



**COLUMBUS STATE**  

---

**UNIVERSITY**

# **Counselor Education Program Student Handbook**



**Department of Counseling, Foundations, & Leadership**

*Updated: 11 - 06- 2017*

**GRADUATE STUDENT HANDBOOK**

**COLUMBUS STATE UNIVERSITY  
4225 UNIVERSITY AVENUE  
COLUMBUS, GEORGIA 31907**

**OFFICE: 706 565-1450**

**The Department of Counseling, Foundations & Leadership**

**GRADUATE STUDENT HANDBOOK**

BROWN HALL 3110

---

706-565-1450

**WELCOME**

**INTRODUCTION**

**ACCREDITATION**

**MISSION STATEMENT**

**PROFESSIONAL OPPORTUNITIES**

**PROGRAMS OFFERED**

**PROGRAM OBJECTIVES**

**ADMISSIONS**

**NON-DEGREE STATUS**

**PROVISIONAL STATUS**

**FACULTY ADVISORS**

**REGISTRATION FOR**

**COURSES COURSE LOAD**

**EVALUATION OF**

**STUDENTS APPEALS**

**PROCESS**

**ATTENDANCE**

**GRADE REQUIREMENTS**

**INCOMPLETES**

**COURSE**

**SEQUENCING**

**PROGRAM OF STUDY**

**GROUPS**

**COUNSELING SERVICES FOR STUDENTS**

**LIBRARY RESOURCES**

**COMPUTER RESOURCES**

**PRACTICUM / INTERNSHIP**

**PROFESSIONAL**

**AFFILIATION**

**CERTIFICATION AND**

**LICENSURE CHI SIGMA IOTA**

**COUNSELING STUDENT**

**ASSOCIATION EXIT EXAM AND**

**PORTFOLIO ASSESSMENT**

**PROGRAM ADVISORY COMMITTEE**

**ENDORSEMENT POLICY**

**GRADUATION**

**JOB MARKET FOR COUNSELORS**

**FACULTY BIOGRAPHICAL INFORMATION TABLE OF CONTENTS**



## WELCOME ABOARD

The Faculty and Staff of the Department of Counseling, Foundations and Leadership would like to welcome you to the Counseling Program. We hope that your experience as a graduate student will be meaningful and we want you to feel free to call on us if you encounter any difficulty. We hope the graduate experience in counseling will be an exciting adventure and one which will enrich your professional life.

## INTRODUCTION

The purpose of this handbook is to provide a detailed explanation of the Graduate Counselor Educator program offered at Columbus State University. It is not meant to replace the University Catalog, but to supplement it. Each student is expected to be familiar with the applicable sections of the catalog, as well as with the material presented in this handbook. Students are also expected to maintain contact with their assigned Faculty Advisor throughout their enrollment in the program. It is the responsibility of the student to see that required deadlines are met, and that course and graduation requirements are fulfilled. This handbook is presented in an attempt to help the student more easily carry out these responsibilities.

## ACCREDITATION

The Counselor Educator program (as of this printing) holds the following accreditation: Commission on Colleges of the Southern Association of Colleges and Schools (SACS) and "approved" status with the University System of Georgia Board of Regents. The Counselor Educator program is currently nationally accredited with the Commission on Accreditation of Counseling and Related Educational Programs (CACREP) .

## MISSION STATEMENT

*The Counselor Education program's mission is to prepare professional mental health counselors and school counselors who are committed to providing culturally competent counseling services that enhance the mental health and well-being of families, groups, couples, and individuals, including school students across the lifespan, and to advocate on behalf of our clients and our profession. The program is committed to academic and clinical excellence through educating counselors to be leader-practitioners.*

The counseling programs at Columbus State University strive to prepare professional counselors who through their training, have the knowledge and experience necessary to be effective contributors to the counseling profession. Faculty members, with many years of practice, research and training, are contributing members of professional counseling organizations and provide direct training and supervision to students. The faculty's primary objective is to serve the students in the program and prepare them to be effective counselors in a variety of settings and to achieve their professional goals. Through a variety of learning experiences, including coursework, lectures, experiential activities and direct counseling

experiences through practicum and internships under supervision, students reach these goals. The program serves a diverse student population. The counseling faculty works closely with students to provide the tools necessary to construct a professional counseling identity.

