



**COMMUNITY COUNSELING  
COUNSELING PSYCHOLOGY  
M. S. PROGRAM HANDBOOK**

**Department of Psychology & Counseling  
University of Central Arkansas**

**2012-2013**

**DEPARTMENT OF PSYCHOLOGY AND COUNSELING**

**Receipt of Community Counseling/Counseling Psychology  
Program Handbook  
2012 - 2013**

\_\_\_\_\_ I (Print Name)

\_\_\_\_\_ (ID NUMBER )

on (date) \_\_\_\_\_ received this Program Handbook.

\_\_\_\_\_ Signature

\_\_\_\_\_ Date

**Please sign and return this page to your Advisor**

## TABLE OF CONTENTS

	Page
Introduction .....	4
<b>Community Counseling Program</b> .....	<b>7</b>
Curriculum and Plan of Study.....	12
Comprehensive Examination Information.....	14
Community Counseling Internship.....	16
Counseling Licensure Information .....	23
Review Forms .....	26
<b>Counseling Psychology Program</b> .....	<b>32</b>
Curriculum and Plan of Study.....	37
Comprehensive Examination Information.....	39
Community Counseling Internship.....	42
Counseling Licensure Information .....	50
Review Forms .....	53
Core Faculty Profiles.....	59
Psi Chi Information.....	60
CAPS Information.....	62
UCA Campus and Community Housing.....	63
Student Resources.....	64

## INTRODUCTION

### Department Vision

The Department of Psychology and Counseling at the University of Central Arkansas aspires to be a nationally recognized leader in undergraduate and graduate education, where undergraduates, graduate students, and faculty establish close collaborations to learn the scientific principles of behavior and mental processes, to make significant contributions to the science and practice of psychology, and to produce professionals who serve the local, national, and global communities.

### Department Mission

The Department of Psychology and Counseling is committed to excellence in undergraduate and graduate education. Our faculty and graduates are expected to be competent and ethical professionals committed to the science of psychology and its application to real-world situations. Our undergraduate program provides a foundation for the scientific understanding of behavior and mental processes and promotes scholarship and service. Our graduate programs prepare students to become Licensed Psychologists, School Psychology Specialists, and Licensed Professional Counselors who provide evidence-based services for children, adults, and families in a variety of healthcare and educational settings. Our department promotes an environment characterized by collaborative learning and scholarship among its undergraduates, graduate students, and faculty, guided by the following core values of our university and professional organizations:

#### **Intellectual Excellence – To promote intellectual excellence, we**

- maintain high academic standards for undergraduate and graduate students,
- expect faculty to be dedicated to exceptional teaching and mentoring,
- serve as scholarly role models who make significant contributions to psychology,
- provide opportunities for independent and collaborative scholarship and support the dissemination of research,
- encourage a balance between the theoretical and practical aspects of psychology.

#### **Community - To promote connections within the Department and with the greater community, we**

- encourage shared decision-making and collaboration among students, colleagues, staff, and the communities we serve,
- promote a collegial environment in which ideas are shared freely,
- expect faculty, staff, and students to promote a positive environment that encourages departmental cohesiveness, productivity, and morale,
- encourage faculty and students to use their talents to serve the university, our communities, and our professions.

#### **Diversity - To promote diversity of viewpoints and experiences, we**

- treat all individuals with dignity and respect,
- recognize the importance of both individual and group characteristics (i.e., those that make us unique and those that make us similar),
- promote diversity among students, staff, and faculty who have different backgrounds, experiences, perspectives, and ideas,
- maintain a supportive and collaborative learning environment designed to enhance one another's personal and professional development.

#### **Integrity - To maintain the public's trust in our department and our discipline, we**

- benefit and protect the welfare of those with whom we serve and avoid doing harm,
- act with honesty and accuracy in our academic and professional activities,
- teach and model the Ethical Principles of our professional organizations,
- identify and appropriately sanction academic and professional misconduct,
- promote transparency and accountability in departmental activities.

## **HISTORY OF THE GRADUATE PROGRAMS**

In 1955, the University of Central Arkansas was granted official approval to offer the Master of Science degree in Education. In the initial graduate program three courses in the field of counseling were offered under the direction and leadership of the Department of Education. Shortly thereafter, other courses were added to meet State Department of Education requirements for certification of school counselors.

In 1964, the State Department of Education changed the requirements for certification of school counselors to include the Master's degree in Guidance and Counseling. Conforming to the state requirements, the University of Central Arkansas began offering the Master of Science in Education degree in Guidance and Counseling.

Beginning with the Fall semester of 1967, the Board of Trustees of the University of Central Arkansas authorized the creation of the Department of Psychology and Counseling. Prior to this date all course work in the two disciplines was offered by the Department of Education. As a consequence, the Master of Science in Education degree in Guidance and Counseling was offered under the direction and leadership of the newly created Psychology/Counseling Department. At the beginning of the 1969-70 academic year permission was sought from and granted by the North Central Association of Secondary Schools and Colleges to offer the Master of Science degree, and consequently, the Master of Science in Education degree in Guidance and Counseling was discontinued. At the same time permission was sought and the request was granted by North Central Association to offer the Master of Science degree in School Psychology.

The change in degree programs was of particular significance to the Department of Psychology and Counseling because it enabled the department to expand its offerings in counseling to include community service, employment counseling, rehabilitation counseling, and student personnel services in higher education. Furthermore, the approval of the school psychology program enabled the Department of Psychology and Counseling to assume a position of leadership in training professional school personnel, rather than that of a follower which was characteristic of the graduate program in counseling for the first 14 years of its existence. In the Fall semester of 1975, the department again expanded its programs to include a Master of Science degree in Counseling Psychology.

A licensure law for counselors, Act 593, was passed by the Arkansas Legislature in 1979. The Board of Examiners in Counseling developed regulations which required a two year program in counseling for eligibility to take the examination for licensure as a Licensed Associate Counselor. Counseling programs have been revised to meet this requirement. A licensure law for psychologists, Act 129, was passed in 1955. Counseling Psychology and School Psychology programs conform to the academic requirements necessary to take the National Examination for Professional Practice in Psychology for licensure as a Psychological Examiner.

## **DEPARTMENT FACULTY MEETINGS**

Faculty meetings are open to graduate students except when personnel matters are being discussed, such as new faculty, comprehensive examination results, or admission and retention reports. The department meets at 1:40 p.m. on the first Tuesday of each month. Exceptions are posted on bulletin boards in the department.

## **PSI CHI NATIONAL HONOR SOCIETY**

Graduate students in psychology are encouraged to apply for membership in Psi Chi, the National Honor Society in Psychology, CAPS group. Graduate students elected to Psi Chi must have an average grade of "B" or better in all graduate courses. They must have high standards of personal behavior, and receive three-fourths votes of members present at a regular meeting of the chapter.

## **CAPS**

The Graduate Association of Counseling and Psychology Students (CAPS) is a student organization available to all students in the department's graduate programs. Its mission is to promote cohesion and representation of psychology and counseling graduate students at the University of Central Arkansas. The objectives of the association are to welcome and orient new graduate students to the Department of Psychology and Counseling, to maintain productive faculty-student communication, to provide academic and social support for students, and to promote ongoing growth and improvement of Psychology and Counseling graduate programs.

## **GRADUATE STUDENT ORIENTATION**

Graduate student orientation is usually held during the first week of classes. Additionally, all students are responsible for adhering to deadlines and requirements as stated in the current UCA Bulletin and Graduate Catalog.

## **PROFESSIONAL ASSOCIATIONS**

Students are encouraged to participate in the professional association in their major area such as the Arkansas Psychological Association, Arkansas Counseling Association, Southwestern Psychological Association, American Counseling Association, and American Psychological Association.

## **FINANCIAL AID**

Information regarding tuition and fees can be found at <http://www.uca.edu/studentaccounts/>.

Graduate Assistantship positions are available on a competitive basis for Master's students through the department. The number and availability of these positions depends upon funding. Current information regarding graduate assistantships and scholarships can be found at <http://uca.edu/graduateschool/assistantships-and-other-aid/>

.Additional information about financial aid can be found <http://uca.edu/financialaid/>

**UNIVERSITY OF CENTRAL ARKANSAS**  
***Department of Psychology & Counseling***

***Community Counseling M.S. Program Overview***

**Program Mission**

The Master's of Science program in Community Counseling prepares graduates to provide comprehensive counseling services to groups and individuals. The majority of graduates from this program work as Licensed Professional Counselors in mental health centers, private practice, and community agencies. The program is designed to prepare highly trained professionals who will provide mental health services in the local community and within the state. The program has high academic and practice standards that are consistent with state and national qualifications for licensed professional counselors. The program is geared toward the standards and values of the American Counseling Association (ACA) and the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

**Student Learner Outcomes**

1. Graduates of the program will have knowledge of a variety of counseling theories & therapeutic techniques and be able to demonstrate their appropriate use with various populations.
2. Graduates of the program will have gained sufficient knowledge of ethical and professional standards of care to effectively engage in a therapeutic relationship within a counseling setting.
3. Graduates of the program will have received adequate training to enable them to become license counselors in Arkansas.
4. Graduates of the program will successfully enter the mental health profession.

## Steps in Pursuing a M.S. Degree in Community Counseling

### I. Complete TWO applications

**Application #1** – Apply for admission to the UCA Graduate School (501.450.3124) or <http://uca.edu/graduateschool/admission-process/>. The Graduate School Office must receive applications to the graduate school at least 30 days prior to the department's application deadline (see next item).

**Application #2** – Apply for admission to the M.S. Program in Community Counseling ([www.uca.edu/psychology/](http://www.uca.edu/psychology/)). There is one application deadline: March 15<sup>th</sup>. Students admitted at this time may begin classes in either the summer or fall semester. The Community Counseling Program Committee will review the completed applications and will inform students of their admission status in writing.

Completed applications include the following:

- A. Completed application form (application form must be typed) and typed essay on professional goals and plans.
- B. Completed prerequisite courses: General Psychology, Psychological Statistics, Abnormal Psychology, and Personality Theories.
- C. Graduate Record Examination scores (General section).
- D. Transcripts of all completed course work.
- E. Three (3) letters of recommendation from persons who could comment on your professional and academic potential, and any other support data that candidate wishes to submit.

The Community Counseling Admissions Committee will meet and evaluate the application taking into consideration academic aptitude, writing skills, interpersonal skills, and career objectives. If satisfactory, the student would be admitted and allowed to take graduate courses

### II. Petition for Candidacy

Psychology 6398, Legal & Ethical Issues in Psychology and Counseling, must be satisfactorily completed. You may apply for admission to candidacy at the end of the semester in which the total number of graduate hours reaches eighteen (18). Petition for candidacy must be made no later than the end of the semester in which the accumulated total graduate hours reaches thirty (30).

### III. Comprehensive Examination

Fall testing - Second Tuesday in November for students who plan to intern in the spring.  
Spring testing - First Tuesday in April for students who plan to intern in the fall.

### IV. Graduation

File an application for graduation. Check Graduate Bulletin for deadline each semester. It is the graduate students' responsibility to comply with all above regulations.

FOR ADDITIONAL INFORMATION PLEASE CONTACT - DR. ELSON BIHM ([elsonb@uca.edu](mailto:elsonb@uca.edu)).



## ADMISSION AND RETENTION

### Admission

Graduate students must be admitted to a program prior to taking any graduate courses in the Department of Psychology and Counseling. Applications for summer and fall admission must be completed by March 15. Students may not begin the program in the spring semester.

During the first semester, students **MUST** take PSYC 6354 (Theories of Psychotherapy and Counseling) and PSYC 6398 (Legal and Ethical Issues in Psychology).

### Annual Review and Other Performance Evaluations

#### **Formal Reviews of Student Performance**

Student progress is monitored on an ongoing basis. Review of student performance may occur on two levels. One level is the annual review, which includes all students in the program. The second level, the individual review, occurs when a student-related problem is documented and filed with a member of the Community Counseling Committee by a faculty member, field supervisor, or other individuals affiliated with the training program. Refer to the following sections for additional information on student review procedures and related documentation.

#### **Annual Review Process**

The Community Counseling Committee will meet each year to review each student's progress on core competencies and program objectives. This review will include the quality of the student's academic and clinical work, the appropriateness of the student's behavior for the profession of counseling, and the appropriateness and professionalism of each student's relationship to her/his colleagues and professors. Input for annual reviews may be solicited from the student, faculty, and relevant others (e.g., practicum supervisors). At the annual review meeting, an Annual Review Form (Form A) will be completed for each student by the Community Counseling Committee. Students will be notified of the results of their annual review by mail. All documents generated by this process (e.g., Annual Review Form, etc.) will be placed in the student's file. None of this correspondence will occur over the internet.

