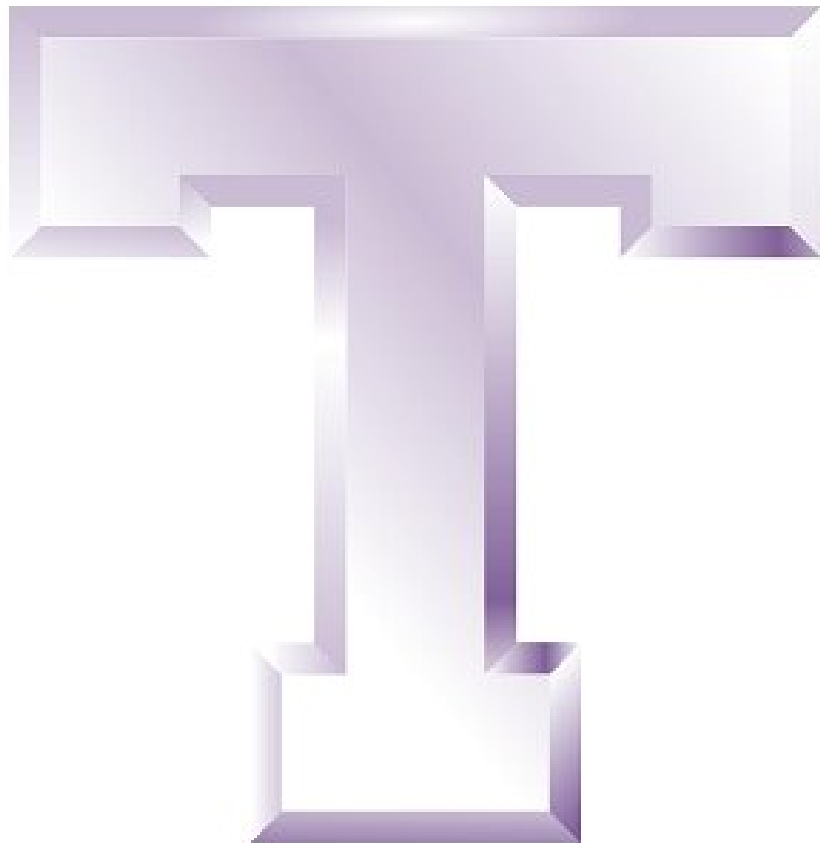


TARLETON STATE UNIVERSITY



STUDENT GUIDE

**for the COUNSELING (M.ED.) and COUNSELING PSYCHOLOGY (M.S.)
Graduate Programs**



STUDENT GUIDE

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**COUNSELING (M.ED.) and COUNSELING PSYCHOLOGY (M.S)
Graduate Programs**

Student Checklist

- _____ Apply to Graduate School. This includes:
 - _____ Completing and submitting the *Graduate School Application for Admission* form
 - _____ Submitting current Graduate Record Examination (GRE) scores
 - _____ Submitting official transcripts of all undergraduate and graduate academic coursework
 - _____ Writing and submitting a 200-300 word essay addressing career and academic goals

- _____ Apply to a graduate degree program in the Department of Psychology and Counseling
- _____ Note: Admission to the Graduate School does not automatically admit a student to a graduate degree program.

- _____ Meet with a graduate advisor prior to enrolling the first time in any courses in a degree program

- _____ Take the 16PF while enrolled in CPSY 550 and submit an essay on what was learned from the experience [note: a fee must be paid at the time the 16PF is taken to cover the cost of materials and the production of an individualized interpretation report]

- _____ Meet with a graduate advisor to complete a degree plan AFTER FULL ADMISSION

- _____ Apply for CNSL 595, CNSL 596, PSY 505, PSY 584, PSY 587, PSY 595, or PSY 596 in the semester prior to enrolling in it (must apply each semester for each course)

- _____ Apply for comprehensive exams

- _____ Apply for graduation

PART 1: ADMISSIONS AND INFORMATION FOR THE STUDENT

Program Options

Students may choose from different options within the master's degree programs. Reference should be made to the university catalog and the advising guide sheets (available from the department office, department website, or an advisor) for specific coursework requirements within each of these options.