## **Counselor Education Program Objectives**

- *1. Demonstrate foundational knowledge of the role and functions of the professional mental health counselor and the school counselor by proficiency in counseling, interpersonal relationships, development, prevention and intervention including proficiency in issues of diversity, advocacy and counseling theories and change strategies.*
- *2. Demonstrate a professional counselor identity that values a developmental, ethical, strengths-based, wellness approach to helping clients enhance their quality of life and demonstrate an understanding of theory and practice across the lifespan with a proficiency in multicultural competence and social justice through increasing self-awareness and respect for human dignity and diversity.*
- *3. Demonstrate as a clinical mental health counselor the role and functions of the professional mental health counselor regarding the provision of mental health treatment services in interpersonal relationships, development, and prevention and in assessment, research, evaluation group therapy, program and clinical evaluation, clinical diagnosis, crisis response and treatment outcomes.*
- *4. Demonstrate as a school counselor the role and functions of the school counselor regarding the mastery and application of the content knowledge in social/emotional development and career preparedness, advocacy for equitable and responsive classroom guidance for the promotion of academic success for P-12 students and implementation of a comprehensive school counseling plan that promotes wellness and support student needs.*

## **PROGRAMS OFFERED**

### **Master of Science in Clinical Mental Health Counseling**

The program leading to the M.S. in Counselor Educator is designed to prepare persons to function in a variety of community settings including, but not limited to, mental health centers, community agencies, hospitals, residential treatment centers, correctional institutions, or other helping or human service oriented programs.

Graduates typically pursue licensure at the State level as a Licensed Professional Counselor or Licensed Clinical Mental Health Counselor.

### **Master of Education in School Counseling**

The program leading to the M.Ed. in School Counseling is designed also to prepare students for state certification in School Counseling (neither teaching experience nor teacher certification is required for admission to the program). Students holding a master's degree in community counseling who are interested in school counseling should inquire about the [Post-Graduate Certification Program in School Counseling](#).

The Counselor Educator program encourages students to take advantage of professional opportunities including, becoming student members in ACA, the American Counseling Association, the Georgia Association of Licensed Professional Counselors and other professional organizations. Students are also encouraged to work closely with Counseling faculty on research and presentations to enhance their professional growth. The faculty is committed to helping students develop their professional identity and to participate in professional activities with counseling organizations and groups.

Further information can be found on the Department's website: Student Resources  
<https://cfl.columbusstate.edu/resources.php>



## **Matriculation**

All graduate programs at Columbus State University require that students hold a baccalaureate or master degree from a college or university accredited by one of the regional accrediting associations. Specific admission requirements for each graduate program are included with the description of that program in the section, Graduate Academic Programs.

New applicants must submit a formal application to the Admissions Office along with a \$50, non-refundable, application fee. Georgia residents 62 years of age or older and soldiers serving on active duty are exempt from this fee. Documentation to support the exemption will be required when the application is submitted. All applicants, with the exception of foreign nationals, must provide Social Security numbers, which can be obtained at any Social Security office (social security numbers are required for institutional purposes only). As required under the University System of Georgia policy, a completed certificate of immunization must be received before enrollment. Forms are available at <http://admissions.columbusstate.edu/forms/>. Specific programs may require additional items such as resume and/or letters of recommendation.

Admission credentials must be filed on or before the deadline date listed on the calendar in this catalog. Official consideration is given to an application only after all credentials are received. Ordinarily, application processing requires from three to six weeks. Applicants who wish to delay their date of entry to the University should notify the Admissions Office in writing. After a year has elapsed, a new application, and credentials must be submitted.

## **PROGRAM OBJECTIVES**

For specific course objectives, please refer to the Columbus State University catalog. The broad objectives of the master's degree program in s involve the student becoming proficient in eight general areas, in order to be adequately prepared to function as a professional counselor. These objectives are fulfilled by the student successfully completing coursework which relates to each of these eight areas prescribed by CACREP:

- (1) Human Growth and Development
- (2) Social and Cultural Foundations
- (3) Helping Relationships
- (4) Groups
- (5) Lifestyle and Career Development
- (6) Appraisal
- (7) Research and Evaluation
- (8) Professional Orientation

In addition to the coursework, CACREP requires the Counselor Educator student to complete a 100 hour practicum and a 600 hour internship over a period of at least one year.

## **ADMISSIONS**

The student should consult the University Catalog for requirements and procedures for Graduate admission. This is the first step toward entering the Counseling program. Applicants must complete all requirements for entering graduate studies at Columbus State University. Applicants may apply online. A successful score on the Graduate Record Exam must be recorded in the Admission's Office in order to be admitted Graduate Studies in the College of Education & Health Professions. See the University catalog for information on cut-off scores. Information regarding dates of the exams is available in the Testing Center located in the Elizabeth Bradley Turner Continuing Education Building.

The Counseling programs in the department require a second admissions process which includes a completed departmental application, a professional statement, two letters of recommendation, a resume and a screening interview with faculty.

## **NON-DEGREE STATUS**

Under special circumstances, students may be admitted in the Non-Degree category. These students must hold at least a Masters degree in the helping professions and wish to pursue continuing education and further certification. For more information, contact the department.