For any student requiring a corrective action plan, a Student Corrective Action Plan (Form B) will also be completed. In addition to problems identified during the formal annual review process, faculty members and other affiliated with the program may initiate review procedures at any time during the year to address problems or impairment. Areas to be reviewed include the nature, severity, and consequences of the problematic behavior. During the meeting of the Community Counseling Committee, the faculty will determine whether impairment is severe enough to warrant dismissal or if it can be remediated.

#### **Individual Review Process**

The Individual Review Process begins when a concern or complaint is expressed to any member of the Community Counseling Committee, at which point the student's faculty advisor is informed. The concern or complaint may revolve around academic issues or impairment, as listed below (however, the concerns or complaints do not have to be limited to the following).

- Inability or unwillingness to acquire and integrate professional standards into clinical practice
- Inability to acquire professional skills and reach an accepted level of competence expected of graduate students
- Inability to control personal stress, psychological dysfunction, or emotional issues to the extent that they interfere with training or work with clients

The advisor sends a written notification to the student requesting a meeting with the student. At the meeting other persons, for example the faculty person expressing concerns, may be invited to attend, if the advisor deems that additional persons would be helpful. If at any point the advisor has serious concerns about the complaint or if the student is not prompt or helpful in her or his response, the advisor may refer the matter to the Community Counseling Director of Training, who may choose to involve the Community Counseling Committee.

The advisor then completes the Individual Student-Advisor Review Form (Form C). The advisor may make one of two possible decisions:

1. Not to pursue the matter further (state reasons).
2. Forward the matter to the Community Counseling Program Director of Training and Program Committee.

The Community Counseling Committee may then meet with the student. A Corrective Plan will be developed with input from the student, the student's advisor, and the director of the program (Form B). The corrective plan will follow a written action plan, which includes periodic review at appointed times. A letter and the Corrective Plan will be sent to the student regarding the decision of the committee. It is the responsibility of the advisor to follow up and monitor the situation regardless of the specific decision.

### **Grades and Quality Points**

Grades of A, B, and C will allow students to receive graduate credit representing 4, 3, and 2 quality points, respectively. Grades below C are recorded and are considered in determining the quality-point ratio but are not accepted toward completion of the graduate program.

All grades, once reported, remain a matter of permanent record and are averaged into the cumulative GPA. Any appeal or question concerning an assigned grade must be made within one calendar year of the time the grade was awarded.

Calculation of the graduate grade point average includes all residence course work attempted. No transfer credit grades are used to calculate the cumulative GPA.

A graduate student is expected to maintain a cumulative 3.0 average. A student whose cumulative grade point average is less than this is placed on academic probation. In the next semester or summer term in attendance, the student must achieve a cumulative 3.0 average. If the cumulative 3.0 is not met, the student may be ineligible to continue graduate studies at UCA.

### **Retention**

To remain in good standing in the program the student must: 1) maintain a minimum overall grade point average of 3.0; 2) maintain appropriate professionalism in class and field settings; 3) observe the fundamental rules of ethical conduct as described in the American Psychological Association's Ethical Principles of Psychologists and Code of Conduct (2002); and 4) receive successful annual reviews conducted by the department throughout their graduate training experience.

Consistent with university policy, the Department of Psychology and Counseling reserves the right to refuse the privilege of further attendance to a student when it has become evident that the student lacks the personal qualities, professional characteristics, or scholastic attainments essential for success in the school psychology profession.

Students receiving three (3) C's in graduate courses will be terminated from the program and will not be permitted to enroll in any other graduate program in the Department of Psychology and Counseling.

### **Attendance**

Attendance and tardiness are primarily a student-teacher-class issue, but the department and university are concerned about the student's proper fulfillment of such obligations. In case of absences that indicate the student has been negligent about class attendance, registration in the given class may be canceled, a grade of "WF" recorded and, in flagrant cases, the student may be suspended from the University. At the graduate level, students should realize that consistent class attendance and participation greatly influence their mastery of the content. Students are expected to exhibit a high degree of professionalism as reflected in their speech, other actions, and overall demeanor in class. Prompt and consistent attendance is an essential dimension of professional behavior.

### **Inactive Status**

Students who are not enrolled in course work for a semester without written approval of the Community Counseling Program Director of Training and the Chair of the Department of Psychology and Counseling will be removed from the graduate program and must reapply for admission should they decide to return.

## **Leave of Absence**

With the exception of certain summer sessions, students must register each semester unless they have been granted an approved leave of absence. Requests for a leave of absence should be made in writing to the Director of Training. Requests must be made prior to the semester in which the leave will begin; the maximum length of leave that can be approved is one calendar year. Leaves of absence must be approved by the Department Chair. Failure to register without a leave of absence may result in being dismissed at the discretion of the Community Committee and Department Chair.

## **Probation and Dismissal**

After students enroll in the Department and Graduate School, they may continue to register as long as they remain in good academic standing, make satisfactory academic progress, and are within the time limitations contained in the departmental handbook and the graduate bulletin. Failure to complete departmental requirements by the department's stated deadlines may also result in dismissal by the graduate school. Students who fail to meet departmental deadlines may petition the program and the graduate school for a one-semester extension to meet particular requirements. When granted, extensions typically apply for one semester. Extensions beyond one semester are unusual since all major program requirements have deadlines that are made known to students well in advance. Students are expected to complete all program requirements when they are due.

The Community Counseling Committee engages in a thorough review prior to recommending to the department chair that a student be dismissed. When there is concern about a student's performance that may lead to dismissal, the student's advisor, the Community Counseling Committee, and the department chair review the student's record, provide written comments about deficits in performance, and provide the student with a corrective action plan that outlines steps that need to be taken in order to resolve the problem (see the section on Annual Review and Individual Review of the student). When concerns are not resolved following ample corrective opportunities, the Community Counseling Committee may recommend dismissal of the student from the program. The recommendation to dismiss is forwarded to the department chair, who will make the final decision. If the student wishes to appeal the department chair's decision, they should consult the Graduate Dean for appropriate procedures.

## **Student Appeals**

The student appeals process is listed in the UCA Student Handbook: <http://uca.edu/student/student-handbook> and the handbook should be followed for current guidelines.

The Department of Psychology and Counseling is dedicated to protecting the rights of student, and recognizes that appeals may be made for a variety of concerns: Grade Appeals, Student Educational Record Appeals, Academic Policy/Requirements Appeals, and Professional Program Selection Appeals.

**UNIVERSITY OF CENTRAL ARKANSAS**  
**COMMUNITY COUNSELING PLAN OF STUDY AND CHECKSHEET**

The Community Counseling Program consists of 60 semester hours of course work including one semester of a full time internship in an approved facility. Not all courses are offered every semester and the plan must coincide with dates specified in the UCA Bulletin.

Prerequisites to Admission (12 hours)

\_\_\_\_\_ General Psychology      \_\_\_\_\_ Theories of Personality      \_\_\_\_\_ Psychological Statistics  
\_\_\_\_\_ Abnormal Psychology

Required Coursework (48 hours)

_____ P6398 Legal & Ethical Issues	_____ P6356 Group Psychotherapy & Coun.
_____ C6334 Analysis of Individual	_____ C6360 Research Methods
_____ C6342 Career Ed. & Voc. Develop.	_____ C6381 Practicum in Counseling I
_____ C6350 Counseling Process & Skills	_____ C6382 Practicum in Counseling II
_____ P6354 Theories of Psychotherapy & Coun.	_____ C6341/C6642 Internship
_____ P6355 Multicultural Issues	_____ P6370 Developmental Psyc.
_____ P6314 Psychopathology	_____ P6372 Psychopharmacology
_____ P6325 Diagnosis & Treatment of Addictions	
_____ P6393 Marital & Family Therapy	

Electives (12 hours) Choose 4 of the following

\_\_\_\_\_ P6363 Adv. Social Psychology  
\_\_\_\_\_ P6330 Adv. Psychological Statistics  
\_\_\_\_\_ P6315 Applied Behavior Analysis  
\_\_\_\_\_ P6379 Personality Assessment  
\_\_\_\_\_ P6316 Child Psychopathology  
\_\_\_\_\_ P6335 Identification and Remediation of Learning Problems  
\_\_\_\_\_ P6361 Problems in Psychology  
\_\_\_\_\_ P7312 Learning and Cognition  
\_\_\_\_\_ P7325 Physiological Psychology

Important Dates:

\_\_\_\_\_ Date admitted to the program  
\_\_\_\_\_ Date admitted to candidacy  
\_\_\_\_\_ Date Comprehensive Exam passed  
\_\_\_\_\_ Date of graduation

**Community Counseling**  
Course Sequence

**You must follow this sequence in order to get the courses you need, when you need them. Prerequisites are in bold and must be completed before taking a course.**

**FALL (1)                      12 hours**

P6398 Legal & Ethical Issues (**must be taken your first semester**)  
P6354 Theories of Psychotherapy (**must be taken your first semester**)  
C6334 Analysis of Individual  
C6342 Career Education

**SPRING (1)                      12 hours**

P6356 Group Psychotherapy (**P6354**)  
C6350 Counseling Process & Skills (**P6354**)  
P6314 Psychopathology (**undergrad Abnormal**)  
C6360 Research Methods

**SUMMER (1)                      6 hours**

\*Practicum I may be taken in summer  
P6370 Advanced Developmental  
Elective I

**FALL (2)                      12 hours**

P6355 Multicultural Issues  
C6381 Practicum I\* (**P6354, P6398, P6356, C6350, and P6314**)  
P6325 Diagnosis & Treatment of Addictions  
P6393 Marital & Family Therapy

**SPRING (2)                      9 hours**

C6382 Practicum II\* (**C6381**)  
Elective II  
Elective III

COMPREHENSIVE EXAM

**SUMMER (2)                      6 hours**

\*Practicum II may be taken in summer  
Elective IV  
P6372 Psychopharmacology

**FALL (3)                      3 hours**

C6341 Internship (3 hours) or C6642 (6 hours)

**Total = 60 hours**

**THE STUDENT IS ULTIMATELY RESPONSIBLE FOR HIS/HER PROGRAM OF STUDY**

## COMPREHENSIVE EXAMINATION

Comprehensive exams are held on two half days from 8:30AM to 12:00PM during the following days:

- Fall Testing – The 1st Tuesday and Wednesday in November for students who plan to intern in the spring.
- Spring Testing – The 1st Tuesday and Wednesday in April for students who plan to intern in the fall.

The successful completion of the comprehensive examination is a requirement for all departmental graduate degrees. All M.S. candidates must pass the comprehensive examination before beginning the internship. Details of the examination may be obtained from your advisor or from your program chairperson. Students must register for the examination with the departmental secretary no later than one month prior to the exam date.

## COMPREHENSIVE EXAMINATION AREAS

1. Legal and Ethical Issues
2. Clinical Applications (Counseling theory/individual/group therapy)
3. Research Methods
4. Psychopathology/Human Development
5. Assessment
6. Career and Vocational Counseling
7. Marriage and Family Therapy

## COMPREHENSIVE EXAMINATION RESULTS

Case 1. Pass all areas --- Pass Comprehensive Exam (Internship o.k.)

Case 2. Fail 3 or more areas --- Fail Comprehensive Exam (No Internship permitted)

### Must retake total exam

If the student fails 3 or more areas upon retaking the comprehensive exam, he/she is dismissed from the department.

If the student fails 1 or 2 areas upon retaking the comprehensive exam, he/she must take appropriate course and receive an "A" or "B". After course(s) is/are successfully completed the student passes comps. If the course(s) is/are not successfully completed the student is dismissed from the department.

Case 3. Fail 1 or 2 areas --- Remediate Areas (Internship o.k.)

The student must remediate weakness. (Faculty are not required to spend extensive time with the student. The burden for studying rests with the student.)

The student must retake areas during the next administration of the Comprehensive Exam.

If the student passes the area(s) being remediated Comprehensive Exam is passed.

If the student fails area(s) being remediated, the Committee will determine the appropriate course(s) and pass with an "A" or "B". The student will not be

permitted to graduate until successful completion of the course(s) occurs. If the student does not successfully complete the course, he/she will be dismissed from the department and not permitted to graduate.

