introduces you to some of the issues involved in writing assignments for the program. Complete information on all aspects relating to writing in the program can be found in the *Style Manual*, which is also on this web and which contains samples of each type of assignment. A few important writing topic areas are outlined here.

### Word Processing

All papers are to be word processed and double-spaced, unless you are given other instructions. Hand written and typed papers are not accepted. You should use software that checks spelling and grammar.

The computer labs in Lommen Hall, the library, and elsewhere at Minnesota State University Moorhead are available for you to use. You may use whatever software package best suits you; however, the Counseling and Student Affairs faculty use Microsoft Word, and the University and CNSA support Microsoft Word.

### Due Dates

Papers and other assignments must be handed in on time. Grades are lowered one letter grade for each day papers, tests, or assignments are late. The only exceptions to this policy are in certain severe emergencies. In the case of personal medical needs, you will need to obtain prior approval from your instructor by providing a doctor's written excuse.

### Plagiarism

The following is a definition of plagiarism that, while arbitrary, can be followed in this program. Any time more than three words in a row are used, you need to quote the source used. All concepts obtained from someone else need to be referenced. To do less is considered plagiarism and is cause for dismissal from the program. It is also inappropriate for a student to copy his or her own work. As a practical rule, the rules above apply to students' own work as well. (See also the *Style Manual*.)

### APA Style

Professionals in the field of Counseling and Student Affairs may give lectures and/or technical reports to meetings and symposia, may publish in professional journals, and most certainly will write master's theses. Some will write doctoral dissertations. They may publish pamphlets, serve on editorial review boards, and produce films, audio or video cassettes, or computer programs.

Because the faculty of the program seek to help in developing professionals, they require the use of APA style in all written work. APA style means the rules of communication as set forth in the Publication Manual of the American Psychological Association.

All you need to know about correctness of style and usage in writing for classes or for professional journals is found in this book. You will find it an indispensable tool in the program. Grades for assigned papers may be lowered one letter grade for each five errors in spelling, grammar, or APA style. By referring to the manual, you will be able to avoid this.

### APA Exceptions

The APA Manual is designed to help writers produce drafts of journal articles, which are then revised for actual publication in the journal. However, all papers in the CNSA program, including the master's thesis, are final products. Therefore, we have made certain changes from APA style for all papers in the program. These changes are listed below.

APA: Requires that margins be 1" on all four sides.

CNSA: Requires a 1.5" margin on the left and 1" on the other three.

APA: One space after periods and other punctuation marks at the end of sentences and after periods separating elements in a reference.

CNSA: Two spaces at the end of sentences and after periods separating elements in a reference.

APA: Everything is double spaced.

CNSA: Most things are double spaced; but some things are single spaced, such as block quotes, references, and titles of tables.

APA: Put table numbers and titles flush with left margin.

CNSA: Center table numbers and titles.

APA: Use running head and a page header on each page.

CNSA: Omit both of these.

APA: May use a variety of fonts and point sizes.

CNSA: Must use 12 point Courier or a font and size most like a pica typewriter. Do not use microjustification. Microjustification means that each letter is given a variable amount of space. You want to set your software so that you give each letter the same amount of space, regardless of the size of the letter. For example, an "i" and "w" are given the same amount of space

## *The Practicum and Internship*

The Counseling and Student Affairs practicum and internship serve the same purpose as similar experiences do for future doctors and teachers. During the practicum and internship you will experience your chosen field under faculty guidance and supervision. You should choose your practicum and internship site with your specialty in mind.

### Practicum and Internships Courses

These courses give you the opportunity to practice the skills you have acquired through class work and related experiences. The settings will vary according to your professional field. Separate requirements for college counseling, school counseling, community counseling, and student affairs practica and internships are listed below. Prerequisite requirements normally include CNSA 600, 610, 611, 612, 613, 620, 630, and sometimes PSY 563. You will normally take a total of two credits of practicum and one credit of internship in fall semester and three credits of internship spring semester if you are in student affairs. If you are in a counseling option, you will take three credits of practicum one spring semester and the three credits of internship in both the fall and spring semesters the next year.