Students admitted to the Masters Degree in Counselor Educator program on a provisional basis are limited to and must complete with a grade of B or better two of the following three courses: COUN 6115 Ethics and Professional Issues, COUN 6225 Counseling Skills, or EDUF 6215 Research Methods. Upon satisfactory completion of these two courses, the student will be moved to regular admission status, and will be allowed to register for other classes at that time.

## **FACULTY ADVISORS**

Upon full admission to the counseling program, each student is assigned a Faculty Advisor. The Advisor will assist the student with program planning and approval; provide guidance in monitoring the student's progress (though this is primarily the student's responsibility); assist in the preparation and maintenance of a portfolio; approve selection of courses each term; determine readiness for practicum and internship; refer the student to the Practicum Coordinator, Dr. Ryan Day, so that he can approve sites for practicum and internship; and approve students for graduation.

The Faculty office hours are posted on their respective office doors. The Department Secretary also has a copy of their hours. Faculty are available during these hours for consultation. Contact the Department Secretary at 565-1450 for more information.

## **REGISTRATION**

After completion of the first term of coursework, the student will receive by mail information regarding pre-registration. It is **strongly advised** that the student pre-register every term. Some courses become filled during pre-registration, and therefore, unavailable by regular registration. All students must consult with the Faculty Advisor in order to gain approval for the courses selected. **For practicum and internship, all students with approved practicum applications are pre-registered by the department.**

## **COURSE LOAD**

To be classified as a Full-Time Student, a minimum course load of 9 Semester hours must be taken. No more than 12 hours of graduate coursework may be taken in a semester. Students enrolled in practicum may take up to two courses concurrently, for a total of 9 Semester hours. For the 300 or 450 hour internship, one course may be taken concurrently. Please work closely with your advisor throughout your program of study.

## **STAFFING EVALUATION**

Evaluation of a student's performance is continuous throughout her or his participation in the program. Every semester the Counseling Faculty hold a staffing meeting to review ALL

students in the program. Student progress, along with any concerns, is noted and a notification is sent to each student assessing student's academic performance and disposition. In some cases, follow up meetings with the student's advisor or Program Coordinator may be scheduled.

In the case of academic difficulties, a student making 2 C's or below in the program will be considered to be on "academic probation". Students making the third C or below will be excluded (expelled) from the program and notified by letter. The student will be given the option of re-applying to the program after a minimum of one year out of the program.

## **RETENTION POLICY**

Counseling faculty are confident that each student admitted has the potential to be successful in graduate study. Success in course work, clinical practice, case presentations, comprehensive exams, oral exam, and enactment of the core dispositions are examples of student's progress toward completing a degree in the Department of Counseling, Foundations and Leadership. However, ***admission into the counseling program does not guarantee success***. Faculty expect students to fully engage in all aspects of the learning environment, showing openness to new experiences and risk taking necessary to develop as a person and professional counselor. The student's major advisor plays an integral role in giving feedback to a student thus providing opportunities for continued growth and development. Engagement in all aspects of the educational experiences developed by faculty in the Department will increase the probability of successful completion of the program.

## **DISMISSAL POLICY**

Counseling faculty members have a professional responsibility to serve as gatekeepers for the counseling profession. Counseling is a discipline that requires active and complex gatekeeping to protect the public welfare of our communities. In particular, gatekeeping refers to the responsibility of all counselors, including counselor educators and student counselors, to intervene with counselor trainees, supervisees, professional colleagues, and supervisors who engage in behavior that could threaten the welfare of those receiving counseling services. This responsibility is mandated in the ethical standards of both the American Counseling Association (ACA) and the National Board for Certified Counselors (NBCC) by specifying that counselors must act to rectify the problematic condition through appropriate organizational and professional channels (ACA, 2014, Section F.5.; NBCC, 2005, Section A; McAdams & Foster, 2009).

Faculty and site supervisors systematically discuss and evaluate students' progress in the program in staffing meetings. When impediments are identified the student will be informed either verbally or in writing. Impediments may include, but are not limited to, those offered by Frame and Stevens-Smith(1995):

1. inability to be open, flexible, positive, and cooperative;
2. unwilling to accept and use feedback;
3. unaware of impact on others;
4. inability to deal with conflict and accept personal responsibility;
5. inability to express feelings effectively and appropriately.

The above examples are also found in the description of the Counseling Dispositions form (found at: <http://cfl.columbusstate.edu/resources.php>). If others (i.e., faculty, supervisors, and site

supervisors) have made similar observations, the Counseling Faculty, major advisor, or other faculty will initiate a meeting with the student to discuss the apparent impediment to progress. Remedies and expected behavior changes will be discussed and outlined in verbal and/or written form.