## PETITION FOR CANDIDACY

File a Petition for Candidacy (this form is available in the Graduate Office or online and **must be typed**).

You may apply for admission to candidacy at the end of the semester in which the total number of graduate hours reaches eighteen (18).

Petition for candidacy **must** be made no later than the end of the semester in which the accumulated total graduate hours reaches thirty (30).



# UNIVERSITY OF CENTRAL ARKANSAS

## Department of Psychology and Counseling

### THE INTERNSHIP IN COMMUNITY COUNSELING

The purpose of this document is to provide guidelines for the internship in counseling for use by interns, their university trainers, and their on-site supervisors. This purpose will be achieved through the discussion of four points:

1. The purpose and philosophy of the internship.
2. The place of the internship in the graduate program.
3. The requirements of the internship.
4. The responsibilities of the intern, the trainer, and the supervisor.

#### Purpose and Philosophy

The internship is intended to provide a full time pre-professional experience for the counseling student who has completed all academic course work in the UCA program. Under the supervision of a qualified professional, approved by the Community Counseling Committee, the intern should perform all or most of the duties of a professional counselor in his/her field. We recognize that the student is not, at this point, a skilled professional. However during the graduate training program, the student will have developed the theoretical and academic background and practical skills necessary to begin making a contribution to the work of the internship agency or school almost immediately. In fact, a good internship should be of benefit to both the intern and the school or agency which provides the setting for the internship. The intern will be providing valuable professional services to the agency while continuing to learn and improve professional skills through supervision from, and association with, professionals in the field. Ideally, at the end of the internship, the intern would be qualified to accept an entry-level position in his or her chosen field.

#### Place of the Internship

The Department of Psychology and Counseling is part of the College of Health and Behavioral Sciences at the University of Central Arkansas. The Master's of Science degree is offered in several areas of psychology and counseling: school psychology, counseling psychology, and community counseling. All masters degree programs require internship, although this document covers only the internships in community counseling. Typically, before beginning an internship, the student will have completed all graduate course work for the degree and will have passed the comprehensive examination. Therefore, the student will have completed Fifty-seven (57) semester hours of course work, when they begin the internship. Occasionally, a student will be allowed to begin an internship and concurrently take one course which they could not take earlier. The internship is normally given three semester hours of graduate credit; however, students may be given six hours credit for internship in order to satisfy financial aid requirements. The additional three hours do not substitute for coursework hours.

#### Requirements

Setting. The internship should be completed in an agency or college setting, which provides counseling services to a variety of clients. Acceptable internship settings would include: community mental health centers, rehabilitation centers, college or university student services offices, church counseling centers, veteran's administration centers, and private practices. The specific agency chosen for an internship would depend on the intern's interests and needs, the availability of an internship at the agency, and the acceptance of the intern by the agency. In addition, all internships must be approved by the Community Counseling Committee. A list of approved internship sites can be obtained from the program director.

The student should begin the process of finding an internship early in the semester prior to the semester during which the internship is anticipated. Possible internship sites should be discussed with the student's advisor, the internship coordinator, or other faculty members. The student or faculty member

should determine the availability of an internship at the agency or agencies in which the student is interested. The student should then write a letter of application to the agency, and, at the same time, apply to the UCA internship committee for approval of the internship. These applications should be made by mid-term of the semester prior to the internship. The student can do the internship only if he/she has been accepted by the agency and the internship has been approved by the internship committee.

Time. Community Counseling internships consist of 600 clock hours of full time work, of which at least 240 hours involved direct client contact. Full time is defined as a work week of no less than 35 hours. Part-time internships are not acceptable. Based on a 40 hour work week, the internship would last 15 weeks. Internships will most likely not coincide exactly with the UCA schedule. The intern is expected to schedule the beginning and end of the internship according to the needs of the agency or school, not according to the UCA academic calendar.

Supervision. The supervisor for a Community Counseling Intern must be a licensed mental health professional (LPC, Psychologist, LCSW) in the state of Arkansas. This licensed supervisor assumes primary responsibility for supervision of the intern. It is recognized that additional supervision may be provided by other professional staff members of the agency. This is acceptable as long as the supervisor of record provides a minimum of **one** hour of face-to-face supervision per week, assumes ultimate responsibility for evaluation of the intern, and is willing to report this evaluation in writing to the internship coordinator at UCA and to the Board of Examiners in Counseling when the intern applies for licensure. Moreover, all supervision should be on-going throughout the internship, and the supervisor must be accessible by the intern when needed.

Group supervision of the intern is provided by the internship coordinator at UCA. This coordinator will assist the intern and the agency in making the initial placement of the intern, determining appropriate experiences and training for the intern, identifying and attempting to remedy problems as they occur, and evaluating the quality of the intern's work. This may be accomplished through letters, telephone calls, and visits to the internship site.

Activities and experiences. A Professional Counselor performs a wide variety of clinical services. The Counseling internship will provide the intern with the opportunity to engage in all of the activities necessary to prepare the student to perform these services. In any specific employment setting, however, a professional will not perform all of the services for which he or she is trained. Each school or agency has specific needs and the professional's activities will be adjusted to be responsive to these needs. Similarly, it is recognized that no one internship agency will be able to provide the intern with all possible training experiences. Therefore, the following list of desirable internship experiences is intended to be used as a set of guidelines for the planning of an internship. Which of these experiences will be emphasized in any particular internship will be determined jointly by the school or agency supervisor, the UCA internship coordinator and the intern. In planning an internship, these individuals will take into account the purposes and needs of the agency and the interests and competencies of the intern. However, the internship should include as many of the following as possible.

1. Individual intellectual evaluation and diagnosis.
2. Individual personality evaluation and diagnosis.
3. Counseling and psychotherapy, both individual and group.
4. Family or marital counseling.
5. Professional consultation.
6. Inservice training.
7. Research.
8. Vocational Assessment.

### Responsibilities

In general, the responsibility for the effectiveness of the internship is shared equally by; the intern, the agency supervisor, and the UCA internship coordinator. If a problem is identified by any one of these individuals, it is that person's responsibility to bring that problem to the attention of the other two as soon as possible. Examples of problems which might interfere with the effectiveness of the internship are: inappropriate experiences for the intern, misunderstanding the requirements of the internship, personality conflicts, inappropriate or unprofessional behavior on the part of the intern, etc. If a problem is seen by the intern or agency supervisor, it is particularly important that the UCA internship coordinator be contacted immediately. Such problems should not be ignored until the end of the semester. The UCA coordinator will work with the intern and the supervisor to find a solution to the problem. If no solution can be found, the internship will be terminated before the end of the semester.

The Intern. The intern is responsible for discharging his or her assigned duties in a professional manner and

for responding to supervision appropriately. The intern should follow all rules and regulations of the sponsoring agency just as any other employee of that agency would. This includes such matters as working hours, time off, vacations, manner of dress, etc.

The Agency Supervisor. The agency supervisor helps determine the most appropriate experiences for the intern, assigns duties to the intern, and provides a minimum of one hour per week of face-to-face, on-going supervision of the intern's work. It is especially important for the agency supervisor to notify the UCA internship coordinator if a problem develops during the internship which does not seem amenable to solution within the agency. At the end of the internship, the supervisor will be asked to submit a written evaluation of the intern's work, and to help the UCA internship coordinator determine a grade for the intern.

The UCA Internship Supervisor. The internship supervisor determines the appropriateness of internship sites, helps place the intern, helps determine the experiences of the intern, and works with the intern and the agency supervisor as necessary to work out details of the internship. The supervisor contacts the supervisor periodically during the internship to monitor the progress of the internship and to be apprised of any problems which may have arisen. These contacts will include at least one on-site visit, and may also be made by telephone or letter. The UCA Internship Supervisor provides 1 and a half hours of group supervision per week to interns.

UNIVERSITY OF CENTRAL ARKANSAS  
DEPARTMENT OF PSYCHOLOGY AND COUNSELING

COMMUNITY COUNSELING INTERN EVALUATION

Intern \_\_\_\_\_ Supervisor \_\_\_\_\_

Agency \_\_\_\_\_

Dates of Internship: From \_\_\_\_\_ To \_\_\_\_\_  
mth/day/yr mth/day/yr

Circle one: Mid-semester evaluation      Final evaluation

Please evaluate the intern's performance in each of the areas below by circling the appropriate number on the scale. Please rate the intern on competence to become licensed and to enter practice. If the intern did not engage in a particular activity listed, please circle NA.

**A. Professionalism**

1 = poor	2 = fair	3 = average	4 = good	5 = excellent
Serious	Some	Progressing	Above	Well Above
Concerns	Concerns	As Expected	Average	Average

1. Meeting appointments and deadlines	1	2	3	4	5	NA
2. Preparation and organization	1	2	3	4	5	NA
3. Communication with staff	1	2	3	4	5	NA
4. Ability to work with staff		1	2	3	4	5 NA
5. Appropriate ethical conduct	1	2	3	4	5	NA
6. Professional appearance		1	2	3	4	5 NA
7. Receptiveness in supervision	1	2	3	4	5	NA

8. Awareness of departmental/clinic goals	1	2	3	4	5	NA	
9. Timeliness in completing charts/reports	1	2	3	4	5	NA	
10. Respect for clients		1	2	3	4	5	NA
11. Awareness of own skills and limitations	1	2	3	4	5	NA	
12. Familiarity with on-site referral sources and other resources	1	2	3	4	5	NA	
13. Familiarity with off-site referral sources and other resources	1	2	3	4	5	NA	

Specific Strengths/Concerns

---



---



---



---

**B. Assessment and Diagnosis**

	1	2	3	4	5	NA	
	Close Supervision Needed		Moderate Supervision Needed		Minimal Supervision Needed	Not Applicable	
1. Intake skills		1	2	3	4	5	NA
2. Basic understanding of assessment results	1	2	3	4	5	NA	
3. Basic use of assessment tools	1	2	3	4	5	NA	
4. Ability to integrate information and make diagnosis	1	2	3	4	5	NA	

5. Report/progress note writing	1	2	3	4	5	NA
6. Awareness of site's clinical population characteristics	1	2	3	4	5	NA

Specific Strengths/Concerns

---



---



---

### C. Therapy Skills and Knowledge

	1	2	3	4	5	NA			
	Close		Moderate		Minimal	Not			
	Supervision		Supervision		Supervision	Applicable			
	Needed		Needed		Needed				
1. Ability to establish rapport with clients				1	2	3	4	5	NA
2. Ability to conceptualize clients' issues				1	2	3	4	5	NA
3. Application and integration of counseling theory				1	2	3	4	5	NA
4. Understanding of client-therapist dynamics				1	2	3	4	5	NA
5. Multicultural Awareness				1	2	3	4	5	NA
6. Ability to formulate treatment goals and effectively bring about change				1	2	3	4	5	NA
7. Group psychotherapy skills				1	2	3	4	5	NA

Specific Strengths/Concerns

---

---

---

---

**D. Overall Rating**

1. Overall quality of performance during internship

<b>1 = poor</b>	<b>2 = fair</b>	<b>3 = average</b>	<b>4 = good</b>	<b>5 = excellent</b>
Serious	Some	Progressing	Above	Well Above
Concerns	Concerns	As Expected	Average	Average

2. Recommendation to enter professional practice

Recommend without	Recommend with	Do not Recommend
Reservation	Some Concern	

Explain overall rating

---

---

---

---

**E. Summary of Activities**

Please provide a brief narrative description of the intern's experiences.

**F. Internship Experiences**

Please list the average weekly percentage of time that the intern engaged in the experiences listed below.

1. Direct Services to Clients (average number hours per week \_\_\_\_)

activity

% of time



individual counseling	_____
group counseling	_____
marriage & family counseling	_____
psycho-educational interventions	_____
intake	_____
crisis intervention	_____
consultation	_____

**2. Supervision and Staffing**

<b>activity</b>	<b>hours spent</b>
individual supervision	_____
group supervision	_____
staffing	_____
<b>total</b>	_____

**G. Signatures**

These ratings have been discussed by the supervisor and the intern.

