

GRADUATE STUDENT HANDBOOK: COUNSELING & DEVELOPMENT

The following programs in the Department of Counseling and Development at LIU Post and LIU Brentwood are accredited by CACREP (Council for Accreditation of Counseling and Related Educational Programs):

**Clinical Mental Health Counseling (M.S.)
School Counseling (M.S.)**

Department of Counseling & Development
LIU Post: (516) 299-2814
LIU Brentwood: (631) 287-8500
www.liu.edu

Department website:
<http://ceit.liu.edu/CSD/CounsDev.html>

Certification website:
<http://ceit.liu.edu/Certification/Cert.html>

Revised May 17, 2016

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LIU Post and LIU Brentwood are accredited by The Commission on Higher Education of the Middle States Association of Colleges and Schools. **The administration reserves the right to change any of the terms of this *Handbook* in any section at any time.**

(Revised May 17, 2016)

WELCOME

The faculty and staff of the Department of Counseling and Development, LIU Post and LIU Brentwood, welcome you to your program of study. We are committed to a program of the highest quality. We wish you much success as you pursue your educational and professional goals.

The purpose of this handbook is to provide you with vital information that will assist you throughout your studies. It is not meant to replace the graduate bulletin or the LIU catalog but to supplement them and provide you with a guide throughout your educational endeavors within the master's degree programs. This handbook will answer many questions you might have concerning dates, deadlines, expectations, and program requirements. We are here to help you in every way possible, but the ultimate responsibility for fulfilling all graduation requirements lies with each student.

General inquiries about the departmental programs should be directed to the Chair of the Department, Dr. James Colangelo. Questions about Clinical Mental Health Counseling should be directed to Dr. Eugene Goldin and Dr. Fallon Dodson will answer any questions about the School Counseling Program. Questions regarding practicum or internship placements should be directed to Professor Miriam McCormack, Clinical Placement Coordinator. The Clinical Placement Coordinator reports to Dr. Terry Bordan, Supervisor of Clinical Placement. The Enrollment Service Counselor at LIU Post is Daniel Heller; the Enrollment Service Counselor at LIU Brentwood is Isaac Yadegari.

Student Program Agreement Contract

The course content and experiential activities involved in the programs offered by the Department of Counseling and Development are designed to afford you, our students, the opportunity to achieve personal, intellectual, and professional development goals. Through the program of study, you will be given feedback from faculty, supervisors, peers, and clients concerning your personal, academic, and professional development. You will be expected to deal with this feedback in a mature and professional manner.

The expectations of the Department's faculty are that you will explore and recognize the effect that your personal beliefs, issues, emotions, and behaviors have on your ability to function as a professional counselor. The various "techniques" or "skills" courses will require that you develop and demonstrate your professional skills as you work with classmates in role-play situations and with clients in actual sessions. You will be asked to examine your behaviors, beliefs, and emotions in relation to your professional activities and experiences on an ongoing basis.

The Department of Counseling and Development faculty members believe we have a responsibility to dismiss students who are unable to render competent service, even after our professional intervention, due to academic or personal limitations. We also recognize an obligation to help students in obtaining remedial assistance as needed, to consult with colleagues and document decisions to refer students for assistance or to request that students be dismissed from the program, and to assure that students have adequate recourse to address decisions made.

If, in the professional judgment of a faculty member, a student's behavior is deemed substandard, unethical, illegal, and/or professionally unbecoming at any time during the course training (including course work, practica, and internships), the Student Retention and Review Committee will be called to review the performance and behavior of the student and to make recommendations to the Department as a whole and ultimately to the Department Chair and the Dean, as appropriate.

I, _____(print name), adhere to the American Counseling Association Code of Ethics and Standards of Practice and have read the relevant material in the Graduate Student Handbook for Counseling and Development, and the description of course requirements and program experiences required in the curriculum. I do understand that my plan of study is developmental in nature and that it is a process rather than merely an accumulation of course credits. Therefore, I accept the fact that I must adhere to all counseling prerequisites. I agree that the faculty members of the Department of Counseling and Development have the right and responsibility to monitor my academic and professional ethical behavior.

I am willing to participate fully in the courses and requirements delineated in the "Graduate Student Handbook: Counseling & Development" and I also agree to abide by the policies set forth therein.

Name (print)

Signature

Date

It is mandatory that the Handbook be distributed and read in EDC 601 and EDC 602. It is only after the student has done so that the Contract is signed. The EDC professor returns all signed contracts to the Department of Counseling and Development.

PROGRAMS OFFERED

The Department of Counseling and Development offers the following graduate programs:

Clinical Mental Health Counseling (M.S. Degree)
School Counseling (M.S. Degree)
Advanced Certificate in Clinical Mental Health Counseling

DEFINITIONS OF COUNSELING

The Department of Counseling and Development educates students to become professional counselors who are prepared to meet the challenges inherent in the profession. Graduates of our programs assume positions as school counselors, mental health counselors, career and employment counselors, and counselors in public and private agencies. The Department of Counseling and Development adheres to the following definitions of counseling by the *American Counseling Association* (ACA):

Professional Counseling:

Professional counseling is the application of mental health, psychological, or human development principles through cognitive, affective, behavioral or systemic intervention strategies that address wellness, personal growth, or career development, as well as pathology.

Professional Counseling Specialty:

A professional counseling specialty is narrowly focused, requiring advanced knowledge in the field and founded on the premise that all Professional Counselors must first meet the requirements for the general practice of professional counseling. LIU Post and LIU Brentwood offer two counseling specialties: Clinical Mental Health Counseling and School Counseling.

DEPARTMENT OF COUNSELING AND DEVELOPMENT MISSION STATEMENT

The mission of the Department of Counseling and Development is to educate and prepare graduate students to enter the professions of Mental Health Counseling and School Counseling through programs of study that are accredited by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP). Course work encompasses theory, practica and internships, and preparation of students for licensure or certification in their respective disciplines. The faculty is diverse with a wide range of specializations and committed to excellence in supporting the integration of technology, multicultural competencies, and the highest ethical standards. In addition, the program prepares students to become reflective counselors fostering professional identity with a commitment to lifelong learning.

Clinical Mental Health Counseling Mission Statement:

The mission of the Clinical Mental Health Counseling Program is to educate future mental health counselors who are trained proactively to nurture a belief in the potential of all clients and to work collaboratively with other professionals to meet the needs of their clients. Clinical Mental Health Counseling students are trained in diagnoses, and in counseling, consulting, and coordinating skills and are exposed to acculturative experiences. In addition, they acquire an understanding of the mental health delivery system and the effective use of data in helping clients make informed choices.

School Counseling Mission Statement:

The mission of the School Counseling Program is to educate future school counselors who are trained to work collaboratively with other professionals to meet the needs of their students and to proactively nurture a belief in the potential of all students. School counseling students are trained in counseling, consulting, and coordinating skills, and are exposed to acculturative experiences. In addition, they acquire an understanding of the educational system and the effective use of data in helping students make informed decisions.

COUNCIL FOR THE ACCREDITATION OF COUNSELING AND RELATED EDUCATIONAL PROGRAMS (CACREP)

On July 22, 2004, the American Counseling Association (ACA) awarded the Department of Counseling and Development CACREP accreditation for our Master's degree programs in Clinical Mental Health Counseling and School Counseling. This special accreditation encompasses both LIU Post and LIU Brentwood.

CACREP is the acronym for Council for the Accreditation of Counseling and Related Educational Programs. The Council is the division of ACA responsible for reviewing and assessing Counselor Education programs for the prestigious national accreditation. Achieving this status places the local Counselor Education program head and shoulders above those that do not possess it. For example, though there are approximately forty-three Counselor Education programs throughout New York State, CACREP accreditation has been awarded to only fourteen, including ours. The accreditation process is long, grueling, and detailed.

All of us – faculty and students alike – can be justly proud of this singular accomplishment. CACREP accreditation is a testimony to the quality of education and preparation that students receive in both Master's degree strands. It is an achievement that is recognized nationally; it means that no matter where you go in the United States to practice Mental Health or School Counseling you can tell potential employers, and include on your resume, that you are a graduate of a CACREP-accredited program.

PROFESSIONAL BEHAVIOR

The Department of Counseling and Development underscores the importance of counselors and counselors in training exercising professionally responsible public behavior. Therefore, it is important to be aware of the consequences that any such behavior (internet, voice mail or otherwise) might have on the perceptions of them formed by their employers, professors, colleagues and any individuals they may help, including clients and students. More specifically, questionable behaviors may result in negative consequences at their places of employment and/or training. Furthermore, counselors and counselors in training may face legal and/or ethical actions should they engage in such behaviors. It is the individual counselor or counselor trainee's responsibility to ensure that they comport themselves in a professionally responsible manner at all times and not engage in questionable activities that may reflect negatively on the Department of Counseling and Development, or Long Island University.

STUDENT CONDUCT CODE

Upon enrollment in the Department of Counseling & Development every student is held to the standards of conduct listed below. The institution may discipline students to secure compliance with these standards or remove the student from the academic community.

Standard 1: Students observe the highest principles of academic integrity and support a campus environment conducive to scholarship.

Violations of this standard:

- Conduct in subversion of academic standards such as cheating on examinations, plagiarism, collusion, misrepresentation or falsification of data.
- Theft or the unauthorized possession of examinations; alteration, theft, or destruction of the academic work of others, or academic records, library materials, laboratory materials, or other University equipment or property related to instructional matters or research.
- Submitting work previously presented in another course unless specifically permitted by the instructor.
- Conduct which disrupts the academic environment; disruption in classes, faculty offices, academic buildings, or computer facilities.
- Complicity with others in violations of this standard.

Standard 2: Students respect the health, safety, welfare and rights of all persons.

Violations of this standard:

- Threatened, attempted or actual physical harm or other conduct that threatens the health or safety of the student himself/herself or any other person.
- Intimidation, stalking, harassment, coercion, verbal abuse, or any other conduct which has a direct and substantial disruptive influence on the life or educational endeavors of any person.
- Sexual misconduct.
- Conduct which is lewd, indecent, obscene, or disorderly.
- Incapacitation due to the abuse of alcohol or a controlled or other intoxicating substance, or appearing in a public place manifestly under the influence of such, particularly when there is danger to self, others, or property or there is unreasonable annoyance to others.
- Making, possessing, or using any controlled substances or paraphernalia or providing them to other persons.
- Possessing or using alcohol if underage, or providing it to those who are underage.
- The unauthorized possession or use of firearms, ammunition, explosives, fireworks, or devices classified as weapons by state statute; the use of instruments which simulate such items in acts which threaten or alarm others.
- Hazing.
- The intentional false report of a bomb, fire, or other emergency, or the unauthorized alteration or misuse of any fire alarm, firefighting equipment, safety or other emergency device.

Standard 3: Students comply with the policies, procedures, and academic programs of the Department.

Violations of this standard:

- Conduct which by itself, or in conjunction with the conduct of others, disrupts or impairs the carrying on of normal University functions.
- Refusal to cooperate with or failure to carry out the reasonable directive, written or verbal, of faculty or staff members acting in the performance of their duties.
- Misrepresenting or falsifying any University record, forms or procedure; making knowingly false oral or written statements to any University official.
- Providing false testimony at a disciplinary hearing, failure to satisfy the terms of a disciplinary sanction, or disregarding disciplinary procedures.

THE MASTER OF SCIENCE IN COUNSELING PROGRAM FOCUSES ON THE FOLLOWING GOALS AND OBJECTIVES:

Students are expected to meet the goals and objectives of the common core, and those of the specific counseling specialty area. Opportunities to meet these requirements will occur in the classroom and during the practicum and internship. Upon completion of the program, it is expected that:

- Students will demonstrate current theoretical knowledge in the core areas of counseling and development.
- Students will demonstrate an understanding of the professional literature that forms the scholarly and practical foundation of counseling and human development.
- Students will competently apply the skills that they are taught in the graduate program.
- Students will demonstrate understanding of and effectively address the issues of persons of diverse experiences, backgrounds, and environments.
- Students will understand the legal and ethical standards of the American Counseling Association.

The following objectives mirror those set forth by the Council of Accreditation of Counseling and Related Educational Programs (CACREP):

Clinical Mental Health Counseling M.S. Objectives

- Students will understand a multi-dimensional approach to mental health counseling.
- Students will understand the roles, functions, and professional identity of mental health counselors.
- Students will understand the structure and operations of professional organizations, training standards, credentialing bodies, and ethical guidelines of practice.
- Students will have a comprehensive understanding of all the professional issues of mental health counseling.
- Students will understand the legal and ethical issues that relate to mental health counseling.
- Students will understand the role of diverse factors at play in counseling all populations.
- Students will understand the principles of etiology, diagnosis, the DSM-V, treatment, referrals, and prevention.
- Students will understand the concepts of mental health education, consultation, outreach, and prevention strategies

School Counseling M.S. Objectives

- Students will understand the history, philosophy, and role of professional school counseling and the school counselor.
- Students will understand the role of diverse factors (e.g. sociocultural, demographic, and lifestyle diversity) in the development of the K-12 student.
- Students will understand legal and ethical issues that relate to counseling children.
- Students will learn program development, implementation, evaluation, coordination, and consultation knowledge and skills that may be effectively applied in the school.
- Students will develop knowledge of and a competence in the development of the child from a wellness and comprehensive perspective.
- Students will have a comprehensive understanding of all the professional issues of school counseling.