- Each student must declare an option at the time full admission status is obtained and a degree plan is filed.
- Students will only graduate with a master's degree under one program option.
- Students may take courses not listed on their degree plans with the understanding that these courses are electives and may not satisfy requirements for graduation in some program options.

Available options include:

- For the Counseling (M.Ed.) program: School Counseling (with or without LPC).
- For the Counseling Psychology (M.S.) program: Licensed Professional Counselor and Licensed Marriage & Family Therapist.
- Non-degree seeking certification programs include: School Counseling and Clinical Mental Health Counselor.

Statement of Informed Consent

The graduate degree programs include laboratory and field experiences in counseling or psychology. These courses will include practicing counseling, therapy, and assessment skills with student peers, being interviewed by counseling or psychology peers, and practicing newly-acquired and more advanced skills with actual clients at field sites. Important components of student evaluation will include receptivity to the giving and receiving of feedback (from peers, university instructors, and site supervisors) and ability to integrate such feedback into the student's counseling, therapy, and assessment behaviors. Feedback will include supervisor observations (from course instructors, program faculty, and site supervisors) of any limitations in counseling, therapy, and assessment skills, professional practice, and personal qualities and behaviors which may inhibit the student's therapeutic abilities. Feedback (oral and/or written) will come in the classroom and lab settings, as well as in group and individual supervision settings. Additional meetings with instructor and/or field supervisor may be necessary. Progression through field experiences will depend upon a formative evaluation by the instructor that the student has acquired the skills necessary for the next level.

Due to the nature of counseling and psychology, and the faculty's responsibility to educate effective counselors and therapists, students may be encouraged to participate in experiential activities (including group counseling as well as attending and paying for counseling as an outside class activity). Signing a confidentiality agreement, which is included in the appendix of this student handbook, protects student's rights with regard to self-disclosure.

Students are subject to the conditions of the department's retention procedure included later in this guide.

Admission

- The student must be admitted to the College of Graduate Studies.
- The student must meet admission requirements as specified in the Application for Admission to the Graduate Psychology and Counseling Program. Application forms may be obtained from the department office or website.
- The student must return the completed application for admission and all documentation according to the following schedule:

| | |
|-----------------|------------|
| Fall Semester | July 1 |
| Spring Semester | November 1 |
| Summer Semester | April 1 |

- A training committee consisting of members of the graduate counseling or psychology faculty will convene every semester to review applications and make recommendations for acceptance or rejection of individual applicants. The following factors contribute to the decision of the admissions committee:
 - graduate admission status
 - performance in previous undergraduate and graduate coursework
- Additional coursework may be required if a student's undergraduate degree is not in a field that is closely related to counseling or psychology.
- All students failing to meet full admission requirements will be placed on conditional admission status until the first 12 semester hours are completed.
 - Students must enroll in coursework approved by a graduate advisor and receive a grade point average (GPA) of 3.25 or above on the specified coursework.
 - Students will not be permitted to enroll in additional coursework in counseling (CNSL), counseling psychology (CPSY), or psychology (PSY) beyond the first 12 semester hours if not fully admitted to the program.
 - If denied full admission, students may re-apply for admission after successful remediation. Students are responsible for this remediation following input from the graduate advisor and/or admissions committee.
- Students' admission status will be reviewed continuously throughout their course of study regarding their ability to develop competence in counseling, therapy, and/or assessment skills. Should a change in admission status be required, appropriate program procedures will be followed. Consult this guide or ask a graduate advisor for details.
- No more than 6 semester hours of graduate coursework completed at another accredited university will be accepted for transfer credit on a student's degree plan. No undergraduate credit will be counted toward a graduate degree. Coursework more than 6 years old cannot be counted for a degree.

Ethical Standards

- All students are expected to understand and practice the ethical codes and standards of conduct of the American Counseling Association (ACA), the American Psychological Association (APA), or the National Association of School Psychologists, as well as the standards of conduct for students at Tarleton State University (TSU). Violations of professional ethical standards or University rules could deem a student unfit to continue in the program.
- Students are expected to periodically review the ethical standards to insure continued understanding and practice.
- Advisors and faculty members at TSU have an obligation to respond when students are in violation of professional ethical standards or University rules of conduct.