---

Supervisor's signature	Date	Title
------------------------	------	-------

---

Intern's signature	Date
--------------------	------

**COUNSELING  
Licensure Information**

This is a summary of requirements and procedures for applying for counselor licensure in Arkansas, under Act 593 of 1979. For more detailed information and a formal application packet contact:

Executive Secretary  
Arkansas Board of Examiners in Counseling  
P.O. Box 70  
Magnolia, Arkansas 71754-0070

Office Phone  
(870) 901-7055  
(870) 901-7059  
(870) 234-1842

Website: [www.state.ar.us/abec](http://www.state.ar.us/abec)  
Email: [arboec@sbcglobal.net](mailto:arboec@sbcglobal.net)

This information was compiled in August 2006. It is subject to change and is compiled from official sources, but is unofficial itself.

Qualifications:

- A. Master's degree in Counseling and a minimum of 60 graduate semester hours in counseling. **NOTE: A "B" grade or above is required in each of the required 60 semester graduate hours.**

- B. Graduate Courses:

<u>Required Area</u>	<u>UCA Course(s)</u>
1. Human Growth & Development	P6370 Advanced Development Psy.
2. Social & Cultural Diversity	P6355 Multicultural Issues in Counseling
3. Helping Relationships	P6354 Theories of Psychotherapy & Counseling C6350 Counseling Process & Skills
4. Group Work	P6356 Group Psychotherapy &

## Counseling

5. Career Development	C6342 Career Education & Vocational Development
6. Appraisal	P6379 Personality Assessment C6334 Analysis of the Individual
7. Research & Evaluation	C6360 Research Methods in Counseling
8. Professional Identity	P6398 Legal & Ethical Issues in Psychology and Counseling
9. Practicum and/or Internships	C6381, C6382 Counseling Practicum I & II C6341 Internship in Counseling
10. Family Relationships	P6393 Marital & Family Therapy
11. Psychopathology/Abnormal/ICD Use	P6314 Psychopathology
12. Psychopharmacology	P6372 Psychopharmacology

### C. How to Obtain a License: Application

Currently, two levels of licensure exist. The Licensed Associate Counselor (LAC) is granted to new licensees. A LAC must practice under supervision by a qualified Licensed Professional Counselor (LPC). After completing three (3) years of practice under supervision, the person may apply for licensure as an LPC, which allows independent practice without supervision.

1. Application  
Application, inquiries, and forms are to be obtained from and returned to the Secretary of the Board.
2. State of Professional Intent  
The Board will require a statement of professional intent. The statement of intent must be a typed statement, from the applicant, describing intended use of the license, the population with whom the applicant will work and the counseling approaches the applicant will use.
3. Transcripts  
The applicant must have OFFICIAL TRANSCRIPTS sent from institutions where credit was earned. If the course titles are ambiguous or do not adequately convey the pertinent content of the courses, clarifying documents may be requested.
4. Other Training Credentials - only if applying for a specialization  
Other training credential documentation may be submitted. The documentation may be certificates from workshops, or letters of verification for continuing education, not reflected on academic transcripts.
5. Work Experiences  
The applicant will submit a complete work experience record.
6. References  
The applicant will have a minimum of three references. Current members of the Board or relatives may not submit references for applicants.
  - a. Two (2) from persons in related professional area.

- b. One (1) nonacademic character reference.

7. Supervised Experience

The applicant will submit supervised Post-Masters counseling experience documentation.

8. Examination

- a. There will be a written, oral, and/or situational examination. Contact the Board for written exam dates; orals are scheduled after passing written examination.
- b. Invitation to the oral section is sent after the candidate passes the written examination.

9. Board Decisions

An affirmative vote of a majority of those Board members present and voting will be held as evidence that the applicant has qualified for the next step in the procedure.

- a. Admission to the written examination.
- b. Admission to oral and/or situational examination.
- c. Granting of the license.

D. Other

1. Information concerning fees for licensure can be obtained from the Board of Examiners office.
2. Act 1317 of 1997 requires a criminal background check for all applicants for licensure.
3. Act 593 amended by Act 244 of 1997 provides for the licensure and regulation of Marriage and Family Therapists.
4. Begin early. It takes a long time to gather all the necessary information. A lead time of six months or more is not too early to start. Do not expect to complete the process in less than three or four months. Do not do anything until you have requested the packet from the executive secretary whose address is at the beginning of the licensure information.

You must be licensed for private practice in the state of Arkansas.

Assuming the lack of additional training, with very few exceptions, persons with training as counselors cannot usually obtain licensure as a psychologist. Conversely, persons with training as a psychologist cannot usually obtain licensure as a counselor.

Form A  
**M.S. Community Counseling Program**  
**Annual Review Form**

Student's name: \_\_\_\_\_  
 School year: \_\_\_\_\_  
 Current date: \_\_\_\_\_  
 Year in program: (circle one)      1<sup>st</sup>      2<sup>nd</sup>      3<sup>rd</sup>

The annual review process is designed to provide feedback to students regarding the degree to which they are successfully progressing through and meeting the goals of the Counseling Psychology Program. The following information came from a combination of sources such as the student's self-assessment form, student grades, departmental faculty, faculty assistantship supervisors, and professional practicum/internship supervisors.

In each goal area, the student is rated by the counseling psychology faculty using the following scale:

***Exemplary (E), Satisfactory (S), Unsatisfactory (US), or Not Applicable (NA).***

For any area rated Unsatisfactory, an explanation is provided.

<b>Goal area</b>	<b>Rating</b>			
1. Professional Identify.	E	S	US	NA
2. Social and Cultural Diversity Issues.	E	S	US	NA
3. Human Growth and Development.	E	S	US	NA
4. Career Development and Counseling.	E	S	US	NA
5. Helping Relationships.	E	S	US	NA
6. Group Work.	E	S	US	NA
7. Assessment.	E	S	US	NA
8. Research and Program Evaluation.	E	S	US	NA

***Comments***

Form A  
**M.S. Community Counseling Program**  
**Annual Review Form**  
**(continued)**

In addition to the programmatic goals, there are other areas in which students are expected to demonstrate professional and responsible behavior. The rating scale used above was also used to rate students in these areas.

***Exemplary (E), Satisfactory (S), Unsatisfactory (US), or Not Applicable (NA).***

For any area rated Unsatisfactory, an explanation is provided.

<b>Professional area</b>	<b>Rating</b>			
▪ In class personal presentation and attendance	E	S	US	NA
▪ Interactions with peers, faculty, professionals	E	S	US	NA
▪ Interactions on practicum or internship	E	S	US	NA

***Comments***

***Committee Recommendation***

- \_\_\_\_\_ Satisfactory progress – no action required.
- \_\_\_\_\_ Remediation required – attach copy of plan.
- \_\_\_\_\_ Dismissal recommended – must be reviewed and approved by Department Chairperson and Dean of College of Health & Behavioral Sciences

***Recommendation Approved***

Student's advisor \_\_\_\_\_ Date \_\_\_\_\_

Program director \_\_\_\_\_ Date \_\_\_\_\_

Student \_\_\_\_\_ Date \_\_\_\_\_

(Signature does not indicate agreement, only that feedback was given.)

Form B  
**Student Corrective Action Plan**

(Check one) \_\_\_\_ Initial Plan    \_\_\_\_ Follow-up    \_\_\_\_ Final Review

Student: \_\_\_\_\_ Date: \_\_\_\_\_

**Identified Areas of Concern:**

- A.
- B.
- C.
- D.

**Remediation Plan and Schedule:**

State for each area of concern:

Area

Specific Behavioral Objectives and Target Dates

Method of Remediation Met? Y/N

- A.
- B.
- C.
- D.



Form B  
**Student Corrective Action Plan (Continued)**

Progress Since Last Review (if applicable): \_\_\_\_ Sufficient \_\_\_\_ Insufficient

Comments and Recommendations:

Date of Next Review (if applicable): \_\_\_\_\_

Student Reactions:

**Signatures:**

Student Signature: \_\_\_\_\_

Date \_\_\_\_\_

Advisor/Mentor: \_\_\_\_\_

Date \_\_\_\_\_

Community Counseling Director of Training: \_\_\_\_\_

Date \_\_\_\_\_

Form C  
**Individual Student-Advisor Review**

Student Name: \_\_\_\_\_

Date of Meeting: \_\_\_\_\_

Persons Present.

Summary of Problem(s). Include specific behaviors, setting, and name of person who first identified the problem.

**Individual Student-Advisor Review (Continued)**

**Faculty Recommendation:**

\_\_\_ No action required (state reasons).

\_\_\_ Remediation required (attach copy of plan). If a remediation plan needs to be developed, every effort should be made to involve the student in the process of problem identification and clarification, the generation of alternatives, the selection of appropriate outcomes, the development of ways to achieve these outcomes, as well as techniques to monitor progress.

\_\_\_ Matter forwarded to Community Counseling Director of Training.

**RECOMMENDATION APPROVED:**

Student's Advisor: \_\_\_\_\_ Date: \_\_\_\_\_

Community Counseling Director of Training: \_\_\_\_\_ Date: \_\_\_\_\_

**Date of Feedback meeting:** \_\_\_\_\_

Student's comments:

Signature of Student: \_\_\_\_\_ Date: \_\_\_\_\_

(Signature does not indicate agreement, only that feedback was given.)

**UNIVERSITY OF CENTRAL ARKANSAS**  
***Department of Psychology & Counseling***

***MS in Counseling Psychology Program Overview***

**Program Mission**

The Master's of Science program in Counseling Psychology serves the state of Arkansas by preparing graduates to provide comprehensive psychological services, including assessment and intervention, to individuals and groups. The majority of graduates from this program will work as Licensed Professional Counselors (LPC) in community mental health centers, private practice, and state and private agencies. The need for LPCs is met through course-work in the science and practice of psychology and counseling, individual supervision, and guided experiences in university and community settings. These activities are coordinated by the Counseling Psychology Committee, composed of UCA faculty members who are licensed psychologists. The program is guided by a belief in the scientist-practitioner model of education, training, and practice. The faculty members of the department have been educated and trained under this model, and these values are expressed in university and internship experiences.

**Student Learner Outcomes**

1. Graduates of the Counseling Psychology Program will be able to demonstrate knowledge and skill in implementing psychological treatments and administering and interpreting psychological tests.
2. Graduates of the Counseling Psychology program will be able to demonstrate sufficient knowledge of ethical and professional standards within a counseling setting.
3. Graduates of the Counseling Psychology program will have met core requirements to become licensed as Licensed Professional Counselor in Arkansas
4. Graduates of the Counseling Psychology program will successfully enter the mental health profession.

## STEPS IN PURSUING A MS DEGREE IN COUNSELING PSYCHOLOGY

### I. **Complete TWO applications**

**Application #1** – Apply for admission to the UCA Graduate School (501.450.3124) or <http://uca.edu/graduateschool/admission-process>). The Graduate School Office must receive applications to the graduate school at least 30 days prior to the department's application deadline (see next item).

**Application #2** – Apply for admission to the M.S. Program in Counseling Psychology ([www.uca.edu/psychology/](http://www.uca.edu/psychology/)). There is one application deadline: March 15<sup>th</sup>. Students admitted at this time may begin classes in the summer or fall semester. The Counseling Psychology Committee will review the completed application and will inform students of their admission status in writing.

Completed applications include the following:

- A. Completed application form (application form must be typed) and typed essay on professional goals and plans.
- B. Completed prerequisite courses (5): Psychological Statistics, Research Methods, Abnormal Psychology, Personality Theories, and Psychological Tests and Measurement.
- C. Graduate Record Examination scores (General section).
- D. Transcripts of all completed course work.
- E. Three (3) letters of recommendation from persons who could comment on your professional and academic potential, and any other support data that candidate wishes to submit.

The Counseling Psychology Committee will meet and evaluate the application taking into consideration academic aptitude, writing skills, interpersonal skills, and career objectives. If satisfactory, the student would be admitted and allowed to take graduate courses

### II. **Petition for Candidacy**

Psychology 6398, Legal & Ethical Issues in Psychology and Counseling, must be satisfactorily completed. You may apply for admission to candidacy at the end of the semester in which the total number of graduate hours reaches eighteen (18). Petition for candidacy must be made no later than the end of the semester in which the accumulated total graduate hours reaches thirty (30).

### III. **Comprehensive Examination**

Fall testing - Second Tuesday in November for students who plan to intern in the spring.  
Spring testing - First Tuesday in April for students who plan to intern in the fall.

### IV. **Graduation**

File an application for graduation. Check Graduate Bulletin for deadline each semester. It is the graduate students' responsibility to comply with all above regulations.

FOR MORE INFORMATION CONTACT DR. KEVIN ROWELL ([kevinr@uca.edu](mailto:kevinr@uca.edu)).