A maximum of three credits of practicum and internship may be taken during any one semester. You must work a total of 100 hours to complete your practicum and 650-750 hours to complete your internship. All practicum and internship sites must be approved by the faculty supervisor. A Successful Completion of Practicum Form and a Successful Completion of Group Work Practicum Completion Form is required at the end of your practicum.

### Objectives

Each practicum and internship setting must allow you the opportunity to meet these objectives:

1. To provide an extended experience in a setting similar to the one in which you plan to do your professional work.
2. To apply and further develop your skills (in counseling or student affairs).
3. To enable you to study, evaluate, and use materials related to your area of emphasis.
4. To provide a first-hand experience where you may develop administrative, organizational, and coordination skills in your field.
5. To provide an environment where you may act as a consultant to others in the profession, or those whom you serve in the practicum and internship setting; i.e., to interpret client needs and counseling services to staff, parents, community agencies, and supervisors.

## Practical Details

Your practicum is in the Nemzek House if you have a counseling practicum. You then select your own site for your counseling internship. You select your own practicum and internship site, if you are in student affairs. The requirement for all sites is there be a professional advisor at the site who has at least a master's degree with two years experience in your area and who has the skills you want to acquire. Wes Erwin coordinates the counseling practicum. Pat Neuman coordinates all the student affairs practica and all counseling and student affairs internships. They both serve as University Supervisor for their respective practica and internships. They must review your contract, make recommendations, and approve the contract before your practicum or internships may begin.

Those in the Student Affairs program option (non-counseling) are encouraged to gain a breadth of experience. Therefore, it is often suggested that you choose two different sites, one each semester, for your practicum and internships. The first site is where you will serve your practicum and begin your internship. Check with your advisor about what is most appropriate for your academic and career goals.

## Applying for a Practicum and Internship

Please be aware that applications for some practicum and internship sites are due in January. Most of the time you may apply between January and May. You should view and prepare for your practicum and internship interview as for any other job interview: use a professional approach, have a good resume, employ good interview skills, dress appropriately, research the agency or organization, and be prepared.

### ***Counseling Practicum and Internships***

Wes Erwin and Pat Neuman conduct, respectively, the seminars for the counseling practicum and internships (college, school, and community). The counseling practicum and all internships require signed contracts, written goals and objectives, a log, two evaluations, practicum and internship seminar attendance, fifteen one hour per week tapes with supervisor critiques, and a critique sign-off sheet. You must demonstrate your ability to conduct a growth-producing interview covering all five stages proposed by Ivey or the equivalent, as well as other counseling skills.

## Requirements

1. The internship setting must be approved by your advisor and the internship instructor (Pat Neuman).
2. A professional must be available at the setting who possesses competencies similar to those you hope to gain, who has a master's degree in counseling or its equivalent and two years of experience, and who agrees to serve as your supervisor.
3. A written contract must be signed by you, the agency supervisor, and your internship instructor.
4. You must plan a schedule of the time allotment for the internship experience and seminar, and submit a copy to your internship instructor. At least twenty-five (25) hours per week of clinical work must be completed during the regular academic year, for a total of 750 hours.
5. You must keep a daily log of activities you engage in during your time in the agency setting, and be prepared to discuss these activities in class. Accurate record keeping is an important part of the practicum and internship experience.
6. You must attend the regularly scheduled seminar, make presentations to the seminar, participate in the discussion and the critiques of tapes, and demonstrate on your tapes with clients the skills required for each semester of the internship.
7. You must submit the "Internship Feedback Sheet" documenting that your supervisor has critiqued fifteen one-hour tapes with you.
8. Among the goals of the first semester of your counseling internship, you will include the following in your tape critiques:
  - 5 reflections of feeling/appropriate feeling tone
  - 5 stage interview (from Ivey or similar format)
  - Example of Ellis (or similar) cognitive restructuring/disputing
  - Provide conditions for clients to "work"—all tapes must be of acceptable "quality"
  - High levels of process statements
9. You must adhere to the ACA Ethical Standards at all times.

## Background Check

Minnesota law requires that any person who provides services that involve direct contact with patients and residents at a health care facility licensed by the Minnesota Department of Health have a background study conducted by the state. This background check must be completed before you begin your practicum and internship. Any individual who is disqualified from having direct patient contact as a result of the background study, and whose disqualification is not set aside by the Commissioner of Health, will not be permitted to participate in a clinical placement in a Minnesota licensed health care facility. Failure to participate in a clinical placement required by the academic program will result in ineligibility to qualify for a degree in this program.