FACULTY AND STAFF

FACULTY:

James J. Colangelo, Psy.D., LMHC, LMFT, NCC, CCMHC, ACS – Chair/Associate Professor of Education
Dr. Colangelo is the Chair of the Department of Counseling and Development. Dr. Colangelo was awarded a Doctor of Psychology degree from California Southern University. He earned a Professional Diploma in mental health counseling and a post-graduate certificate in marriage and family therapy from Long Island University. He has a Master's Degree in school psychology from St. John's University and a Bachelor of Arts Degree in psychology from Manhattan College. Dr. Colangelo has over 30 years private practice experience as a psychotherapist with specialty areas in marriage and family therapy, mental health counseling and sex therapy. He is an AAMFT Clinical Fellow and Approved Supervisor and holds the NCC and CCMHC certifications from the National Board for Certified Counselors. Dr. Colangelo is also a Diplomate of the American Board of Sexology and is an ABS Board Certified Sex Therapist, Clinical Sexologist and Clinical Supervisor. In addition, he is a Diplomate and Certified Sex Therapist with the American Association of Sex Educators, Counselors and Therapist (AASECT). Dr. Colangelo also holds the Diplomate designation with the American Psychotherapy Association and is recognized as an Approved Clinical Supervisor by the Center for Credentialing and Education (CCE). Dr. Colangelo received the Long Island University 2010 David Newton Award for Teaching Excellence.

Terry Bordan, Ed.D., LMHC, NCC, CCMHC, LPC, ACS –Professor of Education

Dr. Bordan is the past Editor of the New York State Counseling Association's professional, refereed publication, *The Journal for the Professional Counselor*. She is the former Director of Counseling at the United States Merchant Marine Academy at Kings Point. She is a Licensed Mental Health Counselor (LMHC), a National Certified Counselor (NCC), a certified Clinical Mental Health Counselor (CCMHC), Licensed Professional Counselor (LPC) and Approved Clinical Supervisor (ACS). She also hosted a weekly radio show, "Dr. Terry Bordan and Co". Dr. Bordan is the recipient of the 1996 New York Counseling Association's Patterson Award for Distinguished Service to the profession and the Long Island University 2001 David Newton Award for Teaching Excellence as well as the 2005 Carolyn S. Hewson Award for Distinguished Counselor Education.

Paul J. Ciborowski, Ph.D., LMHC, NCC - Associate Professor of Education

Dr. Ciborowski worked as a secondary school counselor and drug Education coordinator before coming to LIU in 1989. He has received research grants to pursue his studies of single parent families. Results of these studies have appeared in refereed journals. Grants were also received to establish a counseling laboratory at LIU Brentwood and, most recently, to develop counseling models to combat youth gang violence. Dr. Ciborowski received the Professional Achievement Award from the American Mental Health Counselor's Association (AMHCA) and was recognized by LIU Brentwood as its Professor of the year in 1992 and 1997. He previously represented AMHCA on the National Committee for the Rights of the Child. His other interests include chairing a county Youth Board and serving on various LIU faculty committees. Dr. Ciborowski is also the LIU Brentwood Chapter advisor to Chi Sigma Iota.

Fallon Dodson, Ed.D. – Assistant Professor of Education

Dr. Dodson is a licensed school counselor. She earned a Bachelor of Science degree in Psychology from the College of William and Mary, a Master of Education degree in school counseling from Cambridge College, and a Doctor of Education degree in Counseling Psychology specializing in Counselor Education and Supervision from Argosy University. Her dissertation explored the multicultural competence of school counselors. Her professional and research interests include multicultural counseling competence, social justice and advocacy, and school counseling. Before accepting a faculty position with LIU Post, she was a visiting assistant professor with Duquesne University. She was a high school counselor with Charlottesville City Schools for five years before entering higher education.

Eugene Goldin, Ed.D., LMHC, LMFT, NCC - Professor of Education

Dr. Goldin has worked in counseling for over twenty years, most recently as Director of Counseling at the New York Institute of Technology. He is a graduate of the Clinical Externship Program in Family Therapy of the Ackerman Institute. Dr. Goldin is a National Certified Counselor (NCC), an Approved Clinical Supervisor (ACS) and a Clinical Member of the AAMFT. He is the past Editor of the ACA award winning refereed journal, *The Journal for the Professional Counselor* and is a former member of the Editorial Review Board for the *Journal of Mental Health Counseling*. He has been published in several national, refereed journals. Dr. Goldin received the Long Island University 2004 David Newton Award for Teaching Excellence.

Kathleen Keefe-Cooperman, Psy.D. –Assistant Professor of Education

Dr. Keefe-Cooperman received her undergraduate degree in psychology from Rhode Island College, a Master's degree in Counseling from Pace University, a Master's in Clinical Practices in Psychology from the University of Hartford, and her Doctorate in Clinical Psychology from University of Hartford. Dr. Keefe-Cooperman is a licensed NY State Psychologist who conducts psychological evaluations of children and adolescents. She taught as an adjunct for LIU before becoming Director of the Counseling Programs for LIU Rockland from 2004-2009. Dr. Keefe-Cooperman worked in the development of workshops and produced Annotated Bibliographies in the area of improving patient-physician communication related to oncology and general medicine. Her research in the areas of perinatal loss and breaking bad news has been published in peer reviewed journals. In addition, she has served on the board of the Mental Health Association of Rockland County and was past Chair for the Geriatric Mental County Health Conference for Rockland.

Jonathan Procter, Ph.D., LPC, CRC, NCC, ACS – Assistant Professor of Education

Dr. Procter has worked extensively with both in-patient crisis intervention and out-patient community mental health settings. Most recently, he served as the clinical director of a community mental health facility in Southeast Texas. He earned his Bachelor of Science degree in Family Studies from Ohio University, his Master of Science in Behavior Analysis from Swansea University in Wales, and his Ph.D. in Counselor Education and Supervision from Ohio University. His research interests include counselor education pedagogy, psychiatric rehabilitation, multiculturalism/multicultural counseling competencies, and the LGBT communities.

Kristin Schaefer-Schiumo, Ph.D. –Professor of Education

Dr. Schaefer has a Ph.D. from Fordham University. She was an assistant professor in the Counseling and Guidance program at LIU, Brooklyn for four years. There, she taught theoretical, applied, and research courses to students interested in becoming school counselors in the NYC public schools. Dr. Schaefer's research interests focus on violence and violence prevention in the public schools. She has been published in journals including the *Journal of Offender Rehabilitation* and the *Journal of Cultural Diversity and Ethnic Minority Psychology*. Dr. Schaefer-Schiumo is currently working on developing relationships with local Long Island schools to facilitate increased awareness of bullying and other forms of violence within the system; she looks to have Counseling and Development students playing a central role in the implementation of effective violence prevention initiatives within the public schools. Dr. Schaefer-Schiumo is the recipient of the Long Island University 2007 David Newton Award for Teaching Excellence.

Susan S. Shenker, M.A.- Assistant Professor of Education

Professor Shenker received her M.A. from Teachers College, Columbia University, in Higher Education Administration, Student Personnel Administration and Counseling. She spent nineteen years as a counselor, dean and vice president at several colleges of the City University of New York including Baruch College and La Guardia Community College. Among her accomplishments is the establishment of International High School, a model for the charter school movement. Professor Shenker has served as a Trustee of Arcadia University, Chairperson of the Queens Lighthouse for the Blind and a Director of the Lighthouse International. She has been the author and chief investigator for millions of dollars of competitive grant funding and the recipient of numerous awards from the Council for the Advancement and Support of Education. She is a founding member of the Editorial Board of the scholarly, refereed, quarterly academic journal *Excelsior; Leadership in Teaching and Learning*. Her current research is in the area of improving counselor education and developing a model for increasing productive parent participation in their children's education. Recent papers on these topics have been published in *Educational Studies* and *Professional School Counseling*. Professor Shenker began teaching at LIU Post in 2001 as an adjunct assistant professor and was appointed to the position of Visiting Assistant Professor from 2005 to 2009.

June Ann Smith, Ph.D., LMHC, LMFT, NCC, LCSW-R, ACS - Associate Professor of Education

Dr. Smith earned her Ph.D. in counseling and human services from Andrews University, Michigan. In addition, she holds an M.S.W. degree from Yeshiva University, New York. She served as an Assistant Professor in the Department of Counseling, Research, Special Education, and Rehabilitation, Hofstra University before coming to LIU Post. In addition, she was the Director of Educational Services at Grand Street Settlement, a Social Services Agency on the lower East side, Manhattan. She is a Licensed Mental Health Counselor, LMHC), a National Certified Counselor (NCC), a Licensed Clinical Social Worker, (LCSW) and a Licensed Marriage and Family Therapist, (LMFT). Dr. Smith received the Long Island University 2005 David Newton Award for Teaching Excellence. She recently was awarded lifetime membership in the Madison Who's Who for Business professionals. Dr. Smith is co-host for the Television Series "Marriage in God's Hands," and "Families for heaven" aired on the Three Angels Broadcasting Network and Dish network. Dr. Smith is a member of the American Psychological Association, The American Mental Health Association, and the American Counseling Association. She co-authored the book, "Why Good Relationships Go Bad: What to do About It." Dr. Smith runs a private practice and provides support for Children, Adolescents, couples and Families. Her current

research interests are: *“Transformational Learning Initiatives in Higher Education: Implications for Mental Health Training and Promoting Cultural Awareness through Global Travel Abroad Courses; Understanding Cyberspace Infidelity: Implications for Professional Counselors; Terrorism and Civil Unrest: Counseling Clients Facing Trauma and Loss”*. Dr. Smith presents at couples, women’s and family retreat national and internationally.

PRACTICUM AND INTERNSHIP PLACEMENT STAFF

Dr. Terry Bordan, Ed.D., LMHC, NCC, CCMHC, LPC, ACS - Supervisor of Clinical Placement
Dr. Bordan has been a full time faculty member since 1991 and is the former Chair of the Department of Counseling and Development.

Professor Miriam McCormack, M.S., P.D., NCC – Clinical Placement Coordinator
Professor McCormack worked for twenty-four years in the Hauppauge School District at both the Middle School and High School as a school counselor. She has been an adjunct professor for LIU since 2004.

PROFESSORS EMERITI:

Daniel Araoz, Ed.D., LMHC, NCC, ACS, FAcP (ABPP) (former Chair of the Department)
B.A., M.A. Gonzaga University, M.S.T. University of Santa Clara; M.A., Ed. D., Columbia University

Melvin R. Heck, Ph.D., LMHC, NCC, ACS (former Chair of the Department)
B.A., University of North Dakota, M.B.A., Long Island University, Ph.D., Northwestern University

Carolyn Hewson, Ed.D. (former Chair of the Department)
B.A., Furman University; M.A., Ed.D., Columbia University

Andrew Scott McGowan, Ph.D., LMHC, NCC, ACS (former Chair of the Department)
B.S. University of Scranton; N.A. Niagara University; M.S., P.D., Ph.D., Fordham University

FACULTY EVALUATIONS:

The faculty of the Department of Counseling and Development, including adjunct faculty, are evaluated in every course taught.

ENROLLMENT SERVICE COUNSELORS

Daniel Heller, - Enrollment Service Counselor –LIU Post (516) 299-2183

Mr. Heller has been an Enrollment Service Counselor at LIU Post since December 2005. He earned his M.S. degree in School Counseling while working as a Graduate Assistant at LIU Brentwood. He is the recipient of the 2007 Elizabeth “Fran” Riordan Award for Outstanding Commitment to Fostering Student Excellence.

Isaac Yadegari – Enrollment Service Counselor – LIU Brentwood (631) 287-8507

Mr. Yadegari earned his Master’s degree from LIU Post in 1981 and has been an Enrollment Service Counselor since then. He taught basic classes at SUNY Old Westbury and LIU Post and enjoys assisting students in achieving their professional goals.

SECRETARIAL STAFF/PHONE NUMBERS

LIU Post

Linda Fiorillo 516-299-2814

LIU Brentwood

631-287-8500

IMPORTANT TELEPHONE NUMBERS

LIU Post (516)

All extensions are preceded by 299 if dialed from off campus

Emergency- Security	2222, 2214
Admissions	2900
Bookstore	2639, 626-0503
Bursar	2323, 2324
Financial Aid	2338, 2339
Library	
Acquisitions	2835, 2836
Circulation	2303, 2304
Periodicals	2872, 2873
Reference	2305
Reserve Desk	2303
Registrar	2588, 2589

Full Time Faculty Office Telephone Numbers:

All extensions are preceded by 299 if dialed from off campus

James Colangelo, Psy.D., Chair	3674
Terry Bordan, Ed.D.	2133
Paul Ciborowski, Ph.D.	3430
Fallon Dodson, Ed.D.	3386
Eugene Goldin, Ed.D.	2151
Kathleen Keefe-Cooperman, Psy.D.	3682
Jonathan Procter, Ph.D.	TBA
Kristin Schaefer-Schiumo, Ph.D.	3681
Susan Shenker, M.A.	2894
June Smith, Ph.D.	2129

College of Education, Information and Technology:

All extensions are preceded by 299 if dialed from off campus

Enrollment Service Counselor (Counseling & Development) 2183
Certification Office 4121, 2870
Counseling & Development Department 2814

LIU Brentwood (631) 287-8500
Admissions, Library, and Main Office can all be reached at the above number.
Enrollment Service Counselor (631) 287-8507

ADMISSION REQUIREMENTS

Application for admission to the program must be made through the Graduate Admissions office at either LIU Post or LIU Brentwood. Admission requirements are as follows:

- Undergraduate Grade Point Average (G.P.A) of 3.0 or successful completion of a previous master’s degree from an accredited college or university
- Two letters of recommendation from professionals in the field attesting to applicant’s ability to undertake graduate work in counseling
- Interview with a faculty member of the Department of Counseling and Development
- Pass a spontaneous writing sample at admissions interview
- Students for whom English is a second language must submit official score results of the Test of English as a Foreign Language (TOEFL). The required minimum acceptable TOEFL score is: 85 Internet-based or minimum IELTS score: 7.0

Applicants for admission whose undergraduate GPA is less than 3.0 or do not have a previous master’s degree are required to take the Graduate Record Examination (GRE). For admission purposes, only the writing assessment of the GRE is evaluated. This section of the exam assesses writing and critical thinking skills which are essential attributes for the professional counselor. Applicants will be considered to have met the GRE requirement if they obtain a score of 4.5.