## ADMISSION AND RETENTION

### Admission

Graduate students must be admitted to a program prior to taking any graduate courses in the Department of Psychology and Counseling. Applications for summer and fall admission must be completed by March 15. Students may not begin the program in the spring semester.

During the first semester, students **MUST** take PSYC 6354 (Theories of Psychotherapy and Counseling) and PSYC 6398 (Legal and Ethical Issues in Psychology).

### Annual Review and Other Performance Evaluations

#### **Formal Reviews of Student Performance**

Student progress is monitored on an ongoing basis. Review of student performance may occur on two levels. One level is the annual review, which includes all students in the program. The second level, the individual review, occurs when a student-related problem is documented and filed with a member of the Counseling Psychology Committee by a faculty member, field supervisor, or other individuals affiliated with the training program. Refer to the following sections for additional information on student review procedures and related documentation.

#### **Annual Review Process**

The Counseling Psychology Committee will meet each year to review each student's progress on core competencies and program objectives. This review will include the quality of the student's academic and clinical work, the appropriateness of the student's behavior for the profession of counseling psychology, and the appropriateness and professionalism of each student's relationship to her/his colleagues and professors. Input for annual reviews may be solicited from the student, faculty, and relevant others (e.g., practicum supervisors). At the annual review meeting, an Annual Review Form (Form A) will be completed for each student by the Counseling Psychology Committee. Students will be notified of the results of their annual review by mail. All documents generated by this process (e.g., Annual Review Form, etc.) will be placed in the student's file. None of this correspondence will occur over the internet.

For any student requiring a corrective action plan, a Student Corrective Action Plan (Form B) will also be completed. In addition to problems identified during the formal annual review process, faculty members and other affiliated with the program may initiate review procedures at any time during the year to address problems or impairment. Areas to be reviewed include the nature, severity, and consequences of the problematic behavior. During the meeting of the Counseling Psychology Committee, the faculty will determine whether impairment is severe enough to warrant dismissal or if it can be remediated.

#### **Individual Review Process**

The Individual Review Process begins when a concern or complaint is expressed to any member of the Counseling Psychology Committee, at which point the student's faculty advisor is informed. The concern or complaint may revolve around academic issues or impairment, as listed below (however, the concerns or complaints do not have to be limited to the following).

- Inability or unwillingness to acquire and integrate professional standards into clinical practice
- Inability to acquire professional skills and reach an accepted level of competence expected of graduate students
- Inability to control personal stress, psychological dysfunction, or emotional issues to the extent that they interfere with training or work with clients

The advisor sends a written notification to the student requesting a meeting with the student. At the meeting other persons, for example the faculty person expressing concerns, may be invited to attend, if the advisor deems that additional persons would be helpful. If at any point the advisor has serious concerns about the complaint or if the student is not prompt or helpful in her or his response, the advisor may refer the matter to the Counseling Psychology Director of Training, who may choose to involve the

Counseling Psychology Committee.

The advisor then completes the Individual Student-Advisor Review Form (Form C). The advisor may make one of two possible decisions:

1. Not to pursue the matter further (state reasons).
2. Forward the matter to the Counseling Psychology Program Director of Training and Program Committee.

The Counseling Psychology Committee may then meet with the student. A Corrective Plan will be developed with input from the student, the student's advisor, and the director of the program (Form B). The corrective plan will follow a written action plan, which includes periodic review at appointed times. A letter and the Corrective Plan will be sent to the student regarding the decision of the committee. It is the responsibility of the advisor to follow up and monitor the situation regardless of the specific decision.

### **Grades and Quality Points**

Grades of A, B, and C will allow students to receive graduate credit representing 4, 3, and 2 quality points, respectively. Grades below C are recorded and are considered in determining the quality-point ratio but are not accepted toward completion of the graduate program.

All grades, once reported, remain a matter of permanent record and are averaged into the cumulative GPA. Any appeal or question concerning an assigned grade must be made within one calendar year of the time the grade was awarded.

Calculation of the graduate grade point average includes all residence course work attempted. No transfer credit grades are used to calculate the cumulative GPA.

A graduate student is expected to maintain a cumulative 3.0 average. A student whose cumulative grade point average is less than this is placed on academic probation. In the next semester or summer term in attendance, the student must achieve a cumulative 3.0 average. If the cumulative 3.0 is not met, the student may be ineligible to continue graduate studies at UCA.

### **Retention**

To remain in good standing in the program the student must: 1) maintain a minimum overall grade point average of 3.0; 2) maintain appropriate professionalism in class and field settings; 3) observe the fundamental rules of ethical conduct as described in the American Psychological Association's Ethical Principles of Psychologists and Code of Conduct (2002); and 4) receive successful annual reviews conducted by the department throughout their graduate training experience.

Consistent with university policy, the Department of Psychology and Counseling reserves the right to refuse the privilege of further attendance to a student when it has become evident that the student lacks the personal qualities, professional characteristics, or scholastic attainments essential for success in the school psychology profession.

Students receiving three (3) C's in graduate courses will be terminated from the program and will not be permitted to enroll in any other graduate program in the Department of Psychology and Counseling.

### **Attendance**

Attendance and tardiness are primarily a student-teacher-class issue, but the department and university are concerned about the student's proper fulfillment of such obligations. In case of absences that indicate the student has been negligent about class attendance, registration in the given class may be canceled, a grade of "WF" recorded and, in flagrant cases, the student may be suspended from the University. At the graduate level, students should realize that consistent class attendance and participation greatly influence their mastery of the content. Students are expected to exhibit a high degree of professionalism as reflected in their speech, other actions, and overall demeanor in class. Prompt and consistent attendance is an essential dimension of professional behavior.

### **Inactive Status**

Students who are not enrolled in course work for a semester without written approval of the Counseling Psychology Program Director of Training and the Chair of the Department of Psychology and Counseling will be removed from the graduate program and must reapply for admission should they decide to return.

## **Leave of Absence**

With the exception of certain summer sessions, students must register each semester unless they have been granted an approved leave of absence. Requests for a leave of absence should be made in writing to the Director of Training. Requests must be made prior to the semester in which the leave will begin; the maximum length of leave that can be approved is one calendar year. Leaves of absence must be approved by the Department Chair. Failure to register without a leave of absence may result in being dismissed at the discretion of the Counseling Psychology Committee and Department Chair.

## **Probation and Dismissal**

After students enroll in the Department and Graduate School, they may continue to register as long as they remain in good academic standing, make satisfactory academic progress, and are within the time limitations contained in the departmental handbook and the graduate bulletin. Failure to complete departmental requirements by the department's stated deadlines may also result in dismissal by the graduate school. Students who fail to meet departmental deadlines may petition the program and the graduate school for a one-semester extension to meet particular requirements. When granted, extensions typically apply for one semester. Extensions beyond one semester are unusual since all major program requirements have deadlines that are made known to students well in advance. Students are expected to complete all program requirements when they are due.

The Counseling Psychology Committee engages in a thorough review prior to recommending to the department chair that a student be dismissed. When there is concern about a student's performance that may lead to dismissal, the student's advisor, the Counseling Psychology Committee, and the department chair review the student's record, provide written comments about deficits in performance, and provide the student with a corrective action plan that outlines steps that need to be taken in order to resolve the problem (see the section on Annual Review and Individual Review of the student). When concerns are not resolved following ample corrective opportunities, the Counseling Psychology Committee may recommend dismissal of the student from the program. The recommendation to dismiss is forwarded to the department chair, who will make the final decision. If the student wishes to appeal the department chair's decision, they should consult the Graduate Dean for appropriate procedures.

## **Student Appeals**

The student appeals process is listed in the UCA Student Handbook: <http://uca.edu/student/student-handbook/>, and the handbook should be followed for current guidelines.

The Department of Psychology and Counseling is dedicated to protecting the rights of student, and recognizes that appeals may be made for a variety of concerns: Grade Appeals, Student Educational Record Appeals, Academic Policy/Requirements Appeals, and Professional Program Selection Appeals.



## Counseling Psychology Plan of Study and Checklist

This checklist begins with the student's decision to apply for admission to the Counseling Psychology Program (See Graduate Handbook for sequence of admission). Not all courses are offered every semester and the plan must coincide with dates specified in the UCA Bulletin. Six hours may be transferred from another college if approved by the Counseling Psychology Committee.

### Prerequisites to Admission (15 hours)

Psychological Statistics       Theories of Personality       Abnormal Psychology  
 Experimental Psychology       Psyc Tests and Measurements

### Course Requirements for Counseling Psychology

The Counseling Psychology program consists of 60 semester hours of course work including one semester of a full-time internship in an approved facility. Consult the Graduate Bulletin for course prerequisites.

### Required Courses

#### Category I (Take All)

Category I (Take All)	
Dates	
Proposed	Taken/Grade
_____	_____ P6313 Psychoed. Assess. I
_____	_____ P6314 Psychopathology
_____	_____ P6330 Adv. Statistics
_____	_____ P6331 Research Design
_____	_____ P6350 History of Psychology
_____	_____ P6379 Personality Assess.
_____	_____ P6398 Legal & Ethical Issues in Psyc & Coun
_____	_____ P6342 Internship (3 hrs.)
_____	_____ C6350 Counseling Process and Skills
_____	_____ P6354 Theories of Psychotherapy & Counseling
_____	_____ P6356 Group Psychotherapy and Counseling
_____	_____ C6381 Practicum I
_____	_____ C6382 Practicum II

#### Category II (Choose 3 of 4)

Category II (Choose 3 of 4)	
Dates	
Proposed	Taken/Grade
_____	_____ P7325 Physiological Psyc
_____	_____ P7312 Learning & Cognition
_____	_____ P6363 Adv. Social
_____	_____ P6370 Adv. Developmental

#### Category III

Choose 4 (at least one from right-hand column)

Category III		Choose 4 (at least one from right-hand column)	
Dates		Dates	
Proposed	Taken/Grade	Proposed	Taken/Grade
_____	_____ P5353 Practicum in Behavior Mod.		
_____	_____ P6316 Psychopath. Childhood		
_____	_____ P6325 Addiction		
_____	_____ P6345 Psy. of the Gifted		
_____	_____ P6361 <u>OR</u> P6362 Problems**		
_____	_____ X6363 Workshop		
_____	_____ P6372 Psychopharmacology *		
_____	_____ P6375 Professional School Psych. <u>OR</u>		
_____	_____ P6376 Psychoed. Assess. II		
_____	_____ P6381 Adv. Study of Personality		
_____	_____ P6643 Thesis		
_____	_____ P6335 Ident. & Rem. Of Learning Prob.		
_____	_____ C6342 Career Educ./Voc. Development *		

AT LEAST ONE OF THESE:

\_\_\_\_\_ P6315 App. Beh. Analysis  
 \_\_\_\_\_ P6355 Multicultural Coun \*  
 \_\_\_\_\_ P6393 Marital/Fam Tx \*

\* Required for eligibility for LPC licensure.

\*\*Only three hours of Problems courses may be used in the program.

### Critical Dates:

1. Comprehensive Examination  
 Fall Testing - 2nd Tuesday in November for students who plan to intern in the spring.  
 Spring Testing - 1st Tuesday in April for students who plan to intern in the fall.
2. Deadline for Application  
 March 15th - summer and fall admissions  
 Date of first graduate course  
 \_\_\_\_\_ Date admitted to the program  
 \_\_\_\_\_ Date admitted to candidacy (before completion of 30 hrs., including Legal & Ethical Issues in Psychology & Counseling)

## Course Sequence – Counseling Psychology Master's Program

**You must follow this sequence in order to get the courses you need, when you need them. Prerequisites are in bold and must be completed before taking a course.**

### **FALL (1)**

P6398 Legal and Ethical Issues in Psychology & Counseling (**must be taken your first semester**)

P6354 Theories of Psychotherapy and Counseling (**must be taken your first semester**)

P6330 Advanced Statistics (**undergrad Stats**)

P6350 History of Psychology

### **SPRING (1)**

P6331 Research Design (**P6330, undergrad Exp. Psych or Research Design**)

P6356 Group Psychotherapy and Counseling (**P6354**)

C6350 Counseling Process and Skills (**P6354**)

P6314 Psychopathology (**undergrad Abnormal**)

### **SUMMER (1)**

\*Practicum I may be taken in summer

Category II elective

Category III elective

### **FALL (2)**

P6313 Psychoeducational Assessment I (Must be taken Fall Semester – (**undergrad Tests and Measurements, P6330**))

C6381 Practicum in Counseling I\* (**P6354, P6398, P6356, C6350, and P6314**)

Category II elective

Category III elective

### **SPRING (2)**

P6379 Personality Assessment (**P6314**)

C6382 Practicum in Counseling II\* (**C6381**)

Category II elective

Category III elective

### **COMPS**

### **SUMMER (2)**

\*Practicum II may be taken in summer

Category III elective

### **FALL (3)**

P6342 Internship (**all coursework completed**)

**THE STUDENT IS ULTIMATELY RESPONSIBLE FOR HIS/HER PROGRAM OF STUDY!**

## COUNSELING PSYCHOLOGY COMPREHENSIVE EXAMINATIONS

Comprehensive exams are held on two half days from 8:30AM to 12:00PM during the following days:

- Fall Testing – The 1st Tuesday and Wednesday in November for students who plan to intern in the spring.
- Spring Testing – The 1st Tuesday and Wednesday in April for students who plan to intern in the fall.