## Insurance

Personal liability insurance is required for all practicum and internship students. You will need to present proof of insurance prior to beginning the experience. Suggested sources of insurance:

- ACA Student Member Policy is the preferred insurance policy.
- Student Minnesota Education Association. This currently covers practicum and internship students.
- Personal Home Owners. Many home owners/renters policies have liability riders available. See your insurance agent.

## *Student Affairs Practica and Internships*

### Requirements

1. The setting must be approved by your advisor and the practicum/internship coordinator (Pat Neuman).
2. A professional must be available at the setting who possesses competencies similar to those you hope to gain, who has a master's degree in counseling and student affairs or its equivalent, and who agrees to serve as your supervisor.
3. A written contract must be signed by you, the agency supervisor, and Pat Neuman. A copy of the old contract follows. You may copy the contract for your use and attach your goals for each semester. However, you would do best to get a copy of the new contract from Pat Neuman.
4. You must plan a schedule of the time allotment for your practicum and internship experience, and submit a copy to Pat Neuman. At least twenty-five (25) hours per week

for each three-credits of practicum and internship must be completed during the regular school term, for a total of 750 hours (100 hours for the practicum and 650 hours total for the internships).

5. You must keep a daily log of activities you engage in during your time in the agency setting. This log serves a number of functions, including providing a vehicle for reflection on what you are learning during your practicum and internship experience. It also serves as a record of your learning goals and objectives. Accurate record keeping is an important part of the practicum and internship experience.
6. You must submit the “Practicum and Internship Feedback Sheet” (previously given), documenting that your site supervisor has met with you to provide suggestions and feedback on your performance.
7. You must adhere to the ACPA and ACA Ethical Standards at all times.

### *Forms for Practica and Internships*

Copies of the practicum and internship forms for counseling and student affairs students are available at the CNSA Website following the Handbooks. You may copy the appropriate forms. However, it is best to get current forms from the instructors of your courses. Here is a list of what is available on the Website:

#### General Forms

- Faculty Supervisor Feedback Sheet
- Site Supervisor Feedback Sheet
- Activity Log
- Completion of Group Work Form
- Site Supervisor Evaluation
- Site Evaluation Form (.pdf)
- Site Evaluation Form

#### Student Affairs Forms

- Syllabus for CNSA 692B
- Contract
- Forms Checklist
- Completion of Practicum Form

## College, Community & School Counseling Forms

Syllabus for CNSA 692ACD

Contract

Forms Checklist

Student Counselor Evaluation of Supervisor

## Forms for the Nemzek Practicum House

Group Supervision Sign-Off Sheet

Individual Supervision Sign-Off Sheet

Practicum Log

## *The Comprehensive Examination*

The Comprehensive Examination (often referred to as “comps”) tests your integration and application of theories and content in your area of study. It provides you the opportunity to integrate material learned in the program, to transfer that knowledge and apply it in new situations, and to demonstrate writing skills. Discuss with your advisor the most appropriate time for you to write this test. Failure to show up on time for the comps or to take the comps at their regularly scheduled time, will result in your having to take the comps at their next regularly scheduled time the next semester.

### Application forms

Application forms and test dates for the exams are available in the program office in Lommen 209. You should make arrangements with your advisor to take comps at the beginning of the semester in which you plan to write them. A copy of the application form follows.

### Content areas

Comps are made up of questions from the core courses and your area of specialty selected from one of the three program options. Specific study areas are listed below. The actual questions are written by the faculty. All students writing in a particular area each semester will receive the same questions.

### Evaluation

After you write the exam, each of the three program faculty members will read and rate your answers (a copy of the rating scale follows). Each question is rated from 0 to 5 by each reader. An average score of 3.0 is considered passing for each question and for the total exam.

The faculty decide if certain areas or the entire exam are to be rewritten. Any areas rewritten will be assigned new questions. If comps are failed a second time, the student is terminated from the program. However, the faculty may, at their discretion, determine that the student be allowed to take related course work over again, then retake the examination.