Students will be given specific feedback on the nature of their impediment(s) as well as steps to remove this barrier(s) to progress when appropriate. In many instances a Professional Progress Plan (PPP) will be crafted to provide clear and specific ways the student can improve and continue to progress in the program. However, in more extreme cases (e.g., student poses a potential harm to self or others), faculty may choose to remove the student from the program without a PPP.

The PPP represents a formal agreement between the Program and student who has been identified as having impediments to their progress as a counselor in training. Upon receipt of the PPP the student will review the plan and provide their signature indicating an understanding of the requirements expected and as agreement to meet the requirements described within. A student who chooses not to sign the PPP should understand this will cause immediate dismissal from the program and familiarize themselves with the appeals process.

Dismissal of a master's student can be initiated in a variety of circumstances including, but not limited to, the following:

- Dismissal will occur when students violate the criteria established by the Graduate School (See Withdraw or Dismissal in the Graduate Catalog)
  - Dismissal for academic deficiency will occur when students earn the following in didactic coursework:
  - Students enrolled in a degree program must maintain a minimum graduate overall grade point average of 3.0 for the masters and specialist degrees and a 3.25 for the Doctor of Education. The overall GPA of 3.0 also applies to undergraduate courses which are required in some graduate programs. Students must be in Good Academic Standing to be eligible for graduation. Courses earned with grades of "D" may not be used toward a graduate degree or certificate, but will be calculated in the overall grade point average.
  - Courses with earned grades of "C" or below may not be transferred from another institution for credit toward a graduate degree or certificate.
  - A maximum of two courses (not to exceed eight semester credit hours) with a grade of "C" may apply to a masters degree.
  - All grades are subject to appeal by students as outlined in the Graduate Catalog.
- Due to the nature of the program, students can be dismissed for nonacademic concerns.

The American Counseling Association Code of Ethics (Latest Ed.) requires counselor

educators provide remediation and/or dismissal from counseling programs when “they become aware of limitations that might impede performance” or when students are unable to demonstrate “they can provide competent counseling services to a range of diverse clients (6.f.b.)” As stated above, gatekeeping is an ethical mandate for counselor educators and designed to protect counselors in training and their current and future clients.

Nonacademic concerns that could lead to dismissal include, but are not limited to, academic dishonesty, ethical violations, lack of professional comportment, personal attitudes or value systems that conflict with effective counseling relationships, and personal concerns or psychopathology.

Academic Dishonesty includes, but is not limited to, cheating and plagiarism. For the complete statement on academic dishonesty, please refer to the current CSU Graduate Catalog at

<https://academics.columbusstate.edu/catalogs/current/regulations/graduate/index.php>.

Examples of ethical violations include, but are not limited to, the improper use of technology, failure to secure informed consent, and breach of confidentiality. Lack of professional comportment, includes but is not limited to, a lack of engagement in course requirements, issues within interpersonal relationships with peers, doctoral students and faculty, and inappropriate use of power with clients and other students. The faculty believe the enactment of the core dispositions embodies the values of the counseling profession and deficiencies in these areas could lead to dismissal. All students are encouraged to seek counseling and attend to their mental health. A student’s unwillingness to attend to intra- or inter-personal impediments contributing to impairment may lead to dismissal.

Also, students whose dispositions evaluation, determined by the counseling faculty, falls below expectations (scores of 2 or below on the Counseling Student Disposition Rating Form), may be dropped from a course and/or a program if the welfare of the student's clientele, prospective clientele, or the functioning of a school or agency is, in the judgment of the Counseling faculty, in jeopardy as a result of the student's behavior.

## APPEALS PROCESS

The following procedures have been established to insure safeguards for those students contesting an assigned grade, or charged with alleged violations of institutional or departmental standards on scholarship.

1. The student must first meet with faculty member to discuss any alleged violation or grievance in an effort to reconcile differences of viewpoint.
2. If the difference persists, the student or faculty member must request an informal hearing before the faculty member's department chair in a further effort to reconcile differences of viewpoint.
3. If the student or faculty member feels that the matter still has not been resolved satisfactorily, a request for an informal hearing before the faculty member's Dean must be requested. The Dean will hear the complaint, consider evidence, or hear witnesses where appropriate and make an administrative decision on the matter. When the Dean is of the opinion that suspension or expulsion from the University is warranted, the case will automatically be referred to the Vice President for Academic Affairs for action by the Student Rights and Responsibilities Committee as outlined in Step
4. Records of the relevant factors in the case should be kept in event a formal written appeal of the decision is made.
5. If the student feels that the decision of the Dean is prejudicial or unreasonable, it may be appealed to the Student Rights and Responsibilities Committee which will conduct a formal hearing. Appeals to the Committee must be filed with the University Provost on the form "Hearing Request for Alleged Academic Violations." These forms are available in the Office of the Provost for Academic Affairs. This appeal must be filed by the aggrieved within 10 days after receiving notification of the Dean's decision.