Faculty Advisement

Students are strongly encourage to seek advising by faculty advisors regarding coursework, certification and licensing requirements, program policies and procedures, requesting changes in degree plans, and assistance with other educational or career needs.

- A faculty advisor is assigned to each student according to area of emphasis and degree plan. Students may consult with any faculty member but are urged to work with their assigned advisor as much as possible due to his/her expertise and knowledge in the student's area of emphasis.
- Advising is a continuous process, and faculty advisors are assigned many students to advise in

addition to their other workload requirements, such as teaching, service, and research. Students should demonstrate respect for the faculty advisor's time by setting appointments and being prepared for their appointments as much as possible.

Student's Responsibilities

Students have a responsibility for their learning. Other responsibilities include:

- Reading the TSU Catalog each year to determine if changes impact them
- Reading and adhering to professional ethical standards
- Meeting registration and payment deadlines
- Participating in activities and projects, internal or external to the University, that will enhance their learning experience
- Following the degree plan outline as closely as possible and being aware of all course prerequisites
- Preparing for courses by making arrangements to attend regularly scheduled classes, allowing for adequate study time, completing assignments on a timely basis, and taking the final exam as scheduled
- Identifying skill strengths and working toward development of skills that need improvement
- Asking questions to obtain information regarding topics they do not understand
- Acquiring professional liability insurance prior to taking clinical practicums and internships
- Preparing for the site-based practicums and internships in advance of the semester in which they will be taken, including submitting application forms by posted deadlines
- Selecting and developing a theoretical orientation
- Applying for candidacy upon completion of selected core courses
- Taking the core examination within the required time period
- Signing up and taking the comprehensive examination during the final semester of coursework
- Meeting graduation requirements and deadlines
- Collecting and maintaining documentation of practicum and internship hours which will be needed when applying for certification or licensure
- Becoming identified with the professional community (e.g., participating in professional activities and/or joining a professional association such as APA, ACA, National Association of School Psychologists [NASP], Texas Counseling Association [TCA], etc.) – see Part 4 of this handbook.

Degree Plan

Students must have full admission to file a degree plan in the department. Once full admission status is granted, a student should contact his/her graduate advisor to develop a degree plan as soon as possible. The student, graduate advisor, department head, and graduate studies dean sign the student's departmental degree plan. The graduate advisor will assist the student with the selection of courses related to the program option chosen. Note: Students who are on non-degree seeking status are not in a degree program and are not eligible to file a degree plan. Care must be taken to select courses on the degree plan that also meet requirements for special credentials the student may be seeking such as licensure or certification. See the Certification and Licensure section of this guide for more details.

PART 2: PROGRAM PERFORMANCE STANDARDS

Program Standards

Students must maintain high scholastic standards and develop skills necessary to work with people with diverse needs. Students are expected to demonstrate emotional and mental fitness in their professional fields and to conform to the code of ethics of relevant professional associations and the state of Texas. A student's acceptance in the Counseling, Counseling Psychology, School Psychology, or Educational Psychology programs does not guarantee professional fitness that is required to remain in the program.

Academic Appeal Policy

An individual course grade may be changed when the involved faculty member certifies to the university registrar that an error was made in computing the original grade. The Psychology and Counseling Department Head and the Dean of the College of Education must approve the grade. Students who wish to appeal a grade must first discuss the grade with the instructor. If no resolution is reached, the student may appeal the grade to the department head. If no satisfactory conclusion can be reached at this level, the student may appeal to the college dean. The dean's decision is final.

Student Retention Policy

Students must earn an average grade of "B" or better in the required courses for the degree. If the cumulative graduate school grade point average (GPA) falls below 3.0 during any semester of enrollment at TSU, the student will be placed on academic suspension. In the next semester of enrollment the student must raise his/her cumulative graduate school GPA to 3.0 or above and maintain a 3.0 average for the remainder of her or his coursework or be permanently suspended from the program and university.

Evaluating Student Performance

Members of the program faculty, using their professional judgment, continually evaluate each student's performance. Students receive feedback about their performance from faculty members, advisors, and supervisors. The criteria used by the faculty to make such judgments include instructor's observations of course performance, evaluations of students' performances in simulated practice situations, supervisor's evaluations of student's performances in practice situations, and the discipline's codes of ethics.

