

SCHOOL COUNSELING

Salt Lake City

2015-2016

<http://ed-psych.utah.edu/school-counseling/>

UPDATED: April 2015

The professional school counselor is a licensed educator who assists students, teachers, parents, and administrators in helping students reach their educational and career goals. School counselors are employed in elementary, middle/junior high, high school, and post-secondary schools. In their work, school counselors attend to student's age-specific developmental stages of growth. School counselors are specialists in human behavior and relationship issues and organize their work around a framework defined by a program of comprehensive counseling and guidance activities and services within schools.

MISSION STATEMENT

The mission of the University of Utah's Department of Educational Psychology School Counseling Specialization is to prepare pre-service counselors for work and leadership roles in K-12 educational settings. The School Counseling program primarily serves post baccalaureate students in the State of Utah who want to prepare themselves to provide career, academic, and counseling services in the schools.

Located in the largest metropolitan area in the intermountain West, the Educational Psychology School Counseling Specialization program at the University of Utah has been accredited by the Northwest Commission on Colleges and Universities (NWCCU) since 1933. NWCCU is a body that is recognized by the Council for Higher Education Accreditation (CHEA). The program is currently approved by the Utah State Office of Education (USOE) for training school counselors. Graduates in our program meet the educational requirements of the State of Utah and are prepared to function effectively as school counselors within the Utah school system that currently reflects a complex and diverse society.

The faculty that make up the School Counseling Master's Program are committed to, and identified with, the profession of school counseling and strive to provide theoretical and practical instruction in the following areas: foundational knowledge in counseling; counseling and career education for K-12 students; organization and administration of school counseling and guidance services; and the



integration of professional and ethical practices in school counselor identity development.

PROGRAM PHILOSOPHY

The program philosophy underscores the importance of a learning environment where the ability of every student is recognized and adheres to the American Counseling Association (ACA) and the American School Counselor Association (ASCA) ethical guidelines and standards. Through didactic and applied learning, students are instructed of the role and function of the public school system and school counselor. This includes a mandatory internship that occurs in a school setting. Our program framework is consistent with the ASCA National Model: A Framework for School Counseling Programs.

PROGRAM OBJECTIVES & CURRICULUM

The course of study outlined in the School Counseling Program is adapted directly from The Council for Accreditation of Counseling and Related Educational Programs (CACREP) standards. These standards are intended to foster development of students' abilities to meet the following objectives:

- PROFESSIONAL IDENTITY - an understanding of all aspects functioning as a professional school counselor.
- SOCIAL AND CULTURAL DIVERSITY - an understanding of the cultural context of relationships, issues and trends in a multicultural and diverse society.
- HUMAN GROWTH AND DEVELOPMENT - understanding of the nature and needs of individuals at all developmental levels.
- CAREER DEVELOPMENT - an understanding of career development and related life factors.
- HELPING RELATIONSHIPS - an understanding of counseling and collaboration processes.
- GROUP WORK - theoretical and experiential understandings of group purpose, development, and dynamics.
- ASSESSMENT - understanding of individual and group approaches to assessment and evaluation.
- RESEARCH AND PROGRAM EVALUATION - an understanding of research methods, statistical analysis, needs assessment, and program evaluation.

With respect to School Counseling, CACREP standards that are specific to the public schools are underscored:

- FOUNDATIONS OF SCHOOL COUNSELING: An understanding of history and trends in school counseling, ethical and legal issues, and roles and functions of the professional school counselor.
- CONTEXTUAL DIMENSIONS OF SCHOOL COUNSELING: An understanding of the systemic, interdisciplinary, and social/cultural variables within school systems.
- KNOWLEDGE AND SKILL REQUIREMENTS FOR SCHOOL COUNSELORS: Coursework that focuses on understanding of student development; namely, Academic/Learning, Life/Career, Multicultural, and Personal/Social. Students also learn the standards of school counseling through competency development in the Utah Model for Comprehensive Counseling and Guidance: K-12 (Utah State Office of Education, 2008).
- CLINICAL INSTRUCTION: Coursework provided by faculty who are licensed professionals in the field; including licensed professional school counselors, licensed psychologists, former administrators, and public school teachers. Instruction follows a model of service delivery that conforms to State standards as described in the Utah Model for Comprehensive Counseling and Guidance: K-12 (Utah State Office of Education, 2008)