Upon receiving the request for a formal hearing the University Provost will forward the request to the Assistant Dean of Students for action by the Student Rights and Responsibilities Committee, with a copy to the appropriate Dean. The Students Rights and Responsibilities Committee shall hear the case and make a recommendation on the disposition of the matter in accordance with existing policy and with regard for Due Process provisions for those concerned. Accurate records of the proceedings will be maintained in each case.

6. Appeals of the action of the Student Rights and Responsibilities Committee are made in writing to the Vice President of Academic Affairs who will review the decision. This appeal must be made in writing within 10 days after receiving notification from the Assistant Dean of Students.
7. Appeals of a decision of the University Provost are made in writing to the President of the University, who has final local authority. This appeal must be made

in writing within 10 days after receiving notification from the Vice President for Academic Affairs.

8. Appeals of a decision of the President are made in writing to the Board of Regents. Appeals from the decisions of the President of the University shall be made within 10 days. Appeals to the Board of Regents shall be made through the Executive Secretary of the Board and shall recite all reasons for dissatisfaction with the previous decisions. The Board or a committee of the Board shall investigate the matter thoroughly and make its decision there on within 60 days which shall be final and binding for all purposes.

In the case of dismissal from the program, the student can appeal with the COEHP's graduate council. Appeal forms are available in the counseling office.

## **ATTENDANCE**

The student is expected to exhibit the professional attitude of one who realizes not only the value of the material covered in class, but also the value of interaction with colleagues in the classroom setting. The student is expected to be familiar with the attendance policies described in the University Catalog. It should be noted that the individual instructor may establish his or her own attendance policy. If a written policy is not provided, the University policy allows a maximum of nine hours of absence without exclusion from a course. If more than nine hours are accumulated, the instructor may exclude the student and assign a grade of W. It is the responsibility of the student to be accountable to the instructor for any absences and to make up work missed.

## **GRADE REQUIREMENTS**

An average grade of B must be maintained on all graduate courses. No grade below a C may be applied toward a degree. A student may be dropped from the counseling program for failure to make satisfactory academic progress. See University catalog for further information.

## **INCOMPLETES**

A grade of I (Incomplete) may be given to indicate that a student was doing satisfactory work but, for non-academic reasons, was unable to meet the full requirements of the course. The requirements for removal of an I are left to the Instructor. If, however, the "I" is not removed within the specific time period as determined by the instructor (from one to two academic terms), it will be changed to an F by the Registrar. A course with an unresolved I may not be repeated. A grade of "I" in a course must be resolved with the original instructor and the course must not be repeated until the grade is resolved.

## **COURSE SEQUENCING**

The student is referred to the University Catalog for a listing and description of the courses required for each respective program. Not all courses are offered each Semester, and other courses not listed may be offered as electives.



There is a certain amount of flexibility allowed in the sequence of courses taken during a student's progress in the degree program. However, there are certain courses which are prerequisite to others. COUN 6115 must be completed with a grade of A or B, otherwise it must be repeated. While repeating it, no other courses may be taken. A list of courses, including COUN 6225 and COUN 6155, are considered prerequisites to practicum and internship. **Only two courses may be taken concurrently with practicum.**