The successful completion of the comprehensive examination is a requirement for all departmental graduate degrees. All M.S. candidates must pass the comprehensive examination before beginning the internship. Details of the examination may be obtained from your advisor or from your program Director of Training. Students must register for the examination with the departmental secretary no later than one month prior to the exam date.

### COMPREHENSIVE EXAMINATION AREAS

#### Area I (includes all six section)

Legal and Ethical Issues in Psychology  
Clinical Applications (Counseling theory/individual/group therapy)  
Statistics and Research Design  
Psychopathology  
Personality Assessment  
Psycho-educational Assessment

#### Area II (three out of four sections)

1. Learning and Cognition
2. Psychophysiology
3. Advanced Developmental Psych
4. Advanced Social Psychology

### COMPREHENSIVE EXAMINATION OUTCOMES

Case 1. Pass all areas --- Pass Comprehensive Exam (**Internship OK**)

Case 2. Fail 3 or more sections of Area 1 and/or all sections of Area 2 -- Fail Comprehensive Exam (**No internship permitted**). Must retake total exam

Upon retaking the exam, if the student fails 3 or more sections of Area 1 and/or all sections of Area 2 he/she is dismissed from the department. If the student fails 1 or 2 sections of Area 1 and/or 1 or 2 sections of Area 2 upon retaking the comprehensive exam, he/she must take appropriate course and receive an "A" or "B". After course(s) is/are successfully completed the student passes comps. If the course(s) is/are not successfully completed the student is dismissed from the department.

Case 3. Fail 1 or 2 sections of Area 1 and/or 1 or 2 sections of Area 2--Remediate Areas (**Internship OK**)

The student must remediate weakness. The student must retake areas during the next administration of the Comprehensive Exam. (Faculty are not required to spend extensive time with the student. The burden for studying rests with the student.)

If the student passes the area(s) being remediated comprehensive Exam is passed.

If the student fails area(s) being remediated, the Committee will determine the appropriate course(s) and pass with an "A" or "B". The student will not be permitted to graduate until successful completion of the course(s) occurs. If the student does not successfully complete the course, he/she will be dismissed from the department and not permitted to graduate.

**NOTE: TO GO ON INTERNSHIP, A STUDENT MUST PASS AT LEAST FOUR SECTIONS OF AREA 1 AND ONE SECTION OF AREA 2.**

## PETITION FOR CANDIDACY

File a Petition for Candidacy (this form is available in the Graduate Office and **must be typed**).

Psychology 6398, Legal and Ethical Issues in Psychology and Counseling, must be satisfactorily completed. You may apply for admission to candidacy at the end of the semester in which the total number of graduate hours reaches eighteen (18). Please remember that you will be required to complete, within your first year in the Counseling Psychology graduate program, any of the required undergraduate prerequisites that you lacked when you applied to the program.

Petition for candidacy **must** be made no later than the end of the semester in which the accumulated total graduate hours reaches thirty (30).

## THESIS

The master's thesis is optional for students in the Counseling Psychology Program. Students interested in this option are encouraged to speak with their faculty advisor.

### Steps in Pursuing a Thesis

1. The department chairperson will approve a major professor for the candidate. This professor will become chairperson of the student's thesis committee.
2. The Dean of the Graduate School will name: (1) another professor in the department, and (2) another member outside the department.
3. The student will submit a written statement of the scope of the proposed study and outline of procedure to be followed to the major professor. Once this is approved, a copy will be filed in the graduate office, a copy retained by the major professor and a copy retained by the student.
4. When the candidate has fulfilled all course requirements for the degree and has completed the thesis, all committee members will read and approve the thesis. Before the thesis is recommended to the Dean of the Graduate School for graduation, the committee will meet with the candidate for an oral defense of the thesis. Both the Dean of the Graduate School and the chairperson of the department will be invited to attend the examination. Two or more dissenting votes from those present will result in failure to accept the thesis.
5. The candidate will submit two copies of the thesis to the graduate office after it has been approved by all members of the committee. It must be in the office of the Dean of the Graduate School at least two weeks prior to graduation. Current information relative to the thesis may be found in the Graduate Supplement Bulletin.

# UNIVERSITY OF CENTRAL ARKANSAS

## Department of Psychology and Counseling

### THE INTERNSHIP IN COUNSELING PSYCHOLOGY

The purpose of this document is to provide guidelines for the internship in Counseling Psychology for use by interns, their university trainers, and their on-site supervisors. This purpose will be achieved through the discussion of four points:

1. The purpose and philosophy of the internship.
2. The place of the internship in the graduate program.
3. The requirements of the internship.
4. The responsibilities of the intern, the program chairperson, the UCA supervisor, and the agency supervisor.

#### Purpose and Philosophy

The internship is intended to provide a full time pre-professional experience for the counseling student who has completed all academic course work in the UCA program. Under the supervision of a qualified professional, approved by the Counseling Psychology Committee, the intern should perform all or most of the duties of a professional counselor in his/her field. We recognize that the student is not, at this point, a skilled professional. However during the graduate training program, the student will have developed the theoretical and academic background and practical skills necessary to begin making a contribution to the work of the internship agency or school almost immediately. In fact, a good internship should be of benefit to both the intern and the school or agency which provides the setting for the internship. The intern will be providing valuable professional services to the agency while continuing to learn and improve professional skills through supervision from, and association with, professionals in the field. Ideally, at the end of the internship, the intern would be qualified to accept an entry-level position in his or her chosen field.

#### Place of the Internship

The Department of Psychology and Counseling is part of the College of Health and Behavioral Sciences at the University of Central Arkansas. The Master of Science degree is offered in several areas of psychology and counseling: school psychology, counseling psychology, community counseling, elementary school counseling, and secondary school counseling. All masters' degree programs require internships, although this document covers only the internship in Counseling Psychology. Typically, before beginning an internship, the student will have completed all graduate course work for the degree, and will have passed the comprehensive examination. The Counseling Psychology student will have completed fifty seven (57) semester hours of course work when he/she begin the internship. Occasionally, a student will be allowed to begin an internship and concurrently take one course which he or she could not take earlier. The internship is normally given three semester hours of graduate credit; however, students may be given six hours credit for internship in order to satisfy financial aid requirements. The additional three hours do not substitute for coursework hours.

#### Requirements

Setting. The internship should be served in an agency which provides psychological services to a variety of clients. Acceptable internship settings would include community mental health centers, residential treatment centers, and diagnostic clinics. The specific agency chosen for an internship would depend on the intern's interests and needs, the availability of an internship at the agency, the availability of appropriate supervision, and the acceptance of the intern by the agency. In addition, all internships must be approved by the Counseling Psychology Committee.

The student should begin the process of finding an internship early in the semester prior to the one in which the internship is anticipated. Possible internship sites should be discussed with the

student's advisor, the program chairperson, or other faculty members. The student or faculty member should determine the availability of an internship at the agency or agencies in which the student is interested. **The student should then write a letter of application to the agency, and, at the same time, notify the Counseling Psychology Director of Training for final approval of the internship. These applications should be made prior to mid-term of the semester before the internship. The student can do the internship only if he/she has been accepted by the agency and the internship has been approved by the Director of Training.**

Time. Counseling Psychology internships consist of 600 clock hours of full time work, of which 240 hours involved direct client contact. Full time is defined as a work week of no less than 35 hours. Part-time internships are not acceptable. Based on a 40 hour work week, the internship would last 15 weeks. Internships will most likely not coincide exactly with the UCA schedule. The intern is expected to schedule the beginning and end of the internship according to the needs of the agency or school, not according to the UCA academic calendar. However, faculty supervision of the internship is not available in the summer, although some overlap into the summer might be acceptable (e.g., a few weeks).

Supervision. The supervisor for a Counseling Psychology Intern must be a licensed mental health professional (LPC, Psychologist, LCSW) in the state of Arkansas. This licensed supervisor assumes primary responsibility for supervision of the intern. It is recognized that additional supervision may be provided by other professional staff members of the agency. This is acceptable as long as the supervisor of record provides a minimum of **one** hour of face-to-face supervision per week, assumes ultimate responsibility for evaluation of the intern, and is willing to report this evaluation in writing to the internship coordinator at UCA and to the Board of Examiners in Counseling when the intern applies for licensure. Moreover, all supervision should be on-going throughout the internship, and the supervisor must be accessible by the intern when needed.

Group supervision of the intern is provided by the internship coordinator at UCA. This coordinator will assist the intern and the agency in making the initial placement of the intern, determining appropriate experiences and training for the intern, identifying and attempting to remedy problems as they occur, and evaluating the quality of the intern's work. This may be accomplished through letters, telephone calls, and visits to the internship site.

Activities and experiences. A Professional Counselor performs a wide variety of clinical services. The Counseling Psychology Internship will provide the intern with the opportunity to engage in all of the activities necessary to prepare the student to perform these services. In any specific employment setting, however, a professional will not perform all of the services for which he or she is trained. Each school or agency has specific needs and the professional's activities will be adjusted to be responsive to these needs. Similarly, it is recognized that no one internship agency will be able to provide the intern with all possible training experiences. Therefore, the following list of desirable internship experiences is intended to be used as a set of guidelines for the planning of an internship. Which of these experiences will be emphasized in any particular internship will be determined jointly by the school or agency supervisor, the UCA internship coordinator and the intern. In planning an internship, these individuals will take into account the purposes and needs of the agency and the interests and competencies of the intern. However, the internship should include as many of the following as possible.

1. Individual intellectual evaluation and diagnosis.
2. Individual personality evaluation and diagnosis.
3. Counseling and psychotherapy, both individual and group.
4. Family or marital counseling.
5. Professional consultation.
6. Inservice training.
7. Research.
8. Vocational Assessment.

Students should keep in mind that the Board of Examiners in Counseling (the state licensing unit) will not approve a Statement of Intent that lists practices you have not experienced in training or course work. (A Statement of Intent is your declaration of what work you will be doing and with what populations after you are licensed.)

## Responsibilities

In general, the responsibility for the effectiveness of the internship is shared equally by the intern, the agency supervisor, and the UCA internship coordinator. If a problem is identified by any one of these individuals, it is that person's responsibility to bring that problem to the attention of the other two as soon as possible. Examples of problems which might interfere with the effectiveness of the internship are: inappropriate experiences for the intern, misunderstanding the requirements of the internship, personality conflicts, inappropriate or unprofessional behavior on the part of the intern, etc. If a problem is seen by the intern or agency supervisor, it is particularly important that the UCA internship coordinator be contacted immediately. Such problems should not be ignored until the end of the semester. The UCA coordinator will work with the intern and the supervisor to find a solution to the problem. If no solution can be found, the internship will be terminated before the end of the semester.

The Intern. The intern is responsible for discharging his or her assigned duties in a professional manner and for responding to supervision appropriately. The intern should follow all rules and regulations of the sponsoring agency just as any other employee of that agency would. This includes such matters as working hours, time off, vacations, manner of dress, etc.

The Agency Supervisor. The agency supervisor helps determine the most appropriate experiences for the intern, assigns duties to the intern, and provides on-going supervision of the intern's work, either directly or through other staff personnel. It is especially important for the agency supervisor to notify the UCA internship coordinator if a problem develops during the internship which does not seem amenable to solution within the agency. At the end of the internship, the supervisor will be asked to submit a written evaluation of the intern's work, and to help the UCA internship coordinator determine a grade for the intern. (See attached form).