ORGANIZATIONAL STRUCTURE

The School Counseling Master's Program is offered as a M.Ed. degree within the Counseling and Counseling Psychology (CCP) Program in the Department of Educational Psychology. This is a non-thesis degree offering. The Department of Educational Psychology is housed within the College of Education at the University of Utah. The School Counseling program faculty teach required courses as well as serve on student supervisory committees. Adjunct faculty are qualified professionals from the community who also serve as instructors and supervisors.

PROGRAM OF STUDY

The Master's degree (M.Ed.) in Educational Psychology with a School Counseling specialization requires a minimum of 52 semester hours. (If students have worked three years as a licensed teacher, the credit requirement can be reduced to forty-six (50) semester hours.) The program meets the Professional School Counselor requirements for licensure with the Utah State Office of Education. Students complete the coursework and fieldwork

requirements within 2-3 years of beginning the School Counseling Master's Program.

COMPREHENSIVE EXAMINATION

Successful completion of the M.Ed. degree requires that students pass a master's comprehensive examination, typically conducted at the culmination of their program of study. Three faculty members are appointed by the CCP faculty to serve on the student's supervisory committee. The examination consists of the PRAXIS School Counseling and Guidance Test. This test follows a multiple choice format and is used to meet licensure requirements for school counseling in the State of Utah. The content of the PRAXIS focuses on questions that relate to the following four categories in School Counseling: (1) foundations, (2) delivery of services, (3) management, and (4) accountability. In order to successfully pass your comprehensive examination and be eligible for graduation, you must receive passing scores as determined by the Utah State Office of Education in cooperation with Educational Testing Service (ETS). If you do not receive a passing score, you may retake the exam.

Students are strongly encouraged to complete the PRAXIS during the fall semester of their second year. Guidance on preparing and registering for the PRAXIS is provided as part of the Internship Class.

ACADEMIC STANDARDS STUDENT EVALUATION AND APPEALS

Academic Standards: Students obtaining a Master's in Educational Psychology with the School Counseling Program must maintain a 3.0 cumulative grade point average, sustain a minimum 3.0 grade point average each semester, and earn a B- or higher in all required courses. Grades lower than a B- must be repeated within 12 months to earn a higher grade (above a B-), and all incomplete grades must be resolved with a B- or higher within 12 months. A cumulative GPA that is below 3.0 for more than one semester is grounds for program dismissal.

Annual Evaluation: At the end of each academic year, faculty in the Counseling and Counseling Psychology (CCP) program meet to review and evaluate student progress in the program. Students are evaluated in the following areas: academic performance and timeline completion; clinical skill development; ethical/professional behavior; personal/interpersonal behavior; and multicultural competence. A copy of this annual evaluation will be provided to the student and a copy will remain in the student's departmental file. In the event that concerns are raised in the evaluation meeting regarding a student's progress in any area, the School Counseling Training Director will consult with

the student to consider what steps may be needed to remedy the concern.

Appeal Process: In some cases, students may disagree with the outcome of student evaluations, student grades, or supervisory or practicum evaluations. In these cases, the following procedures have been identified to guide students in the process of appealing such decisions.

- ▶ In the case of students who are experiencing difficulty in the program or who have received an unsatisfactory evaluation, the student will meet with the Training Director to follow up and establish plans for remediation.
- ▶ If the student continues to disagree with an evaluation, the student may pursue the disagreement using more formal means. Detailed information about the process of this appeal is contained in the University of Utah Student Code

(<http://www.admin.utah.edu/ppmanual/8/8-10.html>)

The CCP faculty is committed to student progress and success in the School Counseling Master's program. Students are strongly urged to maintain contact with the School Counseling Coordinator throughout the Program. If unforeseen circumstances prevent timely and successful progression through the program, please consult with the School Counseling Coordinator to explore possible solutions as early as possible.