Applicants who have completed a bachelor’s degree and have at least 10 years work related experiences beyond their degree and/or have been involved in extraordinary life experiences are eligible to apply for a waiver of the GRE requirement. This waiver may be granted at the discretion of the Chair.

REQUIRED LIABILITY INSURANCE

Student Liability Insurance

The University purchases a blanket professional liability policy to cover LIU students during their participation in any supervised practicum or internship required by their degree program. The insurer is United Educators Insurance. Proof of coverage will be sent directly to participating sites prior to the student's arrival. The \$1,000,000 limit policy covers alleged errors or omissions of students while enrolled in a University-approved experiential learning program.

The Department of Counseling and Development requires that all students, whether enrolled in the school or clinical mental health counseling programs, maintain individual student liability insurance throughout the duration of their program(s) of study. **At this time, we recommend that all of our students purchase the required additional individual insurance through the Healthcare Providers Services Organization (HPSO).** HPSO liability insurance for students covers all activities within the classroom/coursework plus all practicum and/or internship hours where the students are receiving continued on site supervision, and are not being paid for those hours. This is a critical benefit, in that many of our practicum and/or internship students complete on site hours that far exceed the number of hours required by our Department. Under HPSO, these additional hours are insured at no additional cost to the students. Other counseling professional organizations, such as the American Counseling Association (ACA) do not offer student liability insurance that covers additional practicum and/or internship hours, therefore leaving students exposed or at legal risk.

For these reasons, we recommend students purchase through HPSO. To purchase insurance, please go to www.hpso.com or call 1-800 982-9491 weekdays from 8:00 am to 6:00 pm Eastern Time.

Note: Students should provide the Enrollment Service Counselor with proof of liability insurance at the initial registration for the program. For each subsequent registration, the student must continue to provide proof of liability coverage.

REQUIRED HEALTH INSURANCE

The University requires that certain categories of students maintain health insurance while attending the University. This applies to **Clinical Mental Health Counseling majors.**

Please see the University's website which explains automatic enrollment and how to waive coverage at <http://www.liu.edu/SFS/Insurance> .

School Counseling majors who return to take a Clinical Mental Health Counseling internship are required to have health insurance. Please see the University's website indicated above.

STUDENT PROGRAM AGREEMENT CONTRACT

The applicant must also sign the Student Program Agreement Contract, which is page five (5) of this *Graduate Student Handbook For Counseling & Development*, and return it during the first semester to the Enrollment Service Counselor for placement in the student folder. The student will not be allowed to register for the second semester of classes until this is accomplished.

Note: If the applicant is accorded provisional acceptance into the program, his/her status will remain as limited matriculated until all of the above is accomplished. Such students will not be accorded matriculated status nor will they be allowed to register for the second semester until all requirements are met.

ADMISSION DEADLINES

In order for a student to be considered for admission into our program in each semester, all documentation must be received and placed into the applicant's folder for inspection by the Chair and/or Department faculty by the following deadlines:

Fall semester: August 20 (Clinical Mental Health Counseling and School Counseling)
Spring semester: January 10 (Clinical Mental Health Counseling and School Counseling)
Summer semester: April 30 (Clinical Mental Health Counseling)

TRANSFER OF CREDITS POLICY

Transfer of any graduate courses must be evaluated during the first semester of study. Transfer of graduate credits is limited to six semester hours or, with the Dean's permission, nine semester hours, which have not been used for another master's degree.

WAIVERS

All courses in the program have been carefully designed to prepare students to enter the counseling profession as competent counselors. While life experiences and professional involvement in related fields are appreciated and can only add to the development of the professional counselor, no courses will be waived based upon such experience. Courses taken at the graduate level which specifically match courses in our program (e.g., research, tests and measurements, etc.) will be evaluated on an individual basis (minimum grade of B). Undergraduate courses cannot be considered for waivers. Students must provide both an official transcript from the other university and a copy of the *Graduate Bulletin* description of the course. Students must take approved elective courses in place of any waived ones.

TIME LIMIT

For the Master of Science degree, all requirements must be completed within five years from the date of admission. Exceptions to the foregoing statement are handled through the Office of the Dean.

LEAVE OF ABSENCE

A leave from a program of study is considered any break in studies except for non-attendance during the summer semester. Should a student require a leave of absence from the program of study, it is necessary to file a written request with the Dean of the College of Education, Information and Technology (CEIT) and the Chair of the Department. Any leave of absence based on a medical reason must be filed with the Center for Healthy Living. Applications for medical leave may be obtained from the Counseling Office.

ACADEMIC STANDARDS

It is the policy of the Department that all electronic devices, including cell phones, must be turned off and put away for the duration of each class throughout the semester. Texting is not allowed during class time.

Faculty will correspond with students only using the LIU email accounts. Students are required to check their LIU email accounts regularly as this will be the mode of electronic communication between students and faculty members.

The earning of an “A” grade is predicated on the student’s demonstration of academic excellence in a course. While it is the prerogative of each faculty member to determine academic excellence in their respective course(s), it should be based on criteria of academic rigor as described in course rubrics. The completion of an assignment as required does not constitute an “A” grade. “A” grades should be reserved for those students who have demonstrated competence, commitment, active participation, and exceptional effort in their performance. Faculty should review and adhere to course rubrics to ensure that only academically superior students receive a grade of “A”.

INCOMPLETE POLICY

The University has implemented a new policy for Incomplete grades (INC). When, **due to extenuating circumstances**, a student needs additional time to complete the course, he or she must submit a written request to the appropriate faculty member, chairperson and dean for a time extension to complete course requirements. After completion of an incomplete (INC) course, a grade of (I) is retained on the student’s transcript along with the final earned grade and the date. A student has until the end of the following semester to make up incomplete coursework. Students who receive a grade of Incomplete in EDC 669, Counseling Practicum, must complete the course requirements prior to starting the Internship I course (EDC 683 or EDC 690). Students taking either EDC 683, CMHC Internship, or EDC 690, SC Internship, must complete all course requirements prior to starting the Internship II course (EDC 684 or EDC 691). No student will be allowed to begin a Practicum or Internship without having completed all requirements, including all 90 or 300 hours of the prerequisite course.

Documentation in support of the extenuating circumstances must be provided.

The Incomplete Grade Agreement – GRADUATE COURSE must be completed and signed by the student and faculty member and submitted to the Chair and Dean for approval. This must be done prior to the end of the semester in which the Incomplete grade is requested.



CEIT

Incomplete Grade Agreement – GRADUATE COURSE

I, _____, have earned a Grade of Incomplete (“INC”) in the following Course:
(Student Name)

Course: _____ Semester Taken: _____

THE TERMS OF THE AGREEMENT ARE:

1. I acknowledge that I have read the Long Island University Academic Policies. The Incomplete Coursework Policy states that:
When, due to extenuating circumstances, a student needs additional time to complete the course, he or she must submit a written request to the appropriate faculty member, chairperson and dean for an extension. After completion of an incomplete (INC) course, a grade of (I) is retained on the transcript along with the final earned grade and the date. A student has until the end of the following semester to make up incomplete coursework.
2. Briefly describe extenuating circumstances (in general, neither a low grade nor inconsistent attendance qualify as extenuating circumstances). Attach documentation in support of the extenuating circumstances (e.g., doctor’s note):

3. Accordingly, the work for the course(s) listed above will be completed by me by the end of the following semester:
(all work must be completed by the end of the following semester: Fall courses must be completed by the end of the following Spring semester; Spring courses must be completed by the following Fall semester):
Fall 20 _____ Spring 20 _____
4. The work to be completed includes:

5. In the event that the work cannot be completed in this time frame due to extenuating circumstances such as illness or significant personal hardship, I understand that I must submit a **written request for an additional extension**, with additional documentation, to my instructor ten (10) days before the end of the term listed in #3 above. This extension request must be approved by the faculty, department chairperson and dean.
6. I acknowledge that no further extensions will be provided.
7. A permanent grade of INC will remain on my transcript if the work is not completed by the date listed in #3 above and an extension has not been granted.
8. Additionally, if the grade of INC remains on my record or I do not earn a passing grade upon completion of the course, **I understand and accept that I will have to register (and pay) for the course again if the course is needed.**

Student signature/date

Faculty signature/date

Chairperson Approval: _____ **Date:** _____

Dean Approval/Date: _____ **Date:** _____

POLICY ON ABSENCES/LATENESS

The department's policy with respect to absences or lateness to class is articulated below:

- Students who miss 2 classes in a course will have their grade lowered by ½ letter. *For example: Students who earned a grade of B will receive a grade of C+ for the course.*
- Students who miss 3 to 4 classes will have their grade lowered by one full letter. *For example: Students who earned a grade of B will receive a grade of C for the course.*
- **Students who miss 5 classes will fail the course.**
- Lateness counts as ½ absence at the discretion of the faculty teaching the course.

PLAGIARISM/CHEATING

- Plagiarism is the act of taking and passing off as one's own the ideas, writings, etc. of another person. Plagiarism is not only unacceptable, but it is to be condemned in the strongest terms possible, on moral, academic, and legal grounds. Under the present LIU policy, the offense of plagiarism is punishable by a range of penalties. Students will automatically fail the assignment; they may also fail the course and/or be expelled from the Department and/or University.
- A copy of work obtained from the Internet must have the source annotated and/or footnoted in any submitted work. Failure to do so is a form of cheating and is also illegal. This means that the student could be in jeopardy of being expelled from the Department and/or University, depending upon the extent and scope of the situation.
- Copying other student's work (on at-home assignments, logs, treatment plans, research papers, reaction papers, etc.) is plagiarism. A student will be considered to have cheated on such assignments if copied from a published text/or another student's paper. Such cheating will result in an automatic failure on the assignment and the failing grade must be factored into the final grade assessment. Faculty have the prerogative to fail the student in the course for such cheating. The final decision must be made by the Student Retention and Review Committee with the specific faculty member's recommendation weighted heavily.
- The Department faculty are concerned with the current trend of students using papers for more than one course. Students should not be submitting work completed for a previous or simultaneous course without the expressed permission of the current professor. Faculty who feel that papers handed in do not reflect the writing style of the student or are plagiarized from a textbook should refer their concerns to the Chair. Faculty who suspect cheating or plagiarism by a student must refer the student to the Student Retention and Review Committee.
- Cheating and plagiarism are not tolerated by the Department or the University and students are required to accept the consequences of their behavior.
- **Students are prohibited from using any type of electronic media during examinations such as: cell phones (texting), iPads, computers. Etc.**

RESEARCH PAPERS

Given the extreme consequences involved in any type of plagiarism it is critical that students be aware of the proper way of annotating submitted work on a graduate level. To help prevent plagiarism the Department requires that students follow the American Psychological Association (APA) guidelines for publication whenever submitting research papers or other written materials, unless otherwise instructed. **The department highly recommends that all students purchase a copy of the most recent edition of the publication manual of the American Psychological Association, or the most recent edition of the Concise Rules of APA Style at the beginning of graduate studies.** This resource will be extremely valuable throughout students' graduate careers as most courses, if not all, require writing professional papers. It will also guarantee that students will not plagiarize work, either deliberately or accidentally.

ACADEMIC APPEAL PROCEDURE

The following academic appeal procedure has been established for students with regard to challenging a final grade for a particular course.

- **Appealing the Final Grade for a Course**

In the event that a student wishes to challenge or appeal the final grade given for a course, the student must first address the matter with the specific faculty member involved. If there is no resolution at this stage, the student is to provide a written rationale and copies of all course requirements, papers, tapes, and or other graded materials as appropriate to the Chair of the Department of Counseling and Development. If resolution is still not achieved, the student may then appeal to the Dean, College of Education, Information and Technology, within a specific time frame.

DISABILITIES SUPPORT STATEMENT

As per the LIU Post catalogue, students with disabilities who desire accommodations must submit appropriate documentation of their disability to the office of Disability Support Services (DSS) located in the Learning Support Center. Professional staff will review & evaluate this documentation, interview the student, & provide the student with completed Accommodations Forms for presentation to the teaching faculty. Campus departments will be notified, as necessary, of the need for additional accommodations noted in the student's documentation. Accommodations Forms must be obtained each semester, before the semester begins. DSS files are confidential. Accommodations cannot be given to students unless the appropriate document is given to the professor.

REGISTRATION PROCEDURES

Registration begins approximately six months prior to the start of the subsequent semester. It is advisable to register as soon as possible to ensure the best selection of courses and to avoid being closed out of a desired course. The Enrollment Service Counselor and faculty are available for consultation.

COURSES IN COUNSELING AND DEVELOPMENT

EDC 601 Foundations of Clinical Mental Health Counseling and Ethics (CMHC)

To be taken as the first course in the Clinical Mental Health Counseling specialization, within the student's first 15 semester hours of work. This course is an introduction to preventive education and counseling for mental and emotional health as uniquely available in mental health centers. The course prepares students to work in counseling teams and enrichment programs, to handle referral procedures, community relations and teamwork, and to deal with mental health problems in terms of their etiology and the innovations in the field. The *Graduate Handbook* is required reading for the course.