**COUNSELOR EDUCATOR PROGRAM**  
**Program of Study**

Clinical Mental Health Program of Study

**Clinical Mental Health Counseling (Fall Start)**

CORE CURRICULUM NOTE: COURSE SEQUENCE WILL BE STRICTLY ENFORCED. ANY DEVIATION FROM REQUIRED	SEQ	HR S	SEMESTER REQUIRED	GR	SEM/YR COMPLETED
COUN 6110 Research Methods and Design in Counseling	1	3	1 <sup>st</sup> FALL		
COUN 6115 Ethics and Professional Issues in Counseling	2	3	1 <sup>st</sup> FALL		
COUN 6225 Counseling Skills	3	3	1 <sup>st</sup> FALL		
COUN 6155 Counseling Theories	4	3	1 <sup>st</sup>		
COUN 6265 Group Techniques and Procedures	5	3	1 <sup>st</sup>		
COUN 6785 Seminar in CMHC Counseling	6	3	1 <sup>st</sup>		
COUN 6245 Individual Analysis	7	3	1 <sup>st</sup>		
COUN 6117 Diagnosis in Counseling	8	3	1 <sup>st</sup>		
COUN 6119 Human Growth and Development	9	3	1 <sup>st</sup>		
COUN 6405 Applied Practice in CMHC Counseling (Practicum)	10	3	2 <sup>nd</sup> FALL 2 <sup>nd</sup> FALL		
COUN 7215 Family Therapy Process/Practice	11	3	2 <sup>nd</sup> FALL		
COUN 7225 Crisis Intervention	12	3	2 <sup>nd</sup>		
COUN 6698 Internship- I in CMHC	13	3	2 <sup>nd</sup>		
COUN 6118 Career Development	14	3	2 <sup>nd</sup>		
COUN 6175 Cultural Perspectives in Counseling	15	3			
COUN 6698 Internship- II in CMHC	16	3	2 <sup>nd</sup> SUMMER		
COUN 7165 Counseling Children	17	3	2		
Elective ( <i>only 2 elective required</i> ): (Family Psych, Sex Therapy, Adv. MFT, Special Topics [Military Counseling], and Independent Study)	18	3	2 <sup>nd</sup> SUMMER		
COUN 6105 Psyc Aspects of Substance Abuse	19	3	3 <sup>rd</sup> FALL 3 <sup>rd</sup> FALL		
COUN Elective ( <i>only 2 elective required</i> : Family Psych, MFT, Special Topics, and Independent Study)	20	3	3 <sup>rd</sup> FALL		
COUN 6000 Portfolio/Exit Exam	21	0			
<b>Total Required Hours</b>		<b>60</b>			
<b>COMMENTS:</b>					

**School Counseling Program of Study**  
**M.Ed. School Counseling - Degree Progress Evaluation Sheet**  
**Department of Counseling, Foundations & Leadership**

Area 1: Professional Core (9 Hrs)	Hrs.	Course Substitution	Term/Yr.	Grade
COUN 6115 Ethics and Professional Issues in Counseling	3			
COUN 6225 Counseling Skills	3			
EDUF 6116 Research Methods: Action Research	3			
Area 2: Concentration (34 Hrs.)	Hrs.		Term/Yr.	Grade
COUN 6117 Diagnosis in Counseling	3			
COUN 6118 Career Development	3			
COUN 6119 Human Growth and Development	3			
COUN 6155 Counseling Theory	3			
COUN 6175 Cultural Perspectives in Counseling	3			
COUN 6187 School Counseling Services	3			
COUN 6245 Individual Analysis	3			
COUN 6265 Group Techniques and Procedures	3			
COUN 6415 Applied Practice in School Counseling	3			
COUN 6697 Internship in School Counseling	3			
COUN 6697 Internship in School Counseling	3			
EDUF 6795 <b>Collaboration for</b>	1			

Area 1: Professional Core (9 Hrs)	Hrs.	Course Substitution	Term/Yr.	Grade
<b>School/Student Improvement</b>				
COUN 6000 Portfolio/ Exit Exam	0			
<b>Area 3: Electives (5 Hrs.)</b>	<b>Hrs.</b>		<b>Term/Yr.</b>	<b>Grade</b>
COUN 6105 Psy Aspects of Substance Abuse	3			
COUN 6255 Play Therapy	3			
COUN 6899 Independent Study	3			
COUN 7165 Counseling Children	3			
COUN 7786 Seminar in School Counseling	3			
COUN 7215 Family Therapy Process and Practice	3			
COUN 7286 Marriage Systems Theory and Therapy	3			
COUN 7275 Adv. Techniques in Marriage and Family Therapy	3			
Other:				
SPED requirement for certification (if not already met)*****	3			
INTECH requirement for certification (if not already met)*****	3			
<b>MINIMUM REQUIRED TOTAL HOURS</b>	<b>48</b>			

Comments: SPED and INTECH requirements for certification must be met prior to graduation (see electives)

## **Program Requirements**

### **Summer Entry**

#### **TENTATIVE**

#### **SUMMER I**

COUN 6115 - Ethics and Professional Issues in Counseling (3 hours)

COUN 6225 - Counseling Skills (3 hours)

#### **FALL I**

COUN 6119 - Human Growth and Development (3 hours)

EDUF 6116 - Research Methods/Action Research (3 hours)

COUN 6265 - Group Techniques and Procedures (3 hours)

EDUF 6795 - Collaboration for School/Student Improvement\*\*\* (1 hour)

#### **SPRING I**

COUN 6155 - Counseling Theory (3 hours)

COUN 6187 - School Counseling Services (3 hours)

Elective (3 hours)

#### **SUMMER II**

COUN 6117 - Diagnosis in Counseling (3 hours)

COUN 6245 - Individual Analysis (3 hours)

#### **FALL II**

COUN 6118 - Career Development (3 hours)

COUN 6415 - Applied Practice in School Counseling (3 hours)

Elective (2 or 3 hours)

#### **SPRING II**

COUN 6697 - Internship in School Counseling (3 hours)

COUN 6175 - Cultural Perspectives in Counseling (3 hours)

#### **FALL III**

COUN 6697 - Internship in School Counseling (3 hours)

\*\*\* Date of course offering is tentative, but this requirement must be met prior to graduation.