PRATICUM AND INTERNSHIP REQUIREMENTS AND PREREQUISITES

The practicum in school counseling (ED PS 6709) occurs during the first year of a student's program of study. Arrangements for the 100 hour practicum experience will be coordinated by the instructor for this course. Successful completion of ED PS 6821 and 6120 Professional Issues in School Counseling and Comprehensive Guidance Models, ED PS 6200 Counseling Theories, and ED PS 6210 Counseling Skills are prerequisites for enrolling in ED PS 6709 Practicum in School Counseling.

The internship in school counseling (ED PS 6900) occurs during the final year of a student's program of study. Arrangements for the internship experience need to be approved by the School Counseling internship coordinator a full semester prior to beginning the internship course. Prerequisites for enrolling in ED PS 6900 Internship course in School Counseling include successful completion of: ED PS 6821 Professional Issues in School Counseling and ED PS 6120 Comprehensive Counseling and

Guidance, ED PS 6200 Counseling Theories, ED PS 6210 Counseling Skills, ED PS 6360 Multicultural Counseling, ED PS 6330 Career Development Counseling, and ED PS 6709 Practicum in School Counseling.

The internship experience occurs over two semesters and is approximately 20 hours per week of supervised experience beginning fall semester, which translates into 600 clock hours of supervised work or 400 clock hours for licensed educators with three years of full-time teaching experience. Paid internships are often available and require 40 hours per week of supervised experience.

BACKGROUND CHECK

By the end of the first week of Fall classes, students must have completed a background check through the Utah State Office of Education (see link below). This expense will be paid for by the Department. Please use the preimbursement form to have this expense paid for in advance so you do not have to worry about reimbursement at a later date.

<https://secure.utah.gov/elr/ebc/welcome.html>

LICENSURE INFORMATION

This School Counseling Master's program prepares students to meet the educational requirements for Utah State Office of Education (USOE) Licensure as a Professional School Counselor. Information pertaining to licensure and application materials can be obtained from Utah State Office of Education

<http://www.schools.utah.gov/cte/licensing.html>

ADMISSIONS REQUIREMENTS & PROCEDURES

The Counseling and Counseling Psychology faculty is committed to excellence in the education and training of professional school counselors. Applications are evaluated for quality and diversity of experience and background, past academic achievement, personal statement, letters of recommendation, and Graduate Record Examination (GRE) scores. Applicants for the School Counseling Specialization must meet the admissions requirements of the University of Utah Graduate School and demonstrate interest and commitment to the School Counseling Specialization. Applications for admission are reviewed once per year. All materials must be received by December 15. Complete the online Graduate School application through the Apply Yourself System before the department's December 15th admission application deadline.

(<http://app.applyyourself.com/?id=utahgrad>)

The Graduate School allows six (6) semester hours of transfer work from other institutions OR Nine (9) semester hours of graduate credit earned in a non-matriculated status at the University of Utah may be applied towards a degree at the discretion of the faculty. All transfer credit and credit earned in a non-matriculated status must be approved by the CCP faculty and by the Graduate School of the University of Utah.

Note: most counseling courses offered by the University of Utah are restricted to students matriculating in our degree-granting programs. As such, prospective applicants should not expect to be admitted to school counseling-specific courses until after they have been admitted to the program. If you are interested in completing related courses prior to your admission, you should speak directly with the Program Coordinator.

DEPARTMENT POLICIES AND FORMS

Students *must* be registered for a minimum of three credits per semester (with the exception of summer term) to maintain active status as a graduate student at the University of Utah. Students must complete all requirements for the degree within a four year time limit.

All students must file a "Request for Supervisory Committee" form with the Graduate School's Departmental Academic Program Specialist. This form is due by the student's second year in the graduate program. Your supervisor committee is selected for you by the CCP faculty and is the same set of committee members for all students in your cohort year. Students should also be aware that the "Application for Admission to Candidacy" form (also known as your Program of Study) must be completed during the semester the student intends to graduate. To complete these forms, please consult with the program specialist JoLynn Yates 801-581-7148

FORMS DUE:

Fall Year 2: Program of Study Form

Fall Year 2: Supervisory Committee Form

November 1 of year before graduation: Apply for Graduation

See Department program assistant for forms.