### Rating Scale

- 5 (excellent):** The question was answered completely and in sufficient detail. The response was well written, well conceptualized, and well organized.
- 4 (very good):** The question was answered completely, but lacked sufficient detail, OR writing, conceptualization, or organization could have been better.
- 3 (good):** The question was answered, but not completely or in sufficient detail, OR writing, conceptualization, or organization was mediocre.
- 2 (fair):** The question was not answered satisfactorily, OR writing, conceptualization, or organization was inept.
- 1 (poor):** The question was not answered satisfactorily, AND writing, conceptualization, and organization was inept.
- 0 (fail):** The response was unsatisfactory and incorrect.

### Time Frame, Results

The evaluation process takes from a week to a month. When the process is complete, you will receive written notification of the outcome. You may then discuss the results with your advisor. The results are only reported in a pass/fail format. Individual scores are not reported. If you pass, you may be given an overall score and how it compares with the scores of all others who have taken the comprehensives in the past.

The answers to the comprehensive exams are kept by the program. They are not part of your file. You may only view your answers in your advisor's or the director's office, and may not make copies or take notes in any form. Comprehensive Examination answers are the property of the department only.

If you choose to write your comps in the summer they will not be read until Fall Semester.

### Study tape

There is an excellent tape available from the director that provides suggestions on how to study for comps. It is a recording of a talk given by Karen Montgomery to the GSO. You should view this tape at the beginning of your course work.

### Special needs

If you have a disability and require special accommodations for taking comps, you must have your disability documented and on file with the Coordinator of Disabled Students. It is expected that this documentation will have been provided at the beginning of your program. Documentation provided right before taking the comps may result in delays of your taking the comps or may not be allowed. It is best to provide your documentation when you begin the program. You will need to sign a release for the Coordinator of Disabled Students to convey to the director the kinds of accommodations you require. All other physical and other conditions that require special arrangements will require a doctor's note or its equivalent. All special arrangements other than writing comps in the Lommen computer lab using Microsoft Word at the regularly scheduled days and times must be made with the director during the first two weeks of the semester in which you plan to write. Hand-written comps are not acceptable.

See also the section on Comprehensive Examinations in the Graduate Bulletin.

### *Study Areas for Comps*

The areas from which questions are drawn are listed below, in the order in which they will be asked. You should thoroughly prepare for these areas, and be prepared to include appropriate references, which are required for acceptable answers. These topic areas are closely related to those on the National Certified Counselor examination (NCE).

## ***FIRST DAY TOPICS***

MORNING (10:00 - 12:00)

Topic One: *Counseling Theory and Process*

- Various theories and names associated with each
- Major concepts
- Goals
- Roles
- Methods
- Research about various theories, process and outcome
- Developmental theories and applications
- Strengths and limitations of each
- Techniques associated with various theories
- Stages of counseling and related strategies
- How to assess various outcomes

Topic Two: *Human Growth and Development*

- Various theories of development, particularly adult development
- Concepts related to individual, family, and career development in early, middle, and late adulthood
- Application of developmental approach to clients
- Contrast with pathological approach

AFTERNOON (1:00 - 3:00)

Topic Three: *Group Counseling*

- Various theories
- Kinds of groups and aspects: goals, purposes, outcomes, leadership styles, number and characteristics of group members, process techniques, and evaluation methods
- Application of group strategy
- Stages of group development

Topic Four: *Your Individual Area of Specialization*

- Community Counseling
- Student Affairs
- School Counseling

## ***SECOND DAY TOPICS***

### **MORNING (10:00 - 12:00)**

Topic Five: *Individual Appraisal*

- Value of psychological tests
- Advantages and disadvantages
- Basic concepts: validity, reliability, norms, standardization
- Uses of various tests
- Testing program
- Objective and subjective tests
- How to select a test

Topic Six: *Career Development*

- Various theories of vocational choice and development
- Applicability to individual problems
- Tools used in career development

### **AFTERNOON (1:00 - 3:00)**

Topic Seven: *Social, Cultural, and Family Foundations*

- Definition of minority
- Racism, prejudice, and stereotyping
- Sociopolitical issues
- Work, education, and personal growth
- Interaction of counselor and client
- Counseling approaches to individual and cultural differences

Topic Eight: *Professional Orientation, Research/Statistics, Ethics*

- Current professional issues and problems
- Plans for professional development
- Ethical concerns
- National organizations
- Licenses, credentials, accreditation
- Various research designs and situations to which they would apply
- Sources of invalidity in a research study
- Validity, reliability, sampling methods
- Appropriate statistics

## *Important Information on Other Examinations*

### Counselor Preparation Comprehensive Examination

The National Board for Certified Counselors has developed a test designed to assess knowledge acquired in masters training programs. This exam, the Counselor Preparation Comprehensive Examination (CPCE), is required of all students in the Counseling and Student Affairs program. You will take it the spring semester after you write your comprehensive examination, regardless of which semester you have taken comps.