Note: SPED and INTECH requirements for certification must be met prior to graduation.

**Minimum Total Hours Required: 48/51**

---

**M.Ed. School Counseling**

**Program Requirements**

**Fall Entry**

**TENTATIVE**

**FALL I**

COUN 6115 - Ethics and Professional Issues in Counseling (3 hours)

COUN 6225 - Counseling Skills (3 hours)

EDUF 6116 - Research Methods/Action Research (3 hours)

**SPRING I**

COUN 6155 - Counseling Theory (3 hours)

COUN 6265 - Group Techniques and Procedures (3 hours)

COUN 6187 - School Counseling Services (3 hours)

**SUMMER I**

COUN 6118 - Career Development (3 hours)

COUN 6117 - Diagnosis in Counseling (3 hours)

EDUF 6795 - Collaboration for School/Student Improvement\*\*\* (1 hour)

**FALL II**

COUN 6119 - Human Growth and Development (3 hours)

COUN 6415 - Applied Practice in School Counseling (3 hours)

Elective (3 hours)

**SPRING II**

COUN 6697 - Internship in School Counseling (3 hours)

COUN 6175 - Cultural Perspectives in Counseling (3 hours)

**SUMMER II**

COUN 6245 - Individual Analysis (3 hours)

Elective (2 hours)

**FALL III**

COUN 6697 - Internship in School Counseling (3 hours)

\*\*\* Date of course offering is tentative, but this requirement must be met prior to graduation.

Note: SPED requirements for certification must be met prior to graduation.

**Minimum Total Hours Required: 48/51**

Total of 60 semester hours for CMHC – 48/51 for School Counseling

\*COUN 6110 OR EDUF 6116

\*\*COUN6698/7 taken twice (Internship I and II)

## **STUDY GROUPS**

Students are encouraged to voluntarily form study groups. As a professional counselor, one does not operate in isolation, but as a member of a community of colleagues. The exchange of ideas, the varied viewpoints, the potential networking and referral sources, and the mutual support and encouragement, are as important in the academic setting as they are in the counseling practice. Involvement in such groups while in the degree program prepares the student to move into the professional community with an attitude of collegiality. Study rooms are available upstairs in the University library. Some groups have chosen to meet in the Davidson Student Center; others meet off campus.

## **COUNSELING SERVICES FOR STUDENTS**

All students entering the program must attend a counseling experience. This is a required component of the program. (See form below.) The CSU Counseling Center offers this group therapy service free of charge, but you are free to choose another agency.

The Faculty encourage counseling students to be involved in individual therapy. Not only does this involvement give the student a client's perspective of counseling, but also helps in identifying and working through issues that might impede a student's ability to be an effective counselor.

All Columbus State University students have available to them, on campus, the services of the Columbus State University Counseling Center. The offices are located in the Davidson Student Center. This counseling service is free of charge (it is included as a part of the activities fees); it is private and confidential. Appointments may be made by calling the Counseling Center's Office. This service is independent of the Counseling Program. Please note: students using this service will not be allowed to use the Counseling Center as a Practicum site.

## **LIBRARY RESOURCES**

The Columbus State University Library offers numerous research resources for the Counseling student. The student is encouraged to become familiar with these during his/her first term in the program. A handbook is available at the Circulation Desk. Workshops on various services are offered during the term. Notices of these are posted around campus and in the University newspaper, *The Saber*.

The Library provides access to a number of journal indexes. Especially useful are the CD-ROM indexes including PsycLit (for psychology journals), and ERIC (for educational materials). Additionally, through the University's network of computers, the student may access library resources through Peachnet and Galileo, which also serve as gateways to the Internet. Librarians are on hand to guide the student in the use of these resources. Librarians can also conduct a computer search of various topics for a fee. It should be noted that a current student ID is required in order to have access to many of the Library's resources.

For materials not available at Columbus State University, the Inter-Library Loan service



is provided. While most materials can be provided free of charge, the student is responsible if any fees are incurred.