DIFFERENTIAL TUITION

Differential tuition is an additional fee paid by all students in the EDPS department's professional training programs. Currently differential tuition is approximately \$59.03 per credit hour.

Differential tuition fees are returned in their entirety to the program and support students matriculating in that program through a variety of means including travel funding, professional membership fees, PRAXIS, intern license, etc. Further, these funds are used to support student socials, orientation sessions, student awards, and an annual supervisor and student recognition event.

Students should contact their student representative for more information on how to take advantage of differential tuition funds.

COLLABORATIVE COUNSELOR TRAINING INITIATIVE (CCTI)

The University of Utah recently adopted an online curriculum to supplement course content for all school counseling students. The Collaborative Counselor training Initiative (CCTI) course is sequenced through the program of study. Content includes sessions on communicating with students from diverse cultural backgrounds, creating a college-going school culture, career planning, academic planning, postsecondary choice, financial literacy, financial aid, college admissions testing, and the college application process.

The materials are designed for online delivery and must be completed in the semester designated.

LINKS FOR SCHOOL COUNSELORS

Students and potential applicants may want to review additional information relevant to the school counseling specialization at the following links:

American School Counselor Association
www.schoolcounselor.org

ACA Code of Ethics
<http://www.counseling.org/Resources/aca-code-of-ethics.pdf>

Utah School Counselor Association
www.utschoolcounselor.org

Comprehensive Counseling and Guidance Program
<http://www.schools.utah.gov/cte/ccgp/>

DEPARTMENT OFFICERS AND CCP PROGRAM STAFF

Educational Psychology

Anne Cook, Ph.D., Department Chair
Michael Gardner Ph.D., Associate Chair

anne.cook@utah.edu
mike.gardner@utah.edu

CCP Program Faculty (School Counseling, SC)

AJ Metz, Ph.D., Assistant Professor
School Counseling Training Director
Jason Burrow-Sanchez, Ph.D., Associate Professor
Susan M. Morrow, Ph.D., Professor
Zac Imel, Ph.D. Assistant Professor
Karen Tao, Ph.D., Assistant Professor
Uma Dorn, Ph.D., Clinical Assistant Professor

aj.metz@utah.edu
jason.burrow-sanchez@utah.edu
sue.morrow@utah.edu
zac.imel@utah.edu
k.tao@utah.edu
uma.dorn@utah.edu

Program Administration
JoLynn Yates

jo.yates@utah.edu
(801) 581-7148

COURSE SEQUENCING

Salt Lake City Program

Notes:

- Salt Lake City students always register for Section 001
- Any deviation from this program of study requires program director approval.

Year 1

Summer

EDPS 6330	Career Counseling (TBD) 3 credit hours
EDPS 6821	Professional Issues in School Counseling (TBD) 2 credit hours
EDPS 6120	Comprehensive Guidance (TBD) 2 credit hours

Fall

EDPS 6340	Substance Abuse Counseling – (M) 3 credit hours
EDPS 6050	Lifespan Development – (T) 3 credit hours
EDPS 6200	Counseling Theories – (W) 3 credit hours
EDPS 6210	Counseling Skills (R) 3 credit hours

Spring

EDPS 6709	Practicum in School Counseling – (M) 2 credit hours
EDPS 6300	Measurement and Assessment – (R) 3 credit hours
EDPS 6360	Multicultural Counseling (T) 3 credit hours

Year 2

Summer

EDPS 6010	Intro to Statistics – (TBD) 3 credit hours
EDPS 6350	Group Counseling - (TBD) 3 credit hours
EDPS 6260	College & Career Readiness (TBD) 3 credit hours

Fall

EDPS 6450	Child Psychopathology – (W) 3 credit hours
EDPS 6900	Internship in School Counseling – (M) 3 credit hours

Spring

EDPS 6470	Consultation in the Schools – (R) 3 credit hours
EDPS 6900	Internship in School Counseling – (M) 3 credit hours
EDPS 6390	Interventions in the School – (W) 3 credit hours