In evaluating the CPCE, students recommended that it not be substituted for the comprehensive exam, but that it continue to be required. They also found it to be good practice for the National Counselor Examination (NCE, see below).

The CPCE is a valuable part of our assessment and accreditation process, providing data regarding how our graduates perform compared with students nationwide who have taken the CPCE. Since 1992 (the first year the CPCE was available), 28 or more institutions have given the exam. In all subject areas, MSUM student means have exceeded national means almost every year. In 1998, an MSUM student had the top score in the nation. Results such as these provide significant information about the quality of our program.

The CPCE is scheduled for Friday of the week following the week in which you write your comps. This allows you a break between exams without the need for preparing twice. The exam consists of 160 multiple choice items with 20 items per CACREP area. Because the program and institution value these exam results, the institution may pay the examination fee of \$30 per student. If not, each student is responsible for paying his or her own fee. If you have any questions about the CPCE, see the director.

Failure to show up on time for the CPCE or to take the exam at its regularly scheduled time, will result in your graduation being delayed for a year.

### National Counselor Examination

As a service to students, the National Counselor Examination (NCE) may be offered on the MSUM campus each spring, usually in April, if there are enough examinees to allow us to do so. Please contact Dr. Erwin if you plan to take this exam, or if you would like more information. Passing the NCE is part of the process to become a Nationally Certified Counselor. Some states, including North Dakota, also use the NCE for their licensing requirements.



## *Research and the Oral Exam*

The last phase of your graduate experience is the thesis. You do not, however, need to wait until the end of your program to begin work on your thesis. The program is set up to help you accomplish portions of your research and thesis writing throughout your course of study, to make the final task less daunting. There is a weekly research seminar that all faculty attend and all students are encouraged to attend. Students who finish their theses "on time" frequently are those who attend the seminar and set weekly goals.

### Thesis Requirements

The thesis course (CNSA 699) is taken for four credits, and is an original research effort. The thesis usually includes a hypothesis or hypotheses, sometimes experimental and control groups, the collection of data to confirm or deny the hypotheses, and the statistical analysis of the data.

Theses follow the traditional five chapter format. At least three copies of your thesis are bound and given to the director, your advisor, and the library. Your advisor can recommend theses in the library that can serve as good examples.

Complete information on the content and writing of your thesis is found in the program *Style Manual*. Always check current style requirements as given in the *Style Manual* elsewhere on this program website.

### Thesis Committee

A committee will oversee your research and final thesis paper. Thesis committees are made up of the three program faculty and one member from outside the CNSA program and the education and counseling units. This committee generally meets twice, once to approve your topic (and sign Form 2) and once for your final oral examination (and signing of Form 4, see below). Consult your advisor for suggestions regarding faculty who would be appropriate members of your committee.

### Form 2, Examining Committee Topic Approval

You must complete Form 2 (available from your advisor or the Graduate Studies Office) before you begin your research and collect any data. Form 2 should be typed. It requires the signature of your advisor, four committee members, department chair, and the Academic Dean.

You should consult with your committee as you develop your thesis to ensure that all members are in agreement with your topic and design. Usually, your committee meets the

first time to review the 2-10 page proposal before signing Form 2. A copy of the correct format for a proposal is included in the *Style Manual*.

### Institutional Research Board

If you choose to use human subjects, you must also have the approval of the Institutional Review Board (IRB) before you begin and before you collect any data. You must also have your Form 2 signed before you submit anything to the IRB. IRB forms are available from the Graduate Studies website. The IRB form should be typed. If you and your advisor believe that your proposal qualifies for expedited review, as most of our theses do, you may be able to submit only two copies and have the proposal reviewed within a few days to a month at any time during the fall and spring semesters.