Student Review Policy

If a faculty member believes that a student is not making satisfactory progress or meeting program or university standards, that faculty member will discuss the situation with the student. If the faculty member believes the student's performance cannot improve to acceptable standards, the faculty member may refer the student to a committee of the program faculty, consisting of a minimum of three faculty members, to review the student's performance. The Performance Fitness Evaluation Form included in the Appendix will be used for this review. Please familiarize yourself with this form.

- The faculty review committee will provide the student in writing with the reasons for non-satisfactory progress and will provide the student an opportunity to meet with the committee to discuss the concerns. After considering the matter, and within 10 working days of meeting with the student, the committee will report to the student and department head its recommendation that the student either be allowed to remain, allowed to remain with conditions, or be removed from the program. Within 10 days of the receipt of such information, the student will notify the Head of the Psychology and Counseling Department of the acceptance or appeal to the committee's recommendation. Lack of notification within this time period is taken to mean acceptance. If the student is recommended to stay in the program, the committee will develop a growth plan. If the student appeals, the department head will determine whether or not the student remains in the program. The department head may or may not meet with the student prior to the decision and will provide the student with a final decision in writing.
- A student who is dissatisfied with the department head's decision may appeal to the Dean of the College of Education. For an appeal to be considered, the student must submit a written notice for an appeal to the dean within 10 working days of receiving the decision from the department head. The dean will consider the matter based on results compiled by the department head and notify the student of his/her decision within 10 working days of receipt of the appeal. The dean's decision is final.

Professional Endorsement Policy

The faculty will not endorse any graduate from the psychology and counseling programs for a license or certification for which the graduate has not been trained.

Admission to Candidacy

- Admission to candidacy is a requirement for all degree-seeking students.
- The requirements for candidacy are:
 1. Have a degree plan on file in the Graduate School and Department
 2. Be fully admitted to the Counseling, Counseling Psychology, School Psychology, or Educational Psychology program and Graduate School
 3. Have a 3.0 GPA and not be on academic probation
 4. Show satisfactory progress and acceptable standards of conduct
 5. Submit an essay regarding the student's learning as a result of taking the Sixteen Personality Factor (16PF) questionnaire while enrolled in CPSY 550
 - The essay must be introspective and utilize 16PF interpretation report information to address the student's (1) reaction to the experience, (2) identified strengths, and (3) identified areas for growth as they relate to becoming a professional counselor, psychologist, or therapist.

Comprehensive Examination

- Every candidate for the M.Ed. or M.S. degree must apply for and pass a comprehensive examination.
- The examination is taken in the final semester of graduate coursework listed on the student's degree plan, including all internship and practicum courses.
- While the scheduled date is usually posted early in the semester, the student is ultimately responsible for contacting the program office for information regarding the examination and for making arrangements to take it as scheduled. Examination dates are typically:

| <u>Graduating Semester</u> | <u>Comprehensive Examination</u> | <u>Application Deadline</u> |
|----------------------------|----------------------------------|-----------------------------|
| Fall | Given in November | October 1 st |
| Spring | Given in April | March 1 st |
| Summer Sessions I & II | Given in July | June 1 st |

- The examination consists of two parts: an objective item examination and an essay examination. The objective item examination consists of 100 multiple-choice questions related to the student's degree plan. There are different examinations for different degree plans. The essay examination consists of four essay questions written by the student's advisory committee and related to the graduate coursework taken by the student. The chair of the advisory committee submits two essay questions and the other two members of the advisory committee each submit one essay question.
- A score of 70% must be obtained on each part of the comprehensive examination to pass it. Any part of the examination that is not passed at the 70% cutoff must be retaken in the next semester it is administered. Students who do not receive a passing score the second time are referred to their advisory committee. An individual remediation plan will be considered. No student may take the failed portion more than three times. Students who are unable to successfully complete the required comprehensive exams will be dismissed from the program.

Graduation

Students must register to graduate by the deadline listed in the current catalog or class schedule. All university requirements regarding the final procedures related to the degree must be followed. If courses have been substituted for those printed on the degree plan, a substitute approval form must be

completed, signed by the student, graduate advisor, department head, and dean, and placed on file in the graduate studies office.