## COMPUTER RESOURCES

Computer Labs are available on campus for the students' use. Various word processors are available on the computers. Hours for the Labs are posted on the door. Computers are also available in the library, and in the Computer Center in the Woodall Building. Students are expected to become efficient in the use the computers, particularly for word processing and research work. Our Web Site is available at: <http://cfl.columbusstate.edu/>. It contains information regarding many aspects of the Counseling programs. In addition, student will receive an email account through the campus UITS. Further, a Counseling listserv is available to all counseling students providing information on current activities within the Department and can be found at: <http://cfl.columbusstate.edu/resources.php>

## PRACTICUM / INTERNSHIP

A total of 700 hours will be spent in the practicum and internship, over a period of at least one year. Experiences in practicum and internship are important parts of the student's degree program. It is here that the student has the opportunity to put into practice the skills developed in the classroom. To benefit most from the experience, it is vital to select the most appropriate site. The student would do well to begin thinking of possible practicum sites as early as his/her first Semester in the program. Students are required to read the Practicum Handbook and complete the Acknowledgement Statement by the end of the first semester. Further, information concerning this practicum application process is available online in the Practicum Handbook.

*The Practicum/Internship Coordinator should be consulted, and approval acquired, before the student approaches a potential site supervisor regarding the practicum (see Practicum/ Internship manual).*

It is the student's responsibility to locate and secure an approved site for practicum and internship. One's Faculty Advisor may be consulted for suggestions, as well as Dr. Michael Baltimore, the faculty member serving as Practicum/Internship Coordinator. Students must complete the application form, course verification form and submit forms to the Practicum Coordinator by the deadline listed on the practicum form. **All students whose practicum applications are approved will be pre-registered by the department.**

### *Practicum*

The practicum experience is typically the first clinical experience for students. This experience is designed to provide the student with the opportunity to demonstrate basic counseling skills in a professional setting under close supervision. For the

Counselor Educator program, the practicum requires 100 hours on site. Forty of the 100 hours of practicum must be **direct client contact hours**. Twenty five percent of the practicum hours should be in group work. See the Practicum Handbook for more details.

It should be noted that purchasing professional liability insurance prior to the start of the Practicum is required. This may be obtained at a very reasonable rate through the American Counseling Association (discussed in the section below).

### ***Internship***

The internship portion of the clinical experience is designed to further the beginning practicum experience by providing the opportunity for intensive counseling practice while under supervision. Here, the student spends an average of 20 hours per week in the role of professional counselor in an agency or organization allowing for the development of advanced skills. During the practicum and internships, the student will meet regularly with a University supervisor for supervision. In addition, the site supervisor will also meet weekly with the student for one hour of supervision. Forms for reporting on the clinical experience are furnished online at: <http://cfl.columbusstate.edu/resources.php>. See practicum handbook for further details.

### **EXIT EXAM AND PORTFOLIO ASSESSMENT**

Before graduating the student is required to pass an exit exam and complete a counseling portfolio. A comprehensive exam is offered each semester. It must be taken at least three weeks before the end of the student's final term. The student must register for this exam, through normal registration procedures, as if it were a regular course. It is designated COUN 6000. (There are no fees for the exam, nor does it count toward hours earned.) When the student has registered for the exam, the Department secretary should be contacted to establish a date for taking the exam, and to obtain a copy of the study guide. The exit exam may be taken twice. If it is still not passed, the student must take additional coursework, appropriate to the areas of deficiency.

In addition, during the term the student is registered for the exam, the student's portfolio will be turned in to the department. Each student's faculty advisor will provide additional information concerning the portfolio process.

### **PROFESSIONAL AFFILIATION**

While in the counseling program, the student is strongly encouraged to become a student member of the American Counseling Association. Through ACA's publications, as well as those of its divisions, the student becomes familiar with the counseling profession. Current issues which affect the profession's future, as well as current trends in theory and practice, are discussed in these publications.

Students must consider membership in professional counseling organizations as part of their professional identity development.

### **ACA Divisions**

There are 19 chartered divisions within the American Counseling Association. These divisions provide leadership, resources and information unique to specialized areas and/or principles of counseling.

#### [Association for Assessment in Counseling and Education \(AACE\)](#)

Originally the Association for Measurement and Evaluation in Guidance, AAC was chartered in 1965. The purpose of AAC is to promote the effective use of assessment in the counseling profession.

#### [Association for Adult Development and Aging \(AADA\)](#)

Chartered in 1986, AADA serves as a focal point for information sharing, professional development, and advocacy related to adult development and aging issues; addresses counseling concerns across the lifespan.

#### [Association for Creativity in Counseling \(ACC\)](#)

The Association for Creativity in Counseling (ACC) is a forum for counselors, counselor educators, creative arts therapists and counselors in training to explore unique and diverse approaches to counseling. ACC's goal is to promote greater awareness, advocacy, and understanding of diverse and creative approaches to counseling.

#### [American College Counseling Association \