### Thesis Writing Procedure

You will work closely with your advisor in writing your thesis. The procedure is for you to submit drafts to your advisor, who will critique them and offer suggestions for improvement. You will continue to submit drafts until your advisor decides the thesis is ready to go to other CNSA faculty. The CNSA faculty will decide when your thesis is ready to go to your full thesis committee. Committee members then review the draft and recommend changes. When all committee members have no more changes, you may schedule your final oral examination meeting.

Always allow at least two weeks for any faculty member (your advisor or committee members) to read and critique proposals or thesis chapters. Thus, if you plan to graduate in May, you will need to begin giving drafts to your advisor in the fall semester. This will allow you to submit the draft you both consider final to your committee by March 1. You will then have time to make changes suggested by committee members, schedule your final oral examination, and make arrangements to have your thesis copied and bound by the April deadline set by the Graduate Studies Office. *See also the section on theses in the Graduate Studies Bulletin.*

### The Oral Exam and Form 3

Once you have completed your research and thesis, you are ready for Form 3, the Announcement of Oral Examination. Form 3 is available from the Graduate Studies website or Office. It should be typed. Form 3 requires that you have made arrangements with your committee members for your Oral Examination. All committee members should have approved or suggested changes in your thesis draft.

During the oral exam, you will explain, defend, and discuss the methods and results of your research project. Committee members will ask you questions about your research. It is best

to schedule your final oral in Room 111 in Lommen Hall or Room 212 in the Union, if possible. *See also the section on Oral Examinations in the Graduate Studies Bulletin.*

#### Form 4, Application for Graduate Degree

Form 4 is given to you by the Graduate Studies Office after you hand in Form 3. It should be typed and given to your advisor and the director at least one day, and preferably three days, prior to your final oral.

Your committee members will sign Form 4 when you successfully complete your oral examination. No Form 4 will be signed by CNSA faculty if there are more than fifteen minor (typos, spelling, etc.) errors in your thesis text. The goal is to have your thesis in final form before it goes to committee. All changes desired by all committee members should have been made prior to your second and final thesis committee meeting.

## *Graduation*

As soon as you determine that you will graduate (or at least one semester prior to the time you plan to graduate), you will need to fill out the Preliminary Graduation Notice and turn it in to the Graduate Studies Office in Owens.

### Checklist for Graduation Requirements

A few requirements remain to be completed before graduation. You may wish to use this checklist to keep track of what you have or have not completed. See also the section on Commencement in the Graduate Studies Bulletin.

#### *Graduation Checklist*

- \_\_\_\_\_ 1. You have a 3.0 grade point average for 48 credits with all courses listed on Form 1 completed. (No credit is given for courses in which you receive a B- or lower.)
- \_\_\_\_\_ 2. Research Components Forms 2 and 3 are in the Graduate Studies Office.
- \_\_\_\_\_ 3. Research materials have been submitted to the appropriate committee or departments.
- \_\_\_\_\_ 4. Your hardbound thesis has been placed in the library.
- \_\_\_\_\_ 5. Your Form 4 is in the Graduate Studies Office.
- \_\_\_\_\_ 6. You have picked up an Application for Graduation from the Admission and Records Office in Owens Hall, have completed and returned it before the date of graduation..

## ***Congratulations!***

You have completed your graduate studies and are about to embark on a new career path. Best wishes to you as you enter your new profession. We hope your training and your sense of being a professional, together with your interest in helping others, will make you a positive force in the lives of your clients and students.

Please plan to become a Nationally Certified Counselor (NCC). If you plan to work in North Dakota (and many other states—check local requirements), you **must** plan to become a Licensed Professional Counselor (LPC).

## *CNSA Program Checklist*

This checklist is in roughly chronological order from the beginning of your program through the end. Some tasks are optional (but recommended), these are followed by an (O).