PART 3: FIELD PLACEMENT

Courses

- The following courses require a separate application for each semester in which the student will be enrolled:

| | | |
|----------|---------|---------|
| CNSL 595 | PSY 505 | PSY 595 |
| CNSL 596 | PSY 584 | PSY 596 |
| | PSY 587 | |

Eligibility

- All prerequisite courses must be completed to be eligible for enrollment in practicum and internship courses (see the appropriate Verification of Coursework form)
- Students must have a 3.0 GPA, admitted to candidacy, and not be on academic probation
- Students must show satisfactory progress and acceptable standards of conduct
- Every applicant must be approved for eligibility by the practicum/internship director
- Any program faculty member may challenge a student's eligibility or fitness for a practicum or internship under the student fitness and performance guidelines of the department. No student will be admitted to a practicum/internship until all challenges to eligibility have been resolved.

Application and Deadlines

- Application for practicum/internship experiences must be submitted for each experience.
- Acceptance and completion of one practicum/internship course does not assure acceptance to a second practicum/internship.
- Application forms are available in the program offices.
- Application deadlines are announced and posted each semester. It is the responsibility of the student seeking a practicum/internship to know and adhere to the application deadline. No new applications will be considered after a deadline for a particular semester has passed.
- The application deadlines are (note: if a deadline falls on a weekend or holiday, it will be moved to the next working day):

| Practicum Semester | Application Deadline |
|------------------------|--------------------------|
| Fall | July 1 st |
| Spring | November 1 st |
| Summer Sessions I & II | April 1 st |

- Written notification of acceptance to a practicum/internship will be provided as soon as all applications have been processed after the deadline date. Packets containing guidelines and procedures will be mailed to all applicants who have been accepted. The assigned supervisor of each section will provide specific information and guidelines to those students registered in that section. Students whose applications are not accepted may reapply for the subsequent semester.

Selection of Practicum and Internship Sites

- The student seeks and chooses the practicum/internship site. Approval of the site by the practicum/internship director is required.
- A site must be deemed appropriate by the practicum/internship director to be approved. The student must provide the names and phone numbers of contacts at the site, as well as detailed information

about the services offered and potential experiences for the student. To approve a site, the practicum/internship director will consider the qualification of supervisors at the site, the experiences to be offered the student, the coursework, degree plan, and licensure/certification sought by the student, and the quality of the services offered at the site. The practicum/internship director may deny placement of a student at a particular site if the site is deemed inappropriate for meeting the educational needs of the student.

- It is highly recommended that students seeking sites meet with the practicum/internship director early in the semester of the application deadline to get pre-approval of the site. This will help to insure that adequate time is available to find an alternate site in case a site is not approved.

Liability Insurance

- All students who register for a practicum or internship course are required to show proof of possessing student counseling/therapy liability insurance. In some instances, students may be required to provide health certificates or evidence of immunization to work with clients.
- Since it is the responsibility of students to prepare themselves for course requirements, liability insurance must be purchased several weeks prior to taking a practicum or internship course to avoid delays in working with clients. Students are also responsible for renewing the insurance as needed.

PART 4: PROFESSIONAL IDENTITY

Professional Associations

- Students are strongly encouraged to become identified with the professional community (e.g., participate in professional activities and/or join a professional association). A variety of professional associations have student members. As a whole, these associations provide many benefits, products, and services to counselors, psychologists, and therapists. They promote public recognition of the profession, advocate for the profession, and represent the profession's interests before federal, state, and local governments.
- Professional associations most directly related to our program options include:
 - Counseling
 - American Counseling Association
 - American Mental Health Counselors Association
 - American School Counselor Association
 - American College Personnel Association
 - Texas Counseling Association
 - Texas Mental Health Counselors Association
 - Texas School Counselor Association
 - Cross Timbers Counseling Association (Stephenville)
 - Mid-Tex Counseling Association (Killeen)
 - Metroplex Counseling Association (Ft. Worth)
 - Psychology
 - American Psychological Association
 - Association for Psychological Science
 - Southwestern Psychological Association
 - National Association of School Psychologists
 - Texas Psychological Association
 - Texas Association of School Psychologists
 - Marriage and Family
 - American Association of Marriage and Family Therapists
 - Texas Association of Marriage and Family Therapists
- Students are also encouraged to attend and participate in professional association conferences. Such experiences give opportunities to share research, network, and enhance professional development. While it is not a requirement, graduate faculty are often interested in collaborating with students to

develop conference presentations.