3 credits

Fall and Spring

EDC 602 Introduction to School Counseling and Ethics (SC)

This is the basic introductory course that exposes the student to the world of professional counseling with an emphasis on school counseling. It also provides the student with training in ethics within the counseling profession with specific attention given to the American Counseling Association (ACA) Code of Ethics and the Code of Ethics of the American School Counselors Association (ASCA). This foundation course in school counseling prepares students to apply basic counseling skills in an elementary, middle or high school setting. Emphasis is placed on the expanded role of the school counselor in curriculum, instruction, assessment, and consultation as well as providing training in the ASCA National Model of School Counseling. Focus is placed on the various roles of the elementary, middle and secondary school counselor, tools and strategies appropriate in those settings, and consultation and collaboration with other school personnel. The course will also cover concepts and techniques of the counseling process in the school setting, behavioral and developmental problems, and enhancing the creative capabilities of students. It will help to prepare prospective school counselors to develop, plan, and implement a comprehensive school counseling program, including the college admission process, and to understand their roles as professional school counselors in helping students reach their academic, career, social, and personal potential. The course will also explore job opportunities on Long Island, New York City, upstate New York and nationally. The *Graduate Handbook* is required reading for the course.

3 credits

Fall only

EDC 608 Diagnostic Interviewing and Assessment in Clinical Mental Health Counseling (CMHC)

This course is a weekly seminar focused on, but not limited to, the following: the etiology, diagnosis, treatment, referral and prevention of mental disorders through the utilization of current diagnostic assessment tools, including the Diagnostic and Statistical Manual (DSM) and International Classification of Diseases (ICD); psychological assessment, case conceptualization, psychopathology, diagnostic intake interviewing, mental status evaluation, biopsychosocial history, mental health history, psychological assessment for treatment planning and caseload management guidelines.

Prerequisites: EDC 610 and EDC 615

3 credits

Fall only

EDC 610 Psychopathology for the Professional Counselor (CMHC and SC)

This course provides an in-depth review of a broad spectrum of psychopathological conditions as defined in the current edition of the Diagnostic and Statistical Manual (DSM) of the American Psychiatric Association. The course will focus on understanding the etiology, prevalence and incidence, signs and symptoms of the various mental disorders delineated in the DSM. A focus will also be placed on learning the criteria necessary to provide a differential diagnosis. There will also be an emphasis on increasing understanding of clinical issues and current research in development and maladaptive behavior and on comparing and contrasting different theoretical perspectives on each mental disorder. Ethical issues and limitations related to current diagnostic systems will be discussed. This course will provide the student with a solid foundation in psychopathology and enhance the student's mastery in understanding the pathogenesis of the various mental disorders.

3 credits

Fall and Spring

EDC 611 Evidence Based Treatment Planning in Clinical Mental Health Counseling (CMHC)

Evidenced-based practice (EBP) has steadily become the standard of care in the mental health field. This course is a weekly seminar focused on introducing clinical mental health counseling student trainees to the process of empirically informing their psychotherapy treatment plans. Empirically supported treatments (EST) are treatments whose efficacy has been demonstrated through clinical research. The course will cover: psychopharmacology; cognitive behavior therapy; rational emotive cognitive behavior therapy; behavior therapy; eye movement desensitization reprocessing; dialectical behavior therapy; acceptance and commitment therapy, motivational interviewing; exposure therapies; interpersonal psychotherapy; and other empirically supported treatment approaches as necessary.

Prerequisite: EDC 608

3 credits

Spring only

EDC 612 Trauma Counseling (Elective)

This course validates and addresses the emergent new field of trauma studies and the growing body of trauma-related best practices. It provides mental health counselors and other mental health practitioners with a comprehensive review of the various types of trauma experiences, the human vulnerability for traumatic experiences across the life span, and the intersections among trauma, crisis and disaster events. It discusses pertinent diagnostic and case conceptualization issues as well as presents individual systems interventions and collaborations. The course offers and presents a rich array of trauma-related resources which includes websites, films, manuals, DVDs, and a variety of other useful tools.

3 credits

Rotating Basis

EDC 613 Diversity and Socio-Cultural Issues in Counseling (CMHC and SC)

Major twenty-first century contributions of sociology and anthropology will be examined with a view to understanding the role of socio-cultural factors in human development and behavior. This course will also examine the impact of the socio-cultural viewpoint on contemporary concepts of adaptive and maladaptive human behavior and related mental health issues.

3 credits

Fall and Spring

EDC 614 Human Growth and Development Over the Lifespan (CMHC and SC)

This course focuses on understanding the principles and rationale of developmental counseling over the lifespan from a multicultural perspective. Students become familiar with the primary functions of the developmental counselor: counseling, consulting, coordinating, assessment and advocacy. Students will examine the developmental theories of Piaget, Erikson, Vygotsky and others. They will examine the cognitive, physical, social and emotional development of the individual during early childhood, middle childhood, adolescence and adulthood. In addition to an overview of developmental stages and developmental tasks which children face, the course includes exploration and experimentation with various and unique methods used in developmental counseling. Students will explore various developmental crises and impediments to optimum development and, in small groups, do an oral report of their findings. They will compile a developmental portfolio, presenting characteristics of each developmental milestone, and develop a comprehensive guidance plan to address the developmental needs during the school years.

A pre requisite or co requisite of EDC 601 or EDC 602

3 credits

Fall and Spring

EDC 615 Theories of Counseling (CMHC and SC)

This is a basic course in counseling theories and techniques and their application within a multicultural and diverse society. Students gain an understanding of the major theories of counseling and psychotherapy, (e.g. psychoanalytic, existential, person-centered, gestalt, reality, behavioral, cognitive-behavioral and family systems, etc). In addition, the counselor as a person and a professional is explored as well as ethical issues in counseling and therapy.

Prerequisites or co-requisites: EDC 601 or 602

3 credits

Fall and Spring

EDC 616 Family Counseling (CMHC)

This course offers a consideration of theories, practices and related activities with couples, parents and/or other related adults and children. Included in the course is a survey of some major trends and problems associated with individual adjustments, adaptations and other reactions within family and social settings.

3 credits

Fall only

EDC 617 Principles of Couple Counseling (Elective)

A study of the theoretical and practical aspects of couple counseling from initial referral to termination. The difference between this form and individual, group or family counseling will be examined in order to understand the clinical issues involved. Both the object relations and the systemic theories will be studied with emphasis on the clinical application to help couples change, according to their therapeutic goals.

3 credits

Spring only

EDC 652 Counselor's Approach to Human Sexuality (Elective)

A study of human sexuality from its normal manifestations and development to its dysfunctions. The student will be guided to examine his/her own attitudes and values in this area and to learn counseling approaches to problems and questions related to sexuality.

3 credits

Rotating basis

EDC 654 Introduction to Addictions Counseling (Elective)

Alcoholism, addiction and substance abuse as behavioral psychological problems are analyzed to enable professional counselors to integrate current theories of abuse and addiction and etiological models into their work with individuals manifesting problems with abuse and dependence on alcohol or other substances. The course will provide a comprehensive overview of the full spectrum of addictive disorders and their consequences. Approaches to the assessment and evaluation of alcoholism and substance abuse will be reviewed, discussed and analyzed, as well as, cross cultural concerns and considerations. Training in tobacco use and nicotine dependence will also be covered. Ethical guidelines for addiction counseling will be addressed as detailed in the ethical guidelines of the National Association for Alcoholism and Drug Abuse Counselors (NAADAC).

3 credits

Fall only

EDC 657 Treatment Approaches in Addictions Counseling (Elective)

Treatment planning and treatment setting are critical elements related to the efficacy of all substance abuse programs. This course continues the study of addictions counseling and substance abuse by building upon the concepts of accurate assessment and diagnosis. Students will become familiarize with the processes of treatment planning and the various approaches to treatment including psychotherapeutic, group, pharmacotherapy, and 12-step programs, as well as maintenance and relapse prevention. The course will covered the various treatment populations including families, persons with disabilities, children, adolescents, college students and the LGBT population. Co-occurring disorders to addiction treatment will also be reviewed.

Pre-requisite: EDC 654

3 credits

Spring only

EDC 658 Critical Treatment Issues Confronting Professional Counselors (Elective)

Newly graduated mental health professionals are frequently confronted with specific mental health issues or common client problems for which they do not feel adequately prepared to deal with. Such mental health issues/problems include eating disorders, sexual abuse, self-injurious behavior, body-image disorders, suicide, trauma, grief/bereavement and sexual minorities. This course will provide the counselor trainee with essential information on these critical mental health issues so that they will develop a solid foundation from which to develop competencies and skills necessary to effectively treat clients manifesting such issues. This course is intended to enhance awareness on important mental health issues that will promote professional competence, as well as provide sufficient basic information about the treatment options available and recommendations for resources to consult.

3 credits

Rotating basis

EDC 659 School Counseling: College Admissions & Educational Planning (SC)

This course provides a deeper exploration into the multifaceted roles of the school counselor. Topics of discussion include the processes of educational planning, the college admissions process, family community partnerships, students with special needs and varying exceptionalities, the impact of current special education regulation, and current educational standards.

Pre-requisite EDC 602

3 credits

Spring only

EDC 660 Practicum in Psychological Testing for Counselors (CMHC)

This course is a laboratory experience designed to develop adequate understandings and competencies with respect to concerns, issues, and implementation factors related to administration, scoring, recording and interpretations of aptitude, intelligence tests, as well as interest and personality inventories.

Pre-requisite: EDC 601

3 credits

Spring only

EDC 668 Counseling Pre-Practicum (CMHC and SC)

This is a basic counseling laboratory course designed to provide supervised practical counseling experience from a life span and a multicultural perspective that can be applied in the school or agency. Students learn the basics in terms of the active listening skills and the use of appropriate counseling techniques through role-play and other activities. Students will be required to complete three (3) actual tape-recorded sessions with an individual who will serve as a “practice” client. These tape recorded sessions will serve as material for in-class discussions on how to utilize basic counseling techniques in a simulated therapeutic encounter. Interview summaries, detailed analysis, and other relevant counseling experiences are a part of the course. Orientation to the role of the professional counselor and ethical concerns are discussed.

Pre requisite or co requisite of EDC 601 or 602, EDC 615

3 credits

Fall and Spring

EDC 669 Counseling Practicum (CMHC and SC)

This course is an in-depth counseling laboratory course designed to provide supervised practical counseling experience from a life span and multi-cultural perspective through successful completion of 100 hours of to wit: sixty (60) hours of observation, interaction, and supervision at a school or mental health agency site; thirty (30) hours of direct service via individual and group counseling to clients at that site; and ten (10) hours off site with clients who will be audio-taped. The purpose of the sixty hours, which can be interspersed throughout the semester, is to acclimate the practicum students to the environment in which the counseling experience occurs.

Interview summaries, detailed analyses, and other relevant counseling experiences are a part of this course. Again, it must be emphasized that Practicum students in 669 must provide forty (40) hours of direct service to clients of which thirty (30) hours take place at a school or agency site and ten (10) hours are provided to non-site clients. With on-site clients, practicum students are to document and describe each individual and group counseling experience, which are to be shared with the cooperating counselor and reflected in the logs given to the University professor. These clients are supervised by and remain the primary responsibility of the cooperating counselor. The remaining ten (10) hours with non-site clients are audio-recorded and shared only with the University professor and the other students in EDC 669. Practicum students meet in group seminar with the University professor every week. In addition, the University professor provides an hour of individual or triadic supervision (i.e., professor and two students), the time for which is built into this six (6) credit course. While the professor and the two students are interacting, the other practicum students observe the supervision being given by the professor. After the triadic supervision occurs, the observing students will be asked to offer their comments and suggestions, immediately after the triadic supervision or during the group class. The appropriate roles of the professional counselor, based upon the Ethical Guidelines of the American Counseling Association, are covered. This course is also designed to develop and extend the student’s understanding and competencies begun in 668, Counseling Pre-Practicum. This course must be completed prior to taking EDC 683, Clinical Mental Health Counseling Internship I or EDC 690, School Counseling Internship I. **Health insurance required for Clinical Mental Health Counseling students.** Hours may not accrue until the signed permission form is submitted to the course professor.

Prerequisite: EDC 668; Pre-requisite or Co-requisite: EDC 610

6 credits

Fall and Spring

EDC 670 Educational Tests and Measurements (SC)

This is a survey course in the principles and practices of testing and assessment used in schools. After a quick look at the concepts of educational statistics, and the underlying mathematical basis of standardized tests, the student will examine the most widely used tests and assessments that he/she will be expected to know and understand in the K-12 setting: achievement tests, interest inventories, aptitude and intelligence measures. In addition, time will be devoted to the New York State Learning Standards, and the assessments which will accompany the higher graduation requirements.

3 credits

Fall only

EDC 676 Career Development (CMHC & SC)

This course provides students with an in-depth study of theories and emerging patterns in career development counseling, as well as their application across a range of settings including schools and agencies. Emphasis is placed on practical counseling techniques, psychoeducational approaches, and evaluation of resources used in career counseling and education. Attention is given to psychological, sociological, economic, and educational dynamics; multicultural, gender, and disability perspectives of career development are also discussed. Technological and other current trends as they relate to career counseling and education are reviewed.