The UCA Internship Coordinator. The internship coordinator determines the appropriateness of internship sites, helps place the intern, helps determine the experiences of the intern, and works with the intern and the agency supervisor as necessary to work out details of the internship. The coordinator contacts the supervisor periodically during the internship to monitor the progress of the internship and to be appraised of any problems which may have arisen. These contacts will include at least one on-site visit, and may also be made by telephone or letter.

Additional information concerning Internship and necessary forms are available at the Counseling Psychology website.





9. Timeliness in completing charts/reports	1	2	3	4	5	NA
10. Respect for clients		1	2	3	4	5
NA						
11. Awareness of own skills and limitations	1	2	3	4	5	NA
12. Familiarity with on-site referral sources and other resources	1	2	3	4	5	NA
13. Familiarity with off-site referral sources and other resources	1	2	3	4	5	NA

Specific Strengths/Concerns

**B. Assessment and Diagnosis**

	1	2	3	4	5	NA			
	Close Supervision Needed		Moderate Supervision (Entry Level)		Minimal Supervision	Not Applicable			
1. Intake skills					1	2	3	4	5
NA									

2. Basic use of personality assessment	1	2	3	4	5	NA
3. Basic use of intellectual assessment	1	2	3	4	5	NA
4. Basic use of psychoeducational assessment	1	2	3	4	5	NA
5. Ability to integrate information and make diagnosis	1	2	3	4	5	NA
6. Report writing skill NA		1	2	3	4	5
7. Awareness of site's clinical population characteristics	1	2	3	4	5	NA

Specific Strengths/Concerns

**C. Therapy Skills and Knowledge**

	<b>1</b> Close Supervision Needed	<b>2</b>	<b>3</b> Moderate Supervision (Entry Level)	<b>4</b>	<b>5</b> Minimal Supervision	<b>NA</b> Not Applicable			
1. Ability to establish rapport with clients				1	2	3	4	5	NA

2. Ability to conceptualize clients' issues	1	2	3	4	5	NA
3. Application and integration of counseling theory	1	2	3	4	5	NA
4. Understanding of client-therapist dynamics	1	2	3	4	5	NA
5. Multicultural Awareness	1	2	3	4	5	NA
6. Ability to formulate treatment goals and effectively bring about change	1	2	3	4	5	NA
7. Group psychotherapy skills	1	2	3	4	5	NA

Specific Strengths/Concerns

## D. Overall Rating

1. Overall quality of performance during internship

<b>1 = poor</b>	<b>2 = fair</b>	<b>3 = average</b>	<b>4 = good</b>	<b>5 = excellent</b>
Serious Concerns	Needs Supervision	Progressing As Expected	Above Average	Well Above Average

2. Recommendation to enter professional practice (circle one)

Do Not Recommend

Recommend with  
Some Concern

Recommend without  
Reservation

Explain overall rating

## F. Summary of Activities

Please provide a brief narrative description of the intern's experiences.

## G. Internship Experiences

Please list the average weekly percentage of time that the intern engaged in the experiences listed below.

### 1. Direct Services to Clients (average number hours per week \_\_\_\_)

activity	% of time
individual counseling	_____
group counseling	_____
marriage & family counseling	_____
personality assessment	_____
intellectual assessment	_____
intake	_____
crisis intervention	_____

### 2. Supervision and Staffing

activity	hours spent
individual supervision	_____

group supervision \_\_\_\_\_

staffing \_\_\_\_\_

total \_\_\_\_\_

### I. Signatures

These ratings have been discussed by the supervisor and the intern.

\_\_\_\_\_  
Supervisor's signature      Date      Title

\_\_\_\_\_  
Intern's signature      Date

**LICENSED PROFESSIONAL COUNSELING (LPC)**  
**Licensure Information**

This is a summary of requirements and procedures for applying for counselor licensure in Arkansas, under Act 593 of 1979. For more detailed information and a formal application packet contact:

Executive Secretary  
Arkansas Board of Examiners in Counseling  
P.O. Box 70  
Magnolia, Arkansas 71754-0070

Office Phone  
(870) 901-7055  
(870) 901-7059  
(870) 234-1842

Website: [www.state.ar.us/abec](http://www.state.ar.us/abec)  
Email: [arboec@sbcglobal.net](mailto:arboec@sbcglobal.net)

This information was compiled in August 2006. It is subject to change and is compiled from official sources, but is unofficial itself.

Qualifications:

A. Master's degree in Counseling and a minimum of 60 graduate semester hours in counseling. **NOTE: A "B" grade or above is required in each of the required 60 semester graduate hours.**

B. Graduate Courses:

<u>Required Area</u>	<u>UCA Course(s)</u>
1. Human Growth & Development	P6370 Advanced Development Psych.
2. Social & Cultural Diversity	P6355 Multicultural Issues in Counseling
3. Helping Relationships	P6354 Theories of Psychotherapy & Counseling C6350 Counseling Process & Skills
4. Group Work	P6356 Group Psychotherapy & Counseling
5. Career Development	C6342 Career Education & Vocational Development
6. Appraisal	P6379 Personality Assessment C6334 Analysis of the Individual
7. Research & Evaluation	C6360 Research Methods in Counseling
8. Professional Identity	P6398 Legal & Ethical Issues in Psychology and Counseling
9. Practicum and/or Internships	C6381, C6382 Counseling Practicum I & II C6341 Internship in Counseling
10. Family Relationships	P6393 Marital & Family Therapy
11. Psychopathology/Abnormal/ICD Use	P6314 Psychopathology



## C. How to Obtain a License: Application

Currently, two levels of licensure exist. The Licensed Associate Counselor (LAC) is granted to new licensees. A LAC must practice under supervision by a qualified Licensed Professional Counselor (LPC). After completing three (3) years of practice under supervision, the person may apply for licensure as an LPC, which allows independent practice without supervision.

1. Application  
Application, inquiries, and forms are to be obtained from and returned to the Secretary of the Board.
2. State of Professional Intent  
The Board will require a statement of professional intent. The statement of intent must be a typed statement, from the applicant, describing intended use of the license, the publics with whom the applicant will work and the counseling approaches the applicant will use.
3. Transcripts  
The applicant must have OFFICIAL TRANSCRIPTS sent from institutions where credit was earned. If the course titles are ambiguous or do not adequately convey the pertinent content of the courses, clarifying documents may be requested.
4. Other Training Credentials - only if applying for a specialization  
Other training credential documentation may be submitted. The documentation may be certificates from workshops, or letters of verification for continuing education, not reflected on academic transcripts.
5. Work Experiences  
The applicant will submit a complete work experience record.
6. References  
The applicant will have a minimum of three references. Current members of the Board or relatives may not submit references for applicants.
  - a. Two (2) from persons in related professional area.
  - b. One (1) nonacademic character reference.
7. Supervised Experience  
The applicant will submit supervised Post-Masters counseling experience documentation.
8. Examination
  - a. There will be a written, oral, and/or situational examination. Contact the Board for written exam dates; orals are scheduled after passing written examination.
  - b. Invitation to the oral section is sent after the candidate passes the written examination.
9. Board Decisions  
An affirmative vote of a majority of those Board members present and voting will be held as evidence that the applicant has qualified for the next step in the procedure.
  - a. Admission to the written examination.
  - b. Admission to oral and/or situational examination.
  - c. Granting of the license.

D. Other

5. Information concerning fees for licensure can be obtained from the Board of Examiners office.
6. Act 1317 of 1997 requires a criminal background check for all applicants for licensure.
7. Act 593 amended by Act 244 of 1997 provides for the licensure and regulation of Marriage and Family Therapists.
8. Begin early. It takes a long time to gather all the necessary information. A lead time of six months or more is not too early to start. Do not expect to complete the process in less than three or four months. Do not do anything until you have requested the packet from the executive secretary whose address is at the beginning of the licensure information.

You must be licensed for private practice in the state of Arkansas.

Assuming the lack of additional training, with very few exceptions, persons with training as counselors cannot usually obtain licensure as a psychologist. Conversely, persons with training as a psychologist cannot usually obtain licensure as a counselor.

Form A  
**M.S. Counseling Psychology Program**  
**Annual Review Form**

Student's name: \_\_\_\_\_  
 School year: \_\_\_\_\_  
 Current date: \_\_\_\_\_  
 Year in program: (circle one)      1<sup>st</sup>      2<sup>nd</sup>      3<sup>rd</sup>

The annual review process is designed to provide feedback to students regarding the degree to which they are successfully progressing through and meeting the goals of the Counseling Psychology Program. The following information came from a combination of sources such as the student's self-assessment form, student grades, departmental faculty, faculty assistantship supervisors, and professional practicum/internship supervisors.

In each goal area, the student is rated by the counseling psychology faculty using the following scale:

***Exemplary (E), Satisfactory (S), Unsatisfactory (US), or Not Applicable (NA).***

For any area rated Unsatisfactory, an explanation is provided.

<b>Goal area</b>	<b>Rating</b>			
1. Knowledge and skill in use of theories of psychotherapy.	E	S	US	NA
2. Knowledge and skill in use of evidence-based psychological treatments.	E	S	US	NA
3. Knowledge and skill in use of evidence-based psychological assessment.	E	S	US	NA
4. Interpersonal communication, collaboration, and consultation.	E	S	US	NA
5. Cultural diversity and cultural influences on learning and development.	E	S	US	NA
6. Ability to establish effective therapeutic relationships within counseling settings.	E	S	US	NA
7. Knowledge and skill in use of statistics and research design.	E	S	US	NA
8. Legal/ethical practice, professional issues, and professional development.	E	S	US	NA

***Comments***

Form A  
**M.S. Counseling Psychology Program**  
**Annual Review Form**  
**(continued)**

In addition to the programmatic goals, there are other areas in which students are expected to demonstrate professional and responsible behavior. The rating scale used above was also used to rate students in these areas.

***Exemplary (E), Satisfactory (S), Unsatisfactory (US), or Not Applicable (NA).***

For any area rated Unsatisfactory, an explanation is provided.

<b>Professional area</b>	<b>Rating</b>			
▪ In class personal presentation and attendance	E	S	US	NA
▪ Interactions with peers, faculty, professionals	E	S	US	NA
▪ Interactions on practicum or internship	E	S	US	NA

***Comments***

***Committee Recommendation***

- \_\_\_\_\_ Satisfactory progress – no action required.
- \_\_\_\_\_ Remediation required – attach copy of plan.
- \_\_\_\_\_ Dismissal recommended – must be reviewed and approved by Department Chairperson and Dean of College of Health & Behavioral Sciences

***Recommendation Approved***

Student's advisor \_\_\_\_\_ Date \_\_\_\_\_

Program director \_\_\_\_\_ Date \_\_\_\_\_

Student \_\_\_\_\_ Date \_\_\_\_\_

(Signature does not indicate agreement, only that feedback was given.)

Form B  
**Student Corrective Action Plan**

(Check one) \_\_\_\_ Initial Plan    \_\_\_\_ Follow-up    \_\_\_\_ Final Review

Student: \_\_\_\_\_ Date: \_\_\_\_\_

**Identified Areas of Concern:**

- A.
- B.
- C.
- D.

**Remediation Plan and Schedule:**

State for each area of concern:

Area

Specific Behavioral Objectives and Target Dates

Method of Remediation Met? Y/N

- A.
- B.
- C.
- D.

Form B  
**Student Corrective Action Plan (Continued)**

Progress Since Last Review (if applicable): \_\_\_\_ Sufficient \_\_\_\_ Insufficient

Comments and Recommendations:

Date of Next Review (if applicable): \_\_\_\_\_

Student Reactions:

Signatures:

Student Signature: \_\_\_\_\_ Date \_\_\_\_\_

Advisor/Mentor: \_\_\_\_\_ Date \_\_\_\_\_

Counseling Psychology Director of Training: \_\_\_\_\_ Date \_\_\_\_\_

Form C  
**Individual Student-Advisor Review**

Student Name: \_\_\_\_\_

Date of Meeting: \_\_\_\_\_

Persons Present.

Summary of Problem(s). Include specific behaviors, setting, and name of person who first identified the problem.

Form C  
**Individual Student-Advisor Review (Continued)**

**Faculty Recommendation:**

\_\_\_ No action required (state reasons).

\_\_\_ Remediation required (attach copy of plan). If a remediation plan needs to be developed, every effort should be made to involve the student in the process of problem identification and clarification, the generation of alternatives, the selection of appropriate outcomes, the development of ways to achieve these outcomes, as well as techniques to monitor progress.