Honor Societies

If invited, students should accept membership in a professional honor fraternity such as Psi Chi (psychology) or Chi Sigma Iota (counseling). Such honors give recognition for academic excellence and are appropriate for listing on one's resume'. Local chapters often have activities that provide professional development and collegiality.

PART 5: CERTIFICATION AND LICENSURE

- All graduate degree plan options lead to eligibility for professional certification or licensure. Each degree option is primarily designed for a particular credential, although some degree options may allow for more than one credential if elective coursework is chosen carefully.
- Certification or licensure is generally coordinated between the student and the board issuing the desired credential. Program faculty and the department usually provide documentation and verification of training experiences to boards after the student has initiated the credentialing process.
 - For school counseling certification, students initiate the process by contacting the certification office at TSU.
 - For professional counseling licensure (LPC) and marriage and family therapist licensure (LMFT) students initiate the process by contacting the appropriate licensing board.
 - For national counselor certification (NCC) and clinical mental health counseling certification (CMHC), students initiate the process by contacting the appropriate certification board.
- It is the responsibility of the student to be aware of the particular requirements of the certification and licensing board for which a credential is sought. Consult with program faculty if you are unsure of how to find these requirements.
- Many credentials require post-master's degree internship experiences. The student independently arranges these with the consent of the certification or licensing board. The department and its program faculty are not involved in this requirement.
- Program options, the eligible credentials, and the appropriate certification and licensing boards for these credentials are listed in the table on the next page

| <u>Program</u> | <u>Degree</u> | <u>Program Option</u> | <u>Credential</u> | <u>Responsible Board</u> |
|-----------------------|---|---------------------------------|--|--|
| Counseling | M.Ed. | School Counseling | School Counselor (certification) | Texas State Board for Educator Certification |
| | | | Licensed Professional Counselor (licensure) | Texas State Board of Examiners of Professional Counselors |
| Counseling Psychology | M.S. | Licensed Professional Counselor | Licensed Professional Counselor (licensure) | Texas State Board of Examiners of Professional Counselors |
| | | | National Certified Counselor (certification) | National Board for Certified Counselors |
| | | Marriage and Family Therapy | Licensed Marriage and Family Therapist (license) | Texas State Board of Examiners of Marriage and Family Therapists |
| Non-degree Seeking | Post master's degree with 2 years teaching experience | | School Counselor (certification) | Texas State Board for Educator Certification |

APPENDIX

- Performance Fitness Evaluation Form
- Application for Admission to Psychology and Counseling Programs
- Confidentiality Form
- Informed Consent Form
- Counseling Internship – Prerequisite Course Verification Form
- Counseling Psychology LPC Practicum – Prerequisite Course Verification Form
- Counseling Psychology LMFT Practicum – Prerequisite Course Verification Form

Performance Fitness Evaluation
 Psychology and Counseling Graduate Programs
 Department of Psychology & Counseling
 Tarleton State University

Student _____ Semester/Year _____

Faculty _____ Course Number _____

This evaluation is to be completed by instructors when they believe that there is a poor match between the student and the counseling program. The evaluation covers four areas:

1. Professionalism 2. Competency 3. Social and Emotional Maturity 4. Integrity

This form should be completed in triplicate. The faculty member completing it should retain the original, give one copy to the student, and place one copy in the student's file. The faculty member **MUST** complete follow-up documentation to be placed in the student's file.