3 credits

Fall and Spring

EDC 683 Clinical Mental Health Counseling Internship I (CMHC)

This course is designed for students in the latter part of the graduate program, after having taken considerable theory and course work in the counseling process. The student is required to attend seminar meetings, to prepare weekly logs directed toward observation, insight, and evaluation of activities in the field setting. Related professional readings are also required. The student is expected to develop a counseling caseload, participate in group work, attend staff meetings, and meet with the field supervisor for evaluation. A minimum of 300 hours in a mental health counseling setting, acceptable to the department is required. **Health insurance required for Clinical Mental Health Counseling students. Hours may not accrue until the signed permission form is submitted to the course professor. Students may not have two sites or two supervisors without the prior approval of the Chair, Department of Counseling and Development.**

Prerequisites: EDC 669; Pre-requisite or Co-Requisite EDC 601, 608, 687

3 credits

Fall, Spring and Summer

EDC 684 Clinical Mental Health Counseling Internship II (CMHC)

A second semester internship required for clinical mental health counseling students. Course content and time requirements are the same as for EDC 683. A minimum of 300 hours in a mental health setting, approved by the department is required. **Health insurance required for Clinical Mental Health Counseling students. Hours may not accrue until the signed permission form is submitted to the course professor. Students may not have two sites or two supervisors without the prior approval of the Chair, Department of Counseling and Development.**

Prerequisites: EDC 683

Fall, Spring and Summer

3 credits

EDC 685 Clinical Mental Health Counseling Internship III (CMHC) CMHC Advanced Certificate Only

This course consists of supervised experience involving 300 hours in an approved mental health counseling setting. Professional readings are required. However, the student at this level is expected to be self-initiating and able to perform both competently and creatively in considerable depth in achieving the objectives of the course at the practitioner level. **Health insurance required for Clinical Mental Health Counseling students.** Hours may not accrue until the signed permission form is submitted to the course professor. Students may not have two sites or two supervisors without the **prior** approval of the Chair, Department of Counseling and Development.

3 credits

On Occasion

EDC 686 Clinical Mental Health Counseling Internship IV (CMHC) CMHC Advanced Certificate Only

This course is a continuation of the advanced internship placement and seminar experience as it consists of supervised experience involving 300 hours in an approved mental health counseling setting. Professional readings are required. However, the student at this level is expected to be self-initiating and able to perform both competently and creatively in considerable depth in achieving the objectives of the course at the practitioner level. **Health insurance required for Clinical Mental Health Counseling students.** Hours may not accrue until the signed permission form is submitted to the course professor. Students may not have two sites or two supervisors without the **prior** approval of the Chair, Department of Counseling and Development.

Pre requisite of EDC 685

3 credits

On Occasion

EDC 687 Group Counseling: Theory and Practice (CMHC and SC)

This course will examine the dynamics present in a counseling group and how these forces can be employed in the service of therapeutic change. Leadership styles and skills will be discussed with special consideration given to their application and impact on members. The progressive stages in group development will be identified. Concomitant strategies for addressing relevant issues within the stages will be presented. Practical considerations necessary for screening potential members, beginning/ending groups, process interventions, discussing confidentiality and ethical considerations will be included. A variety of theoretical orientations on groups will be explored. This course will also provide students with a practical application of group counseling skills through participation in a group experience.

3 credits

Fall and Spring

EDC 690 School Counseling Internship I (SC)

This course is designed for students in the latter part of the graduate program, after having taken considerable theory and course work in the counseling process. The student is required to attend seminar meetings, to prepare weekly logs directed toward observation, insight, and evaluation of activities in the field setting. Related professional readings are also required. The student is expected to develop a counseling caseload, participate in group work, attend staff meetings, and meet with the field supervisor for evaluation. A minimum of 300 hours in a school setting, acceptable to the department is required. Hours may not accrue until the signed permission form is submitted to the course professor. Students may not have two sites or two supervisors without the **prior** approval of the Chair, Department of Counseling and Development.

Prerequisites: EDC 669, 659 Prerequisite or Co-requisite: EDC 614; EDC 687

3 credits

Fall only

EDC 691 School Counseling Internship II (SC)

This course consists of supervised experience involving 300 hours in an approved school setting. Course content and time requirements are the same as EDC 690. Hours may not accrue until the signed permission form is submitted to the course professor. Students may not have two sites or two supervisors without the prior approval of the Chair, Department of Counseling and Development.

Prerequisites: EDC 690

3 credits

Spring only

EDC 700 Independent Study (CMHC and SC)

Independent study involves in-depth development of a project idea as an area of study in a previous course. Permission to take this course is based on the merit of the proposed study and the needs and background of the student. Permission requires the signature of the faculty member sponsoring the study, the Department Chair, and the Dean of the College of Education, Information and Technology at LIU Post. Independent study is not allowed in place of a course offered as part of the program. Hours are arranged. Offered on Rotation

1, 2, or 3 credits

On Occasion

EDC 702 Research Methods in Counseling (CMHC and SC)

This is a course in the understanding of the use, process, and applications of research findings in counseling. Students will examine recent research studies, explore topics of particular interest to them, and prepare a draft research proposal on an issue of their choosing. This course is project-based, relevant, and practical.

3 credits

Fall and Spring

EDC 750 Special Topics in Counseling (Elective)

Summer Session institutes and workshops are three-credit courses, one week in length, designed to enrich one's graduate or post-graduate education by focusing on topics that are of timely interest and concern to working professionals. Often institutes are team-taught by experts in their field, offering students a unique opportunity to accelerate their academic progress for personal, professional and career advancement. All courses are open to visiting students and working professionals.

- The Adolescent in Crisis: Detection, Intervention and Referral
- Cognitive-Behavior Therapy (CBT): Theory, Practice and Techniques
- Counseling the Gay, Lesbian, Bisexual or Transgender Client/Student
- Grief Counseling with Clients Facing Dying, Death, Bereavement, Trauma and Loss
- Helping Parents Help Their Children: Practical Strategies for LMHC Practitioners and School Support Personnel
- Spirituality in Counseling and Psychotherapy: A Dimension of Integrative Healing

3 credits

Rotating basis Summer only

PLAN OF STUDY, PRE-REQUISITES AND SPECIALTY AREAS

The following section outlines the suggested plan of study for each specialty area (school counseling [SC] and clinical mental health counseling [CMHC]). It is crucial that students understand this sequence and be knowledgeable regarding prerequisites. There is no shortcut to becoming a competent, trained, professional counselor. Students are expected to carefully study the suggested plan and to consult frequently with the faculty advisor and the Enrollment Service Counselor.

Students are advised to carefully study the pre-requisites as noted in the *Graduate Bulletin*, in this *Handbook*, and other documents. The Enrollment Service Counselor and the faculty advisors should be consulted in terms of the student's plan of study but ultimately the responsibility lies with the graduate student. **In particular, EDC 669, Counseling Practicum, in addition to other pre-requisites, must be completed prior to commencing the internship.** The internship courses are designed to be the culminating experiences of our developmentally focused graduate program.

LIU
Department of Counseling and Development

School Counseling Sequence

Fall

EDC 602 3 credits
EDC 610 3 credits
EDC 615 3 credits
EDC 668 3 credits

12 credits

Fall

EDC 670 3 credits
EDC 676 3 credits
EDC 690 3 credits
EDC 702 3 credits

12 credits

Spring

EDC 659 3 credits
EDC 669 6 credits
EDC 687 3 credits

12 credits

Spring

EDC 613 3 credits
EDC 614 3 credits
EDC 691 3 credits
Elective 3 credits

12 credits

Summer Optional semester

Elective 3 credits

Total credits 48
(includes one elective – 3 cr.)

Program Code for Certification 07004

Students wishing to graduate in a timely manner must adhere to the above academic plan. The Department strongly recommends that students contact the Enrollment Services Counselor each semester prior to registering for classes.

Culminating Experience

Students will take the Counselor Preparation Comprehensive Examination (CPCE) administered by the Center for Credentialing and Education (CCE). There is an examination fee (price is set by the CCE and is subject to change) which covers the cost for administration and scoring of the CPCE. Students will take the exam the semester before the semester in which they graduate.

Students who fail the CPCE examination *twice* will be required to take a written exam developed by the Department that is based on the eight common core CACREP standards. Failure to pass the Departmental Examination will delay graduation.

Note: Upon completion of 12 credits, all students are required to meet with their faculty advisor for an Interim Assessment. Such an assessment allows both the advisor and the student to discuss the student's progress and achievement and to identify any areas of concern.

LIU
Department of Counseling and Development
Clinical Mental Health Counseling Sequence

Fall

EDC 601 3 credits
 EDC 610 3 credits
 EDC 614 3 credits
 EDC 615 3 credits

12 credits

Fall

EDC 608 3 credits
 EDC 616 3 credits
 EDC 669 6 credits

12 credits

Spring

EDC 668 3 credits
 EDC 676 3 credits
 EDC 687 3 credits
 EDC 702 3 credits

12 credits

Spring

EDC 611 3 credits
 EDC 613 3 credits
 EDC 660 3 credits
 EDC 683 3 credits

12 credits

Summer Optional semester

Elective 3 credits
 Elective 3 credits

Summer or Fall

EDC 684 3 credits
 Elective 3 credits

Total credits 60
 (includes 3 electives – 9 credits)

Students wishing to graduate in a timely manner must adhere to the above academic plan. The Department strongly recommends that students contact the Enrollment Services Counselor each semester prior to registering for classes.

Culminating Experience

Students will take the Counselor Preparation Comprehensive Examination (CPCE) administered by the Center for Credentialing and Education (CCE). There is an examination fee (price is set by the CCE and is subject to change) which covers the cost for administration and scoring of the CPCE. Students will take the exam the semester before the semester in which they graduate.

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Note: Upon completion of 12 credits, all students are required to meet with their faculty advisor for an Interim Assessment. Such an assessment allows both the advisor and the student to discuss the student's progress and achievement and to identify any areas of concern.

LIU
Department of Counseling and Development

(CASAC – T Sequence)

Fall

EDC 601 3 credits
EDC 610 3 credits
EDC 614 3 credits
EDC 615 3 credits

12 credits

Fall

EDC 608 3 credits
EDC 654 3 credits
EDC 669 6 credits

12 credits

Spring

EDC 668 3 credits
EDC 676 3 credits
EDC 687 3 credits
EDC 702 3 credits

12 credits

Spring

EDC 611 3 credits
EDC 657 3 credits
EDC 660 3 credits
EDC 683 3 credits

12 credits

Summer Optional semester

Elective 3 credits

Fall

EDC 613 3 credits
EDC 616 3 credits
EDC 684 3 credits

Total credits 60
(includes 1 elective – 3 credits)

Students wishing to graduate in a timely manner must adhere to the above academic plan. The Department strongly recommends that students contact the Enrollment Services Counselor each semester prior to registering for classes.

Culminating Experience

Students will take the Counselor Preparation Comprehensive Examination (CPCE) administered by the Center for Credentialing and Education (CCE). There is an examination fee (price is set by the CCE and is subject to change) which covers the cost for administration and scoring of the CPCE. Students will take the exam the semester before the semester in which they graduate.

Students who fail the CPCE examination *twice* will be required to take a written exam developed by the Department that is based on the eight common core CACREP standards. Failure to pass the Departmental Examination will delay graduation.

Note: Upon completion of 12 credits, all students are required to meet with their faculty advisor for an Interim Assessment. Such an assessment allows both the advisor and the student to discuss the student's progress and achievement and to identify any areas of concern.

**PROGRAM REQUIREMENTS FOR THE MASTER'S DEGREE
CLINICAL MENTAL HEALTH COUNSELING (CMHC)**

DEPARTMENTAL CORE COURSES REQUIRED OF ALL STUDENTS

<u>Course #</u>	<u>Title</u>	<u>Credit Hours</u>
EDC 610	Psychopathology for the Professional Counselor	3 cr.
EDC 613	Diversity and Socio Cultural Issues in Counseling	3 cr.
EDC 614	Human Growth and Development Over the Life Span <i>Co-requisite EDC 601)</i>	3 cr.
EDC 615	Theories of Counseling <i>(Prerequisite or co-requisite: EDC 601)</i>	3 cr.
EDC 668	Counseling Pre-Practicum <i>(Prerequisites or co-requisites: EDC 601, 615)</i>	3 cr.
EDC 669	Counseling Practicum <i>(Prerequisite: EDC 668; Prerequisite or Co-requisite EDC 610)</i>	6 cr.
EDC 676	Career Development	3 cr.
EDC 687	Group Counseling: Theory and Practice	3 cr.
EDC 702	Research Methods in Counseling	3 cr.

CLINICAL MENTAL HEALTH COUNSELING SPECIALIZATION

EDC 601	Foundations of Clinical Mental Health Counseling and Ethics	3 cr.
EDC 608	Diagnostic Interviewing and Assessment in CMHC <i>(Prerequisites: EDC 610, 615)</i>	3 cr.
EDC 611	Evidence Based Treatment Planning in CMHC <i>(Prerequisite: EDC 608)</i>	3 cr.
EDC 616	Family Counseling <i>(Prerequisite: EDC 615)</i>	3 cr.
EDC 660	Practicum in Psych. Testing for Counselors <i>(Prerequisite: EDC 601)</i>	3 cr.
EDC 683	Clinical Mental Health Counseling Internship I (300 hrs.) <i>(Prerequisite: EDC 669; Prerequisite or Co-requisite: EDC 601,608, 687)</i>	3 cr.
EDC 684	Clinical Mental Health Counseling Internship II (300 hrs.) <i>(Prerequisites: EDC 683)</i>	3 cr.
ELECTIVE		3 cr. **
ELECTIVE		3 cr. **
ELECTIVE		<u>3 cr. **</u>
TOTAL		60 cr.