\_\_\_ Matter forwarded to Counseling Psychology Director of Training.

**RECOMMENDATION APPROVED:**

Student's Advisor: \_\_\_\_\_ Date: \_\_\_\_\_

Counseling Psychology Director of Training: \_\_\_\_\_ Date: \_\_\_\_\_

**Date of Feedback meeting:** \_\_\_\_\_

Student's comments:

Signature of Student: \_\_\_\_\_ Date: \_\_\_\_\_  
(Signature does not indicate agreement, only that feedback was given.)



## **Community Counseling and Counseling Psychology Core Faculty**

### **Core Counseling/Community Psychology Faculty**

ELSON BIHM, Ph.D. - Texas Tech University - Counseling psychology, Social-emotional Learning, Pragmatism

ART GILLASPY, Ph.D. - Texas A & M University - Therapeutic Relationships, Measurement Issues in Counseling Research, Addictions Counseling

KEVIN ROWELL, Ph.D. - Texas A & M University – Gerontology, Rural Health, Disaster Services, Statistics

FEMINA VARGHESE, Ph.D. – Texas Tech University – Offender Counseling, Recidivism, Diversity Psychology

DONG XIE, Ph.D. - Ohio State University – Culture and Personality; Self-efficacy and Stress

### **Core School Psychology Faculty**

RON BRAMLETT, Ph.D. - University of Cincinnati – Child / Family Interventions; Assessment of Children/Adolescents, Predictors of School Success

HEATHER MARTENS – University of Florida - Predicting Student Performance on State Mandated Assessment Using Universal Screeners: Establishing Predictive Cut Scores; Cost Benefit Analysis of Academic Interventions in the School Setting; Teacher Attitude, RTI, Systems Change

JOHN MURPHY, Ph.D. - University of Cincinnati - Solution-Focused Brief Therapy; Self-Modeling; Resilience; Strengths-Based Assessment

JOAN SIMON, Ph.D. – University of Kansas – Hospital to School Transitions; Educational Program Evaluation; Children with Disabilities

### **Other Graduate Faculty**

DARSHON ANDERSON, Ph.D. – Self-regulation, Social Influence, Social Cognition, Diversity

JENNIFER BRINEGAR, Ph.D. – University of Montana – Behavioral Economics, Risk-sensitive Foraging

SHAWN CHARLTON, Ph.D. – University of San Diego – Behavior Analysis, Temporal Discounting, Evolutionary Psychology

BILL LAMMERS, Ph.D. - Bowling Green State University - Psychobiology; Brain EEG Measure of Human Learning; Brain Function During Sleep; Human Memory

MIKE SCOLES, Ph.D. - Northern Illinois University - Drug Tolerance/Dependence; Aversive Control

KEN SOBEL, Ph.D. – Vanderbilt University - Visual search, Top-down Attention, Kinetic Depth Effect, Resolution of Ambiguity



## ***Psi Chi: The International Honor Society in Psychology***

Psi Chi, the International Honor Society in Psychology, has the primary goals of encouraging, stimulating, and maintaining excellence in scholarship, and advancing the science of psychology. Membership is open to *graduate* and undergraduate individuals who are making the study of psychology one of their major interests, and who meet the minimum qualifications for membership.

### *What is the mission of Psi Chi?*

- Advance the science and profession of psychology
- Promote an educational experience consistent with the mission
- Promote ethical and socially responsible members and leaders
- Define and establish an organizational structure that promotes our mission
- Recognize and foster the contributions that diversity makes to the science and practice of psychology

### *What are the benefits of joining Psi Chi?*

- **Academic Recognition**
  - Local, national, & international recognition for your academic achievements
  - An inclusion among the academic elite in the field of psychology
  - An *impressive* accomplishment to include on your curriculum vita & application to future graduate programs, practicum & internship sites, & employers!
- **Professional Development**
  - Curriculum enhancement to increase knowledge & skills
  - Focus on research experience – Involvement in the entire research process!
  - Provides over \$300,550 annually in awards and grants
  - Special participation tracks at psychological conventions (e.g., SWPA, APA)
  - Provides fellowship with other students & professors
  - Opportunities to network & develop professional & personal relationships with others in the field
  - Community service
  - Leadership development

### *How to become a graduate member of Psi Chi<sup>1</sup>*

- Be enrolled as a student at your school
- Have established a GPA at your school of greater than 3.40
- Be enrolled as a major or minor in a psychology program or a program that is equivalent to a psychology major



- Must have completed at least 9 semester hours or 14 quarter hours of psychology courses
- Have an overall GPA that is in the top 35% of your class
- Have a psychology GPA that is at least 3.00 on a 4-point scale
- Pay a \$45 lifetime fee

Each spring, an induction ceremony is held for new members

**If you are interested in becoming a member, please contact your president Laura Horton!**

*UCA Psi Chi Officers*

- **Faculty Advisor**
  - Shawn R. Charlton, Ph.D.
  - Assistant Professor of Psychology
  - scharlton@uca.edu
- **President**
  - Laura B. Horton, M.S.
  - 4<sup>th</sup> year Doctoral student
  - Counseling Psychology
  - l.horton14@gmail.com
- **Graduate Vice President**
  - Evan Anderson
  - 2<sup>nd</sup> year Master's student
  - School Psychology
  - Eanderson3@cub.uca.edu

*Meetings & Events*

- Psi Chi chapter meetings will be held *once per semester*. More information will be sent to members via email.
- Psi Chi will be involved in community service projects and fundraisers with the undergraduate Psychological Society and the graduate CAPS organizations.

## ***The Graduate Association of Counseling & Psychology Students (CAPS)***

The Graduate Association of **Counseling And Psychology Students (CAPS)** is a student-led organization created for all students in the graduate programs within the Department of Psychology & Counseling at UCA. The purpose of CAPS is to organize informational and social events to enhance the experience of and promote fellowship between our graduate students!

### *What are the benefits of joining CAPS?*

- Develop & enhance close friendships among your peers
- Spend time with your colleagues & professors outside of the school setting in a more relaxed environment
- Get to know & develop closer relationships with your professors
- Gain further knowledge about the research & career interests of your peers & professors
- Networking opportunities with professionals outside of UCA via CAPS meetings, events, & guest speakers
- More involvement in department & campus activities, which will provide new social & academic opportunities
- You'll have an extra line to add to your curriculum vita which will look impressive to future practicum, internship, & job sites!

### *How to become a member of CAPS*

- If you are enrolled as a student in any of our graduate programs, you are eligible to join!
- The most common time to join is at the Annual CAPS Picnic held the Tuesday evening before the fall semester begins (More information regarding the picnic will be provided during your orientation meeting). However, you may join at *any time!*
  - Find a CAPS officer.
  - Pay the \$5 dues (\$5 *per semester*).
  - Sign & keep a copy of the receipt form.

### *2012-2013 Officers*

#### **Faculty Advisor**

Dr. Art Gillaspay  
[artg@uca.edu](mailto:artg@uca.edu)

#### **Vice President**

Laikan Johnson

#### **Secretary**

Christina Brown

#### **President**

Lenora Nunnely  
[lenora.nunnley@gmail.com](mailto:lenora.nunnley@gmail.com)

#### **Treasurer**

Evan Anderson

**For more information & recent updates on meetings & events, please find us on Facebook!**  
**UCA CAPS**

## **UCA Campus and Conway Community**

The UCA campus includes 40 major buildings on 262 acres and is located in Conway, Arkansas. Conway, a city in Faulkner County, is approximately thirty miles northwest of Little Rock at the intersection of Interstate 40 and U.S. Highways 64 and 65. Conway is a mixture of tree-lined established neighborhoods and modern subdivisions. It is home to three institutions of higher education, as well as regional manufacturing and international technology companies. The city is located near the Arkansas River, Petit Jean State Park, and Lake Conway, offering convenient access to scenic hiking, fishing, and water sports. ([www.conwayarkcc.org/](http://www.conwayarkcc.org/).) It is only 30 minutes from Little Rock, the state capitol, and North Little Rock, which provide major shopping, employment, and entertainment opportunities.

## **Housing**

**On-Campus Graduate Housing**. There are many opportunities for graduate housing on and off campus. For more information about on-campus housing, see the housing web page at <http://www.uca.edu/divisions/admin/housing>. For residence halls on campus, contact the UCA office:

Housing and Residence Life  
Bernard Hall  
201 Donaghey Avenue  
Conway, AR 72035-0001  
(phone 501 450-3132)  
(fax 501 450-5374)  
[housing@ecom.uca.edu](mailto:housing@ecom.uca.edu)

Two residence halls may be of interest to graduate students. Baridon Hall, a co-educational hall, houses juniors, seniors, and graduate students; students 21 years or older; or students who have lived in a residence hall for four semesters. Two bedrooms adjoin a living room and bathroom. Baridon Hall offers a fitness room, conference room, computer lab, and an intensive study floor. Minton Hall is a twelve month, co-educational hall. This hall offers larger rooms with a mini-fridge in each room and an intensive study floor. Minton Hall never closes, so it is ideal for those students who need a place to stay year round. Baridon and Minton Hall are very popular, so early application is encouraged. Private rooms are available. Requests for more information can be made to the housing office. For more specific information about graduate on-campus housing, see the web page at: [www.uca.edu/divisions/academic/gradbulletin/general/gbull013.htm](http://www.uca.edu/divisions/academic/gradbulletin/general/gbull013.htm).

**Off-Campus Graduate Housing**. Graduate students may pick up brochures and available information concerning off-campus housing in the Housing Office, located in Bernard Hall, 450-3132. Many housing opportunities exist in the surrounding residential area (UCA is in the center of an attractive residential area with many homes and apartments). There are several rental services in the city as well as apartment complexes in easy walking distance of the campus. (See: [www.conwayarkcc.org/tourism.html](http://www.conwayarkcc.org/tourism.html))

## Student Resources

### Library Resources

Torreyson Library, the state's first completely automated university library, holds 1,414,545 items, a volume equivalency of 658,601, including more than 7,720 books on psychology and counseling. The library offers the latest electronic services, including resources for electronic bibliographic searches and Web-based searches and resources for faculty and students. The textbook holdings in psychology and education are numerous and adequate to support the Counseling Psychology program. The library subscribes to all major research journals in psychology and education, including the major research journals specific to counseling psychology.

### Research Funds

The UCA Graduate School funds small grants for graduate students. These funds cover travel, equipment, and related expenses. Contact the Office of Sponsored Programs for more information.

### Internet Access

Students will have access to Internet and UCA website materials (including UCA library) from any computer on campus. In addition, most of the campus has wireless Internet access so personal laptops can be used for access as well.

### Current Instructional Facilities, Equipment, and Technology

The Department of Psychology and Counseling is housed in Mashburn Hall. The building offers an excellent environment for faculty and students. The Department of Psychology and Counseling has two faculty suites, two conference rooms, and research laboratories.

The following resources are also available to students in the program: the College of Education's Technology Learning Center, Office of Candidate Services and Field Experience, College of Education computer labs, and distance learning lab.

The Department of Psychology and Counseling has many academic, intellectual, behavioral, and personality tests available for student use. Some academic and intellectual examples include:

Achenbach System of Empirically-Based Assessment	Beck Youth Inventories-2
Bender-Gestalt Test II	Children's Memory Scale
Behavior Assessment Scale for Children (BASC-2)	Comprehensive and Receptive Vocabulary Test II
Childhood Autism Rating Scale (CARS)	Conners 3 ADHD Rating Scale
Conners Continuous Performance Test II	Children's Depression Scale
Differential Ability Scale-2	Draw-A-Person: Screening Procedure for Emotional Disturbance (DAP: SPED)
Kaufman Assessment Battery for Children II	Reynolds Intellectual Assessment Scales (RIAS)

Peabody Picture Vocabulary Test IV	Wechsler Adult Intelligence Scale IV
Wechsler Individual Achievement Test II	Wechsler Intelligence Scale for Children IV
Wechsler Memory Scale III	Woodcock-Johnson Battery III

### **Other Resources**

More information about the following resources is available from the campus resources web page: <http://www.uca.edu/entry/resources.htm>

Administrative Policies

Continuing Education

Instructional Development

Office of the President

Sponsored Programs

Web Development

Athletics

Health Services

Institutional Research

Online Publications

Student Information System

Writing Lab

Computer Services

Human Resources

International Programs

Police Department

Torreyson Library