Directions: Based on your observations of the student, select the relevant items, then circle the number that corresponds to the level of concern: 1= Concerned 2 = Highly Concerned

Professionalism

| | | |
|--|---|---|
| 1. The student conducts self in an ethical manner so as to promote confidence in the counseling program. | 1 | 2 |
| 2. The student relates to peers, professors, and others in a manner consistent with stated professional standards. | 1 | 2 |
| 3. The student demonstrates sensitivity to real and ascribed differences in power between themselves and others. | 1 | 2 |
| 4. The student demonstrates an understanding of the legal requirements relevant to counseling training and practice. | 1 | 2 |
| 5. The student regularly attends class, is on time for class, and stays for the full class meeting time. | 1 | 2 |
| 6. The student willingly increases knowledge (and implementation) of effective counseling strategies. | 1 | 2 |
| 7. The student projects a professional image and positive attitude. | 1 | 2 |

Competency

| | | |
|--|---|---|
| 1. The student recognizes the boundaries of his/her particular competencies and limitations of his/her expertise. | 1 | 2 |
| 2. The student takes responsibility for compensating for his/her deficiencies in a timely manner. | 1 | 2 |
| 3. The student takes responsibility for assuring client welfare when faced with the boundaries of his/her expertise. | 1 | 2 |
| 4. The student provides only those services, and applies only those techniques, for which s/he is qualified by education, training, or experience. | 1 | 2 |
| 5. The student demonstrates basic cognitive, affective, and sensory capacities when responding therapeutically to clients. | 1 | 2 |
| 6. The student demonstrates appropriate oral and written language skills. | 1 | 2 |

Social and Emotional Maturity

| | | |
|---|---|---|
| 1. The student demonstrates appropriate self-control (such as anger control, impulse control) in interpersonal relationships with faculty, supervisors, peers, and clients. | 1 | 2 |
| 2. The student is honest, fair, and respectful of others. | 1 | 2 |
| 3. The student is aware of his/her own belief systems, values, needs, and limitations and the effect of these on his/her work. | 1 | 2 |
| 4. The student demonstrates the ability to receive, integrate, and utilize feedback from peers, instructors, and supervisors. | 1 | 2 |
| 5. The student exhibits appropriate levels of self-assurance, confidence, and trust in own ability. | 1 | 2 |
| 6. The student follows professionally recognized problem-solving processes, seeking to informally solve problems first with the individual(s) with whom the problem exists. | 1 | 2 |

Integrity and Ethical Standards

| | | |
|--|---|---|
| 1. The student refrains from making statements which are false, misleading, or deceptive. | 1 | 2 |
| 2. The student avoids improper and potentially harmful dual relationships. | 1 | 2 |
| 3. The student respects the fundamental rights, dignity, and worth of all people. | 1 | 2 |
| 4. The student respects the rights of individuals to privacy, confidentiality, and choices regarding self-determination and autonomy. | 1 | 2 |
| 5. The student respects cultural, individual and role differences, including those due to age, gender, race, ethnicity, national origin, religion, sexual orientation, disability, language, and socioeconomic status. | 1 | 2 |

Student Signature: _____ Date: _____

Faculty Signature: _____ Date: _____

PSYCHOLOGY AND COUNSELING GRADUATE PROGRAMS
Tarleton State University

Statement of Confidentiality

I, the undersigned, do agree to hold in strictest confidence personal information gained in any psychology or counseling course as well as any other that may be construed to be in a psychology or counseling course. This agreement is in accordance with established Codes of Ethics from professional associations as well as the licensure laws of the State of Texas. I understand the necessity for such an agreement and will abide by the implicit and explicit demands of this statement. I further understand that breaches of confidentiality will result in disciplinary action including possible dismissal from the Tarleton State University Counseling, Counseling Psychology, Educational Psychology and School Psychology programs.

Student Name -- Printed

Date

Student Signature

**PSYCHOLOGY AND COUNSELING GRADUATE PROGRAMS
TARLETON STATE UNIVERSITY
INFORMED CONSENT**

The undersigned student understands:

The graduate degree programs include laboratory and field experiences in counseling or psychology. These courses will include practicing counseling, therapy, and assessment skills with student peers, being interviewed by counseling or psychology peers, and practicing newly-acquired and more advanced skills with actual clients at field sites. Due to the nature of counseling and psychology, and the faculty's responsibility to educate effective counselors and therapists, students may be encouraged to participate in experiential activities (including group). All reasonable efforts will be made to protect the confidentiality of any disclosed information.