Culminating Experience

Students will take the Counselor Preparation Comprehensive Examination (CPCE) administered by the Center for Credentialing and Education (CCE). There is an examination fee (price is set by the CCE and is subject to change) which covers the cost for administration and scoring of the CPCE. Students will take the exam the semester before the semester in which they graduate.

Students who fail the CPCE examination *twice* will be required to take a written exam developed by the Department that is based on the eight common core CACREP standards. Failure to pass the Departmental Examination will delay graduation.

Note: Upon completion of 12 credits, all students are required to meet with their faculty advisor for an Interim

Assessment. Such an assessment allows both the advisor and the student to discuss the student's progress and achievement and to identify any areas of concern.

**PROGRAM REQUIREMENTS FOR THE MASTER'S DEGREE
SCHOOL COUNSELING (SC)**

DEPARTMENTAL CORE COURSES REQUIRED OF ALL STUDENTS

<u>Course #</u>	<u>Title</u>	<u>Credit Hours</u>
EDC 610	Psychopathology for the Professional Counselor	3 cr.
EDC 613	Diversity and Socio Cultural Issues in Counseling	3 cr.
EDC 614	Human Growth and Development Over the Life Span (<i>co-requisite: EDC 602</i>)	3 cr.
EDC 615	Theories of Counseling (<i>Prerequisite or co-requisite: EDC 602</i>)	3 cr.
EDC 668	Counseling Pre-Practicum (<i>Prerequisites or co-requisites: EDC 602, 615</i>)	3 cr.
EDC 669	Counseling Practicum (<i>Prerequisite: 668; Prerequisite or Co-requisite: EDC 610</i>)	6 cr.
EDC 676	Career Development	3 cr.
EDC 687	Group Counseling: Theory and Practice	3 cr.
EDC 702	Research Methods in Counseling	3 cr.

SCHOOL COUNSELING SPECIALIZATION

EDC 602	Introduction to School Counseling and Ethics	3 cr.
EDC 659	School Counseling: College Admissions & Educational Planning (<i>Prerequisite: EDC 602</i>)	3 cr.
EDC 670	Educational Tests and Measurements	3 cr.
EDC 690	School Counseling Internship I (300 hrs.) (<i>Prerequisites: EDC 669; Prerequisite or Co-requisite EDC 614, EDC 687, 659</i>)	3 cr.
EDC 691	School Counseling Internship II (300 hrs.) (<i>Prerequisite: EDC 690</i>)	3 cr.
ELECTIVE		<u>3 cr.</u>

TOTAL **48 cr.**

Culminating Experience

Students will take the Counselor Preparation Comprehensive Examination (CPCE) administered by the Center for Credentialing and Education (CCE). There is an examination fee (price is set by the CCE and is subject to change) which covers the cost for administration and scoring of the CPCE. Students will take the exam the semester before the semester in which they graduate.

Students who fail the CPCE examination *twice* will be required to take a written exam developed by the Department that is based on the eight common core CACREP standards. Failure to pass the Departmental Examination will delay graduation.

Note: Upon completion of 12 credits, all students are required to meet with their faculty advisor for an Interim Assessment. Such an assessment allows both the advisor and the student to discuss the student's progress and achievement and to identify any areas of concern.

PRACTICUM AND INTERNSHIPS

PRACTICUM AND INTERNSHIP PLACEMENT INFORMATION

All students beginning a practicum or internship course are required to attend an orientation meeting in the semester prior to commencement of their practicum or internship experience. Orientation meetings for both the practicum and internship will be held either the 3rd or 4th week in February for the summer and fall semesters and either the 3rd or 4th week in September for the spring semester. Please check with the departmental secretaries for the date, time and location of the orientation meetings. No student will be allowed to begin a practicum or internship experience without attendance at the orientation meeting.

Students are advised to familiarize themselves with the details, requirements, and procedures for obtaining a practicum or internship placement (Practicum and Internship Guide) by consulting the department's website: <http://ceit.liu.edu/CSD/CounsDev.html>

EDC 669, Counseling Practicum, provides for individual and group counseling on and off site. Internship courses (EDC 683, 684, 685, 686, 690 and 691) provide opportunities to observe and participate in on-going activities in professional counseling in schools and agencies.

All courses in each specialty program follow a special sequence with prerequisites or co-requisites required. The courses are planned sequentially so that each student has the theoretical and practical foundation needed to complete a successful internship. It is crucial that the student plans ahead for individual placement in the internship courses.

- **Once placement has been approved for the practicum or internship, permission forms are to be held and submitted by the student to the classroom instructor.**
- **Hours may not accrue until the signed permission form is submitted to the course professor.**
- **Students may not have two sites or two supervisors without the prior approval of the Chair, Department of Counseling and Development**

PREPARING FOR AND PROCURING A PRACTICUM OR INTERNSHIP SITE PLACEMENT

Please note that all Cooperating Counselors must have a minimum of three years experience. While the Director of Clinical Practicum Placement, the Director of Clinical Internship Placement and the Clinical Coordinator, as well as the faculty advisor, will help students to find the proper placement, the student is primarily responsible for selecting and obtaining the practicum or internship site. This is so because of the unique needs of each student (e.g., geographic location, work requirements, family responsibilities, etc.). Indeed, finding, selecting and obtaining an appropriate site placement is a tremendously enriching experience because it can be considered to be a practice run for when the student actually seeks employment as a professional counselor upon completion of the degree. All practicum and internship sites require an interview and such an experience prepares the graduate student for a future search for a professional position.

For further information contact:

**Professor McCormack, Clinical Placement Coordinator
(516) 299-2814/2815**

Miriam.mccormack@liu.edu

**Dr. Terry Bordan, Supervisor of Clinical Placement
(516) 299-2814/2815**

SIGNIFICANCE OF THE PRACTICUM EXPERIENCE

Practicum students in EDC 669, Counseling Practicum, as noted, must successfully complete 100 hours, to wit: sixty (60) hours of observation, interaction, and supervision on-site, thirty (30) hours of direct service to clients at that site, and ten (10) hours provided to non-site clients. With on-site clients, practicum students are to document and describe each individual and group counseling experience, which is to be shared with both the cooperating counselor and the University professor. Off-site clients are to be audio or video taped and these tapes are presented to the University professor. Practicum students in EDC 669 meet in group seminar with the University professor every week. In addition, the University professor provides an hour of individual or triadic supervision, the time for which is built into this six (6) credit course.

SIGNIFICANCE OF THE INTERNSHIP EXPERIENCES

The internships are culminating experiences taken after heavy exposure to theory and professional enrichment through wise curriculum choices. Before venturing forth on this internship experience, it is absolutely necessary that interns complete all prerequisites (most notably EDC 669, Counseling Practicum) and as many of the other courses required for the degree as possible. Sometimes students wish to "fast-forward" themselves and prematurely seek the internship experience before they are prepared. Our program of study is a developmentally oriented one and is designed in such a way that when the student commences the internship experience, he/she is primed for success. Each internship experience not only allows one to close the gap between theory and practice, but each offers a tremendous exposure to the real world of the counselor. From a practical point of view, these experiences also provide professional experiences in various settings and allow others to see the intern in action; indeed, it is not uncommon for such internships to lead to job offers. Even if the particular agency or school district used for EDC 669 and internships do not have positions open, the reputation made by the intern at the placement site can directly affect job opportunities. Very often, directors of guidance or agency heads will receive calls from colleagues looking to fill positions in other institutions, and if an intern is perceived as competent, caring and professionally prepared, a recommendation for a position may be forthcoming.

In general, the intern will be better served if the internship experiences take place in a variety of settings and places. For example, in the school counseling specialty, the intern should consider internship placements as opportunities to experience all three levels (elementary, middle and high school) and in several different types of school districts. If one is a mental health student, internships should be taken at various agencies. Not only do such varied experiences offer the intern a broader perspective, but one also becomes known to many more administrators and professional counselors. In conclusion, the internships, while often anxiety producing and stressful in terms of time management and professional demands, will provide the interns with the knowledge,

skills and experiences needed to be a successful and effective professional counselor.

During the actual internship, the intern must work very closely with both the cooperating counselor and the University professor. These individuals are very important to the intern's success and both want to provide the best possible professionally enhancing internship experience. The intern must also learn to interact professionally with the cooperating counselor and the other professional counselors present. A passive counseling intern will be perceived as ineffective and needy. The intern must actively seek the type of experiences needed for growth and training, so professional assertiveness is necessary. Conversely, aggressive behavior must be avoided at all costs. Interns should also dress in a professional manner and comport themselves in an ethical and professional way at all times.

Home Visitations

If interns are expected to do home visitations as part of their internship experience at the agency the Department requests that the site supervisor ensure the safety of interns on any such visits and that they not be required to conduct home visits unaccompanied by another staff member. The safety of the intern is paramount and the Department expects that site supervisors will exercise sound judgment and discretion when making decisions to involve an intern in home visitations. We also expect that interns will not be required to utilize their own vehicle when involved in such activities. Finally, it is expected that interns will be adequately covered under the agency's liability insurance policy.

Note: For additional information relative to the internships, see the *Graduate Student Manual: Counseling Practicum And Internship Placement*, <http://ceit.liu.edu/CSD/CounsDev.html>

Internships in Clinical Mental Health Counseling

Students in this program may take EDC 683 and 684 the Clinical Mental Health Counseling Internships, during the summer, fall, or spring semesters. There are no restrictions regarding the time of year because the mental health internship experiences are professionally enhancing no matter the semester. EDC 685 and 686 are for Advanced Certificate students only.

Internships in School Counseling

Several years ago, the Department surveyed Directors of Guidance for suggestions on the best preparation for students to prepare them to become professional school counselors. We also asked them to suggest experiential activities for students taking EDC 690, School Counseling Internship I, and EDC 691, School Counseling Internship II. Many of their suggestions were implemented, including the fact that students in school counseling are not allowed to take their internships during the summer semester. The Directors of Guidance felt strongly that school counseling interns needed the type of professional exposure to experiences that only occurs during the regular school year. The Department of Counseling and Development supports the stance of the Directors of Guidance. In rare cases, (e.g., if a student or his/her spouse has to move outside New York and provides a letter from the employer), some students will be given permission to do EDC 691 in the summer in a school district that has a full year program.

REQUIRED WORKSHOPS

NEW YORK STATE MANDATED CHILD ABUSE WORKSHOP (Required – All Students)

New York State requires all candidates to complete a two-hour workshop in the recognition and reporting of child abuse. In order to receive the official State form certifying the completion of this requirement, students must register for the Child Abuse Seminar given by the Continuing Education Department (516-299-2236).

NEW YORK STATE MANDATED “PROJECT SAVE WORKSHOP” (Required – School Counselors only)

In 2000, the Legislature passed and the Governor signed the Governor’s Safe Schools Against Violence in Education Act (PROJECT SAVE). Among its many provisions is one that amends section 3004 of the Education Law by adding a new subdivision 3 to read as follows:

The commissioner shall prescribe regulations requiring that all persons applying on or after February second, two thousand one for a teaching certificate or license, including but not limited to a certificate or license valid for service as a classroom teacher, teaching superintendent of schools, shall, in addition to all the other certification or licensing requirements, have completed two hours of course work or training in school violence prevention and intervention. The course work or training shall be obtained from an institution or provider, which has been approved by the department to provide such course work or training.

In order to receive the official State form certifying the completion of this requirement, students must register for this violence prevention and intervention workshop given by the Continuing Education Department (516-299-2236) .

DASA WORKSHOP “DIGNITY FOR ALL STUDENTS ACT (Required – School Counselors)

New York State’s Dignity for All Students Act (The Dignity Act) seeks to provide the State’s public elementary and secondary school students with a safe and supportive environment free from discrimination, intimidation, taunting, harassment, and bullying on school property, a school bus and/or at a school function.

Effective 1/1/14 all applicants for NYS Certification are required to complete 6 clock hours of coursework or training in accordance with Article 2 Sections 10-18 of the Education Law. Applicants must register through Continuing Education (516-299-2236).

FINGERPRINTING

All candidates seeking N.Y.S. Certification must be fingerprinted and submit to criminal background checks. Instructions for the fingerprinting process and online submission can be found at the College of Education web site: <http://ceit.liu.edu/Certification/Cert.html>

NEW YORK STATE CERTIFICATION FOR SCHOOL COUNSELORS

Upon successful completion of our 48 credit Masters of Science degree, LIU Post and LIU Brentwood students receive Provisional Certification. With two years experience as a school counselor, Permanent Certification is granted by the New York State Education Department. Students will not be required to take an additional 12 credits in school counseling for permanent certification. Graduates who have already taken additional credits can use these courses for professional development and, of course, for salary increments in the school district in which they work.

CERTIFICATION APPLICATION INSTRUCTIONS

For certification application instructions please refer to the College of Education website: <http://ceit.liu.edu/Certification/Cert.html>

CULMINATING EXPERIENCE - PROGRAM EXIT REQUIREMENT

Counselor Preparation Comprehensive Examination (CPCE)

The CPCE will be given at the university during the Fall, Spring and Summer semesters. Students will take the exam the semester before the semester in which they graduate. Taking the CPCE exam in the semester prior to graduation will also afford the students the opportunity to retake the CPCE should they be unsuccessful in meeting the pre-determined cut off score. The cut off score for the CPCE will be determined by the department. Dates, times and locations will be posted on the department's website: <http://ceit.liu.edu/CSD/CounsDev.html>. There is an examination fee (price is set by the CCE and is subject to change) which covers the cost of administering and scoring the CPCE. The CCE does not accept cash or personal checks from students. Students must come to the exam with a cashier's check or money order. Please check with the department for the current fee.