- \_\_\_\_\_ Attend Research Seminar (O)
- \_\_\_\_\_ Attend Growth Group
- \_\_\_\_\_ Become a student member of professional organizations (O)
  - American Counseling Association (ACA)
  - American College Personnel Association (ACPA)
  - North Dakota Counseling Association (NDCA)
  - Minnesota Association for Counseling and Development (MACD)
- \_\_\_\_\_ Meet with your advisor to complete *Form 1: Proposed Graduate Course Plan*
- \_\_\_\_\_ View videotape “How to Study for Comps” early in your course work
- \_\_\_\_\_ Choose a thesis topic
- \_\_\_\_\_ Attend outside conferences (a good goal might be at least one/year) (O)
  - Annual Sexual Orientation Conference (Spring)
  - Holiday Workshop by MeritCare (late Fall)
  - American Counseling Association World Conference (Spring)
  - North Dakota Counseling Association Conference (February)
  - Minnesota Association for Counseling and Development Conference (?)
- \_\_\_\_\_ Write thesis proposal (8-10 pages), which includes an introduction, short literature review and methods section.
- \_\_\_\_\_ Select members for thesis committee (discuss with advisor)
- \_\_\_\_\_ Update resume to prepare for application to practicum/internship sites
- \_\_\_\_\_ Discuss practicum/internship possibilities with faculty
- \_\_\_\_\_ Research practicum/internship sites
- \_\_\_\_\_ Draft cover letter
- \_\_\_\_\_ Send resume with cover letter to prospective practicum/internship sites
- \_\_\_\_\_ Call practicum/internship sites to follow up on your application material and to reconfirm interest.
- \_\_\_\_\_ Practice answering questions you may be asked in an interview
- \_\_\_\_\_ Interview at prospective practicum/internship sites

- \_\_\_\_\_ Develop goals and objectives for practicum/internship experience
- \_\_\_\_\_ Obtain required signatures for practicum/internship contract
- \_\_\_\_\_ Schedule proposal meeting with committee
- \_\_\_\_\_ Prepare for proposal meeting
- \_\_\_\_\_ Have proposal meeting, after which
- \_\_\_\_\_ Form 2, *Examining Committee Topic Approval Human Research* is signed by your committee
- \_\_\_\_\_ Complete the Institutional Research Board *Human Research Approval Form*, submit to IRB along with signed Form 2.
- \_\_\_\_\_ Complete Application for Comprehensive Examination at the beginning of the semester in which you plan to write the exam
- \_\_\_\_\_ Study for comps
- \_\_\_\_\_ Write and pass comps and take Counselor Preparation Comprehensive Examination (CPCE)
- \_\_\_\_\_ Conduct study or collect data
- \_\_\_\_\_ Write thesis drafts with advisor
- \_\_\_\_\_ Submit “final” draft to committee for feedback
- \_\_\_\_\_ Schedule final oral examination
- \_\_\_\_\_ Prepare for final oral examination meeting
- \_\_\_\_\_ Prepare Form 3, *Announcement of Oral Examination* and have signed by the committee at least a week prior to the final oral
- \_\_\_\_\_ Complete Form 4, *Application for Graduate Degree* and give to the director preferably 3 days before final oral.
- \_\_\_\_\_ Have final oral examination meeting
- \_\_\_\_\_ Have committee members sign Form 4
- \_\_\_\_\_ Prepare final copies of thesis, submit to Graduate Studies Office for binding
- \_\_\_\_\_ Complete Preliminary Graduation Notice
- \_\_\_\_\_ Present thesis finding at a conference (O)
- \_\_\_\_\_ Register at Career Services (O)
- \_\_\_\_\_ Ask for letters of recommendation, or ask people to serve as references (allow one month lead time to write letters)

- \_\_\_\_\_ Explore career possibilities (O)
- \_\_\_\_\_ Update resume to include practicum, presentations, etc.
- \_\_\_\_\_ Network with professionals at conferences and in other settings
- \_\_\_\_\_ Take National Board for Certified Counselors (NBCC) Exam (O)
- \_\_\_\_\_ Begin North Dakota Counselor Licensure paperwork if you wish to work in North Dakota (O)

**OR**

- \_\_\_\_\_ Check licensure procedures for state in which you intend to work
- \_\_\_\_\_ Apply for positions
- \_\_\_\_\_ Practice answering questions you may be asked in interviews
- \_\_\_\_\_ Write a journal article from your thesis findings, submit for possible publication (O)
  - State journals
  - Newsletters
  - National journals
- \_\_\_\_\_ Subscribe to alumni listserv
- \_\_\_\_\_ After you are hired, contact faculty with the good news so they can record your office phone number or e-mail and keep in touch.