Important components of student evaluation will include receptivity to the giving and receiving of feedback (from peers, university instructors, and site supervisors) and ability to integrate such feedback into the student's counseling, therapy, and assessment behaviors. Feedback will include supervisor observations (from course instructors, program faculty, and site supervisors) of any limitations in counseling, therapy, and assessment skills, professional practice, and personal qualities and behaviors that may inhibit the student's therapeutic abilities. Feedback (oral and/or written) will come in the classroom and lab settings, as well as in group and individual supervision settings. Additional meetings with instructor and/or field supervisor may be necessary. Progression through field experiences will depend upon a formative evaluation by the instructor that the student has acquired the skills necessary for the next level.

In consideration of being allowed to participate in courses and the field placement requirements of the program, the undersigned student agrees:

1. That his/her participation in said program will make use of personal student experiences in a classroom situation, and hereby gives informed consent to the usage of these experiences and further agrees and consents that professional observations and/or findings as well as student comments may be communicated to and discussed in a classroom situation.
2. To hold harmless Tarleton State University, the Board of Regents, Texas A&M University System, their respective officers, agents, servants, and employees from any and all liability arising out of or in any way predicated upon acts or omissions, in connection with the program described above.
3. That he/she assumes all risk involved in participation in this program. This assumption is made freely and voluntarily and with full and complete understanding of the consequences of such risk assumption.

By signing this agreement, I understand and agree to these conditions for my enrollment in the program.

Date

Student Signature

COUNSELING INTERNSHIP VERIFICATION OF COURSEWORK

I certify that I have completed the following pre-requisite courses for CNSL 595 or CNSL 596. Write "N/A" for "not applicable" when it applies and indicate the reason.

| Required Course | Semester/Year | School | Grade |
|--|---------------|--------|-------|
| CPSY 550 Foundations of Counseling and Psychology | | | |
| CPSY 551 Career Counseling & Guidance | | | |
| CPSY 553 Personality & Counseling Theories & Applications | | | |
| CPSY 554 Group Procedures for Counselors | | | |
| CPSY 557 Methods & Practices in Counseling & Psychology | | | |
| PSY 581 Assessment & Evaluation Fundamentals | | | |

Reasons for not completing any pre-requisite course:

I also certify that my cumulative graduate school grade point average (GPA) at Tarleton State University is 3.0 or greater.

Student Signature _____ Date _____

LPC OPTION
MASTER OF SCIENCE IN COUNSELING PSYCHOLOGY
PRACTICUM VERIFICATION OF COURSEWORK

I certify that I have completed the following pre-requisite courses for PSY 505, PSY 584 or PSY 587.

| Required Course | Semester/Year | School | Grade |
|--|---------------|--------|-------|
| CPSY 550 Foundations of Counseling and Psychology | | | |
| CPSY 553 Personality & Counseling Theories & Applications | | | |
| CPSY 554 Group Procedures for Counselors | | | |
| CPSY 557 Methods & Practices in Counseling & Psychology | | | |
| CPSY 558 Counseling Perspectives on Psychopathology | | | |
| PSY 581 Assessment & Evaluation Fundamentals | | | |

Approved course substitutions or reasons for not completing any pre-requisite course:

I also certify that my cumulative graduate school grade point average (GPA) at Tarleton State University is 3.0 or greater.

Student Signature _____ Date _____

**LMFT OPTION
 MASTER OF SCIENCE IN COUNSELING PSYCHOLOGY
 PRACTICUM VERIFICATION OF COURSEWORK**

I certify that I have completed the following pre-requisite courses for PSY 505, PSY 584 or PSY 587.

| Required Course | Semester/Year | School | Grade |
|---|---------------|--------|-------|
| CPSY 509 Assessment & Treatment in Marriage & Family Therapy | | | |
| CPSY 550 Foundations of Counseling and Psychology | | | |
| CPSY 553 Personality & Counseling Theories & Applications | | | |
| CPSY 556 Introduction to Family Counseling | | | |
| CPSY 557 Methods & Practices in Counseling & Psychology | | | |

Approved course substitutions or reasons for not completing any pre-requisite course:

I also certify that my cumulative graduate school grade point average (GPA) at Tarleton State University is 3.0 or greater.

Student Signature _____ Date _____