The CPCE covers the eight Council of Accreditation of Counseling and Related Educational Programs (CACREP) common core areas as defined by their Standards for Preparation including:

1. Human Growth and Development
2. Social and Cultural Foundations
3. Helping Relationships
4. Group Work
5. Career and Lifestyle Development
6. Appraisal
7. Research and Program Evaluation
8. Professional Orientation and Ethics

The examination consists of 160 items with 20 items per core area. Students will receive scores in each of the core areas. Results achieved on the CPCE can also be utilized to prepare for the National Certification

Examination (NCE).

Any student who takes the NCE and passes will meet the Department's exit requirement. If a student chooses to take the NCE during the semester of their graduation they must make certain they do so early in the semester to ensure the department receives their scores on time for graduation.

Failure of the Exam

Students who fail the exam must take the exam again the following semester in order to graduate. A subsequent failure will delay graduation. The student will be required to take a written examination developed by the Department that is based on the eight common core CACREP standards. Students who are notified of a second unsuccessful attempt will be required to take the Departmental written exam. Failure to pass the Departmental Exam will delay graduation.

FILING FOR DEGREE

Applications for the degree must be filed with the Graduate Records Office at least three months prior to the anticipated date of graduation. Diplomas are issued three times a year. (September, January, and May). Formal commencement ceremonies are held in May at LIU Post.

GRADING

All courses are graded as A, A-, B+, B, B-, C+, C, C-, D, F and Incomplete. Students are expected to achieve a minimum grade of B in all courses.

STUDENT EVALUATIONS

- **Interim Assessment**

Upon completion of 12 credits, all students are required to meet with their faculty advisor for an Interim Assessment. Such an assessment allows both the advisor and the student to discuss the students' progress and achievement and to identify any areas of concern relative to the appropriateness of the progress for the student. Documentation that an interim assessment was conducted must be placed in the student's personal file or graduation will be delayed.

- **Practicum and Internship Evaluations**

Students in both practicum and internship courses are evaluated by the professor and/or the cooperating counselor. It is in these courses that students are expected to put theory into practice.

STUDENT RETENTION AND REVIEW

I. Academic criteria for retention:

- A. Progress indicating completion of the degree requirements in five years must be evident.
- B. A grade point average of 3.0 or better must be maintained.
 - 1. One grade of B- or below: Student receives a warning letter and must see faculty advisor. (See below for grade of F)
 - 2. Two grades of B- or below: Student's progress is reviewed by the Student Retention and Review Committee, which will make a recommendation to the Department as to whether or not the student should be permitted to continue.
 - 3. Three grades of B- or below: Student's progress is reviewed by the Student Retention and Review Committee and by the Department and if the record is correct, the student is dropped from the program.
 - 4. Any grade of F: Requires that the student meet with the Student Retention and Review Committee, which will make a recommendation to the Department as to whether or not the student should be permitted to continue.
 - 5. Any student who has two or more incompletes may not continue in the program until those grades are resolved. The Chair may waive this restriction.

II. Student conduct criteria for retention:

- A. Student behavior must fall within the legal parameters of the jurisdiction in which they live and practice. Any relevant behavior falling outside the law: Requires that the student meet with the Student Retention and Review Committee, which will make a recommendation to the Department as to whether or not the student should be permitted to continue.
- B. Student behavior must be in compliance with the professional Ethical Codes of the American Counseling Association, the American School Counselors Association and the American Mental Health Counselors Association. Any behaviors falling outside these guidelines: Requires that the student meet with the Student Retention and Review Committee, which will make a recommendation to the Department as to whether or not the student should be permitted to continue.
- C. Students must observe the highest principles of academic integrity and support a campus environment as described in the Student Conduct Code of the Graduate Student Handbook. Any violations of these principles: Require that the student meet with the Student Retention and Review Committee, which will make a recommendation to the Department as to whether or not the student should be permitted to continue.
- D. Students must demonstrate a respect for the health, safety, welfare and rights of all persons as described in the Student Conduct Code of the Graduate Student Handbook. This includes but is not limited to comportment inside and outside of the classroom. Any violation of these principles: Requires that the student meet with the Student Retention and Review Committee, which will make a recommendation to the Department as to whether or not the student should be permitted to continue.

- E. Students must comply with the policies, procedures, and academic programs of the Department as described in the Student Conduct Code of the Graduate Student Handbook. Any violations of these policies, procedures and academic programs: Require that the student meet with the Student Retention and Review Committee, which will make a recommendation to the Department as to whether or not the student should be permitted to continue.

III. Review Procedures:

Department: All Counseling and Development faculty and the Department Chair (a non-voting member).
The Student Retention and Review Committee: A standing committee consisting of three Department faculty members.

- A. Concern is expressed verbally by a faculty member at any regular meeting of the Counseling and Development faculty or during the Interim Assessment process.
- B. Faculty decides if the problem is serious enough to require a review.
- C. If a review is not required, the faculty member expressing concern and/or the student's faculty advisor will deal with the concern.
- D. If a review is required, the Student Retention and Review Committee will inform the student in writing that there is concern and schedules a meeting. If the student fails to respond within a reasonable period of time, the Committee will report to the Department and appropriate action will be taken.
- E. The recommendation of the Student Retention and Review Committee will be presented to the Department within one month of the Committee meeting.
- F. The Department will take whatever action it deems appropriate and will inform the student in writing of the action being taken.
- G. The student may appeal in writing to the Department Chair.
- H. If not resolved at the Department Chair level the student may appeal to the Dean of the College Education, Information and Technology within a specified time period.

NATIONAL BOARD FOR CERTIFIED COUNSELORS (NBCC)

National Certification in Professional Counseling

The National Board of Certified Counselors (NBCC) conducts a national examination for general and specialty certifications for qualified candidates in the field of professional counseling. Graduates are eligible to take the National Certification Examination (NCE) providing they meet NBCC requirements. Since we are CACREP accredited as of July 22, 2004, students and those who were graduated after July 22, 2003, are eligible to take the examination (the last semester prior to the awarding to the degree or thereafter) and become Nationally Certified Counselors immediately upon successful completion of the exam. Those who graduated prior to July 2003 can take the examination but will need two years of professional experience before National Certification is granted. Requirements are subject to change. For current information on specialty certifications, applicants should contact the NBCC at (336) 547-0607.

NCE Examination

All counselors who meet the graduate degree and curriculum requirements are eligible to sit for the NCE. Those who successfully pass the NCE and are graduates of CACREP programs are able to place after the designates, NCC (National Certified Counselor). Students who graduated from our program between July 22, 2003 and July 22, 2004 (not CACREP accredited program at that time) can also sit for the exam and upon passing it, they are certified. They do not need the two years experience because NBCC grandfathers back one year. Graduates who pass the NCMHCE for licensure as a mental health counselor may apply directly to the NBCC for the NCC designation without taking the NCE.

Any student who takes the NCE and passes will meet the Department's exit requirement. If a student chooses to take the NCE during the semester of their graduation they must make certain they do so early in the semester to ensure the department receives their scores on time for graduation.

Subspecialties

After becoming an NCC and having met specific criteria, one can apply for one of the special examinations now offered through NBCC. Please contact the NBCC for a list of the subspecialty exams.

Continuing Education

To remain in good standing and to retain your NCC, each holder is required to update his/her expertise. Specific methods and required hours are provided to each NCC. Similar requirements are found for those holding state licenses to upgrade, remain current, and in some form continue to develop their professional expertise. These requirements are also reinforced within the Code of Ethics.

For information on dates for the review course, please call Continuing Education & Professional Studies at 516-299-2236.

MENTAL HEALTH COUNSELOR LICENSURE IN NEW YORK STATE

The New York State Legislature enacted a bill, effective January 1, 2006, that licensed four new mental health specialties: Mental Health Counselor, Marriage and Family Therapist, Creative Arts Therapist, and Psychoanalyst.

Our 60 credit Master of Science with a specialty in Clinical Mental Health Counseling meets the academic requirements of the NYSED Office of the Professions, which issues licenses in New York State. School counseling students receive a 48 credit Master of Science degree and are eligible for permanent certification in New York State after two years experience. Both specialties are CACREP accredited. A School Counseling graduate wanting to return to meet the academic requirements for licensure as a Mental Health Counselor in New York State must take those theory and clinical courses required of our Clinical Mental Health Counseling graduates in order to apply for licensure to the Office of the Professions.

Note: Returning graduates may be eligible to receive the LIU Post Alumni Scholarship (1/3 reduction in tuition).

CERTIFICATE PROGRAMS FOR GRADUATES OF THE SCHOOL COUNSELING AND CLINICAL MENTAL HEALTH COUNSELING PROGRAMS

Advanced Certificate in Clinical Mental Health Counseling

The Advanced Certificate in Clinical Mental Health Counseling is a “licensure qualifying” bridge program approved by the New York State Education Department (NYSED), Office of the Professions. The Advanced Certificate in Clinical Mental Health Counseling program is effective 2/27/12 and offers the opportunity for individuals with a master’s degree in school counseling or other related counseling degree to meet the educational requirements for licensure as a mental health counselor in New York State. The 18 credit advanced certificate is predicated upon the individual having completed a master’s degree in school counseling or other related counseling degree with a minimum of 48 credits in specified core educational content areas as delineated in the state regulations for mental health counselor licensure. Individuals who graduated from a program of less than 48 credits will be required to take additional coursework above the 18 credits to ensure meeting the state requirement of a minimum of 60 graduate credits. Upon application candidates will have their transcript(s) reviewed by the department to ascertain the needed number of graduate credits required for the advanced certificate.

The Advanced Certificate in Clinical Mental Health Counseling program is not accredited by CACREP. CACREP does not accredit Advanced Certificate programs.

The Advanced Certificate in Clinical Mental Health Counseling requires each candidate to take the following courses at a minimum:

- EDC 601 Foundations of Clinical Mental Health Counseling and Ethics
- EDC 608 Diagnostic Interviewing and Assessment in CMHC
- EDC 611 Evidence Based Treatment Planning in CMHC
- EDC 616 Family Counseling
- EDC 683 Clinical Mental Health Counseling Internship I (300 hours)
- EDC 684 Clinical Mental Health Counseling Internship II (300 hours)

Upon completion of the advanced certificate the individual will automatically meet the educational requirements for licensure as a mental health counselor in New York State. They will then be eligible to file for a “limited permit” and begin accruing the 3000 post master’s experiential hours required for licensure. They will also be eligible to file to take the National Clinical Mental Health Counselor Examination (NCMHCE) which is the licensure examination designated by the State. There is also the possibility that the Office of the Professions may accept experiential hours gained after the receipt of the individual’s master’s degree if the experience was in an approved setting under the supervision of a recognized licensed mental health professional.

Admission Requirements:

Application for admission to the program must be made through the Graduate Admissions office at either LIU Post or LIU Brentwood. Admission requirements are as follows:

- Master’s Degree in School Counseling or other related counseling degree from a regionally accredited institution.
- Transcript review
- Departmental Interview (May be waived by the Chair of the department)

Office of Alcohol and Substance Abuse Services’ (OASAS) Education and Training Program

Graduates of the master’s degree program in Clinical Mental Health Counseling who complete the requisite coursework will meet the 350 hours of education and training required to apply for the Certified Alcohol and Substance Abuse Counselor-Trainee (CASAC-T) designation. Graduation from the master’s degree program in Clinical Mental Health Counseling will also meet 4000 of the 6000 hour requirement for full certification as a CASAC. In addition, if the graduate completed their 100 counseling practicum hours and 600 internship hours in clinical mental health counseling at an OASAS affiliated facility, then the number of experiential hours needed for full certification will only be 1300. Upon admission to the Master’s Degree in Clinical Mental Health Counseling program those students who are interested in the CASAC-T designation must declare in writing their intention to pursue the CASAC-T to the Chair of the Department of Counseling and Development.

CASAC-T Requisite Course Work

EDC 601	Foundations of CMHC & Ethics
EDC 608	Diagnostic Interviewing and Assessment in CMHC
EDC 611	Evidence Based Treatment Planning in CMHC
EDC 610	Psychopathology for the Professional Counselor
EDC 613	Diversity and Socio-Cultural Issues in Counseling
EDC 615	Theories of Counseling
EDC 654	Introduction to Addictions Counseling
EDC 657	Treatment Approaches in Addictions Counseling
EDC 660	Practicum in Psychological Testing for Counselors
EDC 668	Counseling Pre-Practicum
EDC 687	Group Counseling: Theory and Practice

Child Abuse Mandated Reporter Training
Tobacco Use and Nicotine Dependence Training

PROFESSIONAL COUNSELING ASSOCIATIONS:

AMERICAN COUNSELING ASSOCIATION (ACA)

5999 Stevenson Ave. Alexandria, VA 22304

800-347-6647 / 800-473-2329 (fax)

www.counseling.org

The American Counseling Association (ACA) is the world's largest professional membership association dedicated exclusively to the advancement of the counseling profession. The ACA is an educational, scientific, and professional organization whose members are dedicated to the enhancement of human development throughout the life span. Members recognize diversity in our society and embrace a cross-cultural approach in support of the worth, dignity, potential and uniqueness of each individual.

ACA has 19 national divisions and one organizational affiliate that are dedicated to the skills, professional settings and interests of over 50,000 members:

(AACE) Association for Assessment in Counseling and Education

(AADA) Association for Adult Development and Aging

(ACC) Association for Creativity in Counseling

(ACCA) American College Counseling Association

(ACEG) Association for Counselors and Educators in Government

(ACES) Association for Counselor Education and Supervision

(AHC) The Association for Humanistic Counseling

(ALGBTIC) Association for Lesbian, Gay, Bisexual and Transgender Issues in Counseling

(AMCD) Association for Multicultural Counseling and Development

(AMHCA) American Mental Health Counselors Association

(ARCA) American Rehabilitation Counseling Association

(ASCA) American School Counselor Association

(ASERVIC) Association for Spiritual, Ethical, and Religious Values in Counseling

(ASGW) Association for Specialists in Group Work

(CSJ) Counselors for Social Justice

(IAAOC) International Association of Addictions and Offender Counselors

(IAMFC) International Association of Marriage and Family Counselors

(NCDA) National Career Development Association

(NECA) National Employment Counseling Association

Publications:

Journal of Counseling & Development - published four times a year

“Counseling Today” newspaper - published every month

Each division has its own newsletter and most publish their own refereed journal.

Membership:

ACA offers discounted membership rates for graduate students enrolled half-time or more in a graduate counseling program. Verification is required by the student and the student's professor. Upon graduation, graduates are eligible to renew as a new professional member within 12 months of graduation at reduced rates. This one year only professional membership provides all benefits of full ACA membership, but costs the same as ACA student membership.

There are three local chapters of ACA on Long Island and one in New York City.

LONG ISLAND:

East End Counselors Association (EECA)

Western Suffolk Counselors Association (WSCA)

Nassau Counselors Association (NCA)

NEW YORK MENTAL HEALTH COUNSELING ASSOCIATION (NYMHCA)
NYMHCA2@optonline.net or 1-800-4-NYMHCA.

NYMHCA is the state chapter of AMHCA (American Mental Health Counselors Association), and was founded 30 years ago. NYMHCA spearheaded the effort to license the clinical counselors of New York which resulted in the passage and the signing into law of a licensure bill in 2002. The scope of practice for clinical counselors is one of the strongest in the nation, and there are now more than 5,500 licensed mental health counselors in New York. NYMHCA strives to work on behalf of its more than 1,200 members statewide. A lobbying firm is employed to assist in the legislative work that will protect the rights of licensed mental health counselors to practice their profession. The lobbying firm also assists NYMHCA in advancing clinical counseling to equal status with other licensed mental health professions.

As a benefit of membership, counselors are encouraged to join a NYMHCA Regional Chapter. The Long Island NYMHCA Chapter is comprised of local professionals who come together for networking and to continue their clinical education. Students are welcome to join and the chapter has a successful mentoring program that helps students and new graduates to actualize their professional goals. For more information visit their website at: <http://www.linymhca.com/> or www.linymhca.com.

Other benefits of NYMHCA membership include:

- consumer accessed Find-a-Counselor and Find-a-Supervisor online directors
- dental and vision insurance plans exclusively for NYMHCA members
- the NYMHCA Quarterly newsletter
- Biennial Convention and Counselor Educator Meetings in Albany
- the <http://www.nymhca.org/> or www.NYMHCA.org website

NYMHCA can be contacted by: <mailto:NYMHCA2@optonline.net>
or 1-800-4-NYMHCA

LIU POST AND LIU BRENTWOOD PROFESSIONAL COUNSELING ORGANIZATIONS

Chi Sigma Iota
Lambda Iota Beta Chapter

Lambda Iota Beta is the LIU Chapter of Chi Sigma Iota, the Counseling Academic and Professional Honor Society International, Inc. There are high standards for admission, including evidence of academic excellence, leadership, and professional involvement. These standards are meant as a challenge for all students in our graduate program to develop and grow; they are not meant to exclude, but to encourage excellence and professional involvement. The purpose of Chi Sigma Iota is to promote scholarship, research, professionalism, and excellence in the field of counseling. This is accomplished through workshops and seminars, mentoring, and professional involvement at not only in our LIU Post and LIU Brentwood chapters, but also in various professional counseling associations. Students and graduates are expected to take an active part in the chapters' committees, activities, and newsletters for professional growth and development. Students who have completed 12 credits and have attained a Grade Point Average (GPA) of 3.5 and above, demonstrate evidence of leadership qualities, are active members of one or more of the professional associations (e.g., ACA), and are recommended by a full time faculty are eligible to become members of Chi Sigma Iota. These students have distinguished themselves through scholarship and professional excellence.

The CSI Chapter is student led, providing an opportunity for leadership development. Students become engaged in community service activities, as well as student led support groups. There is an annual induction ceremony for new members.

Application Procedure

In order to join Chi Sigma Iota, go to the CSI website at www.csi-net.org. There is a menu column on the left side of the homepage. From this menu column, click on the “Application” link. The instructions explain how to join online.

GRADUATE FINANCIAL AID AT LIU POST

Please check with the Financial Aid Office, 516-299-2338, for verification of the most current and available resources.

LIU POST ALUMNI SCHOLARSHIP

Long Island University has approved a scholarship for graduates of LIU Post who have been awarded a Master’s Degree with a specialization in School Counseling or Clinical Mental Health Counseling and who wish to pursue additional coursework to complete a Certificate Program in either School Counseling or Clinical Mental Health Counseling. The Alumni Scholarship Program, for which a graduate must apply each semester, allows for a 1/3 reduction in tuition for those who qualify. This course work must be taken at LIU Post. Funds are limited, so it is suggested that applicants apply as soon as possible. Interested students should contact Dan Heller, Enrollment Service Counselor to the Department of Counseling and Development at LIU Post (516-299-2183) for an application.

LIU BRENTWOOD GRADUATE FINANCIAL AID

Please check with the Financial Aid Office, 631-287-8500, for verification of the most current and available resources.

POLICY FOR RECOMMENDATION OF STUDENTS FOR CERTIFICATION/CREDENTIALING AND EMPLOYMENT

As a matter of policy, the Department of Counseling and Development endorses graduates only for jobs which are directly related to their specialty area. Graduates of one specialty area may return to the program for the purpose of taking course work in another area with the permission of the Chair. For example, graduates of the Clinical Mental Health Counseling (CMHC) program may later wish to pursue certification as a school counselor. Such a student would then have to take all the specialty courses in School Counseling, thereby meeting SED requirements for certification, before the Department would endorse the student for a position as a school counselor. This, of course, holds for school counselors who wish to take courses in CMHC for the purpose of qualifying for employment in that specialty area.

CENTER FOR HEALTHY LIVING

The Center for Healthy Living at LIU Post is located in the Life Science Building/Pell Hall, Room 155 & 154. The Center can be reached at (516) 299-3468. Services provided include:

Stress
Relationship issues including family and friends
Anxiety and depression
Date rape and sexual assault
Grief/Loss
Adjusting to college life
Alcohol and other drug issues
Body image and disordered eating
Health issues/questions
Outreach programming
Nutrition counseling

Contact Information:

Director: Lynne Schwartz, lynn.schwartz@liu.edu

or

Post-Healthyliving@liu.edu

The LIU Post Center for Healthy Living is partnered with the NYIT Academic Health Care Center. Please call 516-686-1300 to schedule an appointment with a doctor or call the nurse at 516-299-3477. The NYIT Academic Health Care Center is open Monday through Friday from 8:30am to 5pm. For medical emergencies, contact Public Safety at 516-200-2222.

REQUIREMENTS/EVENTS/DEADLINES

- **Admissions Application Deadlines:** January 10 – Spring Semester (CMHC and SC)
April 30 – Summer Semester (CMHC)
August 20 – Fall Semester (CMHC and SC)
- **Meeting with Enrollment Service Counselor** by appointment
- **Interim Assessment** – meet with faculty advisor by appointment
- **Health Insurance** – all clinical students must have health insurance
- **Liability Insurance** – it is required that students carry liability insurance in addition to the insurance provided by the university
- **Graduation** – Ceremony is held at LIU Post in May – students must file a degree application on line the semester before graduation.

POLICIES AND ETHICS

ETHICAL STANDARDS OF THE AMERICAN COUNSELING ASSOCIATION

The Department of Counseling and Development adheres to the professional and ethical standards of the American Counseling Association.

The American Counseling Association is an educational, scientific and professional organization whose members are dedicated to the enhancement of human development throughout the life span. Association members recognize diversity in our society and embrace a cross-cultural approach in support of the worth, dignity, potential and uniqueness of each individual.

The specification of an ethical code enables the Association to clarify to current and future members, and to those served by members, the nature of the ethical responsibilities held in common by its members.

As the ethical code of the Association, this document establishes principles that define the ethical behavior of the Association members. All members of the American Counseling Association are required to adhere to the *Code of Ethics and Standards of Practice*.

The *Code of Ethics and Standards of Practice* contains eight sections.

Section A, **The Counseling Relationship:** Counselors facilitate client growth and development in ways that foster the interest and welfare of clients and promote formation of healthy relationships. Trust is the cornerstone of the counseling relationship, and counselors have the responsibility to respect and safeguard the client's right to privacy and confidentiality. Counselors actively attempt to understand the diverse cultural backgrounds of the clients they serve. Counselors also explore their own cultural identities and how these affect their values and beliefs about the counseling process. Additionally, counselors are encouraged to contribute to society by devoting a portion of their professional activities for little or no financial return (*pro bono publico*).

Section B, **Confidentiality and Privacy:** Counselors recognize that trust is a cornerstone of the counseling relationship. Counselors aspire to earn the trust of clients by creating an ongoing partnership, establishing and upholding appropriate boundaries, and maintaining confidentiality. Counselors communicate the parameters of confidentiality in a culturally competent manner.

Section C, **Professional Responsibility:** Counselors aspire to open, honest, and accurate communication in dealing with the public and other professionals. Counselors facilitate access to counseling services, and they practice in a nondiscriminatory manner within the boundaries of professional and personal competence; they

also have a responsibility to abide by the *ACA Code of Ethics*. Counselors actively participate in local, state, and national associations that foster the development and improvement of counseling. Counselors are expected to advocate to promote changes at the individual, group, institutional, and societal levels that improve the quality of life for individuals and groups and remove potential barriers to the provision or access of appropriate services being offered. Counselors have a responsibility to the public to engage in counseling practices that are based on rigorous research methodologies. Counselors are encouraged to contribute to society by devoting a portion of their professional activity to services for which there is little or no financial return (*pro bono publico*). In addition, counselors engage in self-care activities to maintain and promote their own emotional, physical, mental, and spiritual well-being to best meet their professional responsibilities.

Section D, Relationships With Other Professionals: Professional counselors recognize that the quality of their interactions with colleagues can influence the quality of services provided to clients. They work to become knowledgeable about colleagues within and outside the field of counseling. Counselors develop positive working relationships and systems of communication with colleagues to enhance services to clients.

Section E, Evaluation, Assessment, and Interpretation: Counselors use assessment as one component of the counseling process, taking into account the clients' personal and cultural context. Counselors promote the well-being of individual clients or groups of clients by developing and using appropriate educational, mental health, psychological, and career assessments.

Section F, Supervision, Training, and Teaching: Counselor supervisors, trainers, and educators aspire to foster meaningful and respectful professional relationships and to maintain appropriate boundaries with supervisees and students in both face-to-face and electronic formats. They have theoretical and pedagogical foundations for their work; have knowledge of supervision models; and aim to be fair, accurate, and honest in their assessments of counselors, students, and supervisees.

Section G, Research and Publication: Counselors who conduct research are encouraged to contribute to the knowledge base of the profession and promote a clearer understanding of the conditions that lead to a healthy and more just society. Counselors support the efforts of researchers by participating fully and willingly whenever possible. Counselors minimize bias and respect diversity in designing and implementing research.

Section H, Distance Counseling, Technology, and Social Media: Counselors understand that the profession of counseling may no longer be limited to in-person, face-to-face interactions. Counselors actively attempt to understand the evolving nature of the profession with regard to distance counseling, technology, and social media and how such resources may be used to better serve their clients. Counselors strive to become knowledgeable about these resources. Counselors understand the additional concerns related to the use of distance counseling, technology, and social media and make every attempt to protect confidentiality and meet any legal and ethical requirements for the use of such resources.

Section I, Resolving Ethical Issues: Professional counselors behave in an ethical and legal manner. They are aware that client welfare and trust in the profession depend on a high level of professional conduct. They hold other counselors to the same standards and are willing to take appropriate action to ensure that standards are upheld. Counselors strive to resolve ethical dilemmas with direct and open communication among all parties involved and seek consultation with colleagues and supervisors when necessary. Counselors incorporate ethical practice into their daily professional work and engage in ongoing professional development regarding current topics in ethical and legal issues in counseling. Counselors become familiar with the ACA Policy and Procedures for Processing Complaints of Ethical Violations¹ and use it as a reference for assisting in the enforcement of the *ACA Code of Ethics*.

Students should be familiar with these guidelines found in the American Counseling Association's *Code of Ethics and Standards of Practice*.

STATEMENT OF POLICY

Long Island University is committed to maintaining a learning and working environment that is free of bias, prejudice, discrimination and harassment and an environment that supports, nurtures, and rewards career and educational advancement purely on the basis of ability and performance. Discrimination or harassment based upon race, color, religion, genetic information, sexual orientation, gender and/or gender identity or expression, marital or parental status, national origin, ethnicity, citizenship status, veteran or military status, age, disability or any other legally protected basis is prohibited by law and undermines the character and purpose of the University. Such discrimination or harassment is illegal, against University policy, and will not be tolerated.

This policy covers all members of the University community – students, faculty and staff – as well as those who interact with members of the University community such as vendors or visitors. The University encourages everyone to report all incidents of discrimination or harassment, regardless of who the offender may be.

<http://www.liu.edu/Human-Resources/Human-Resources-Policies/Anti-Harrassment-Discrimination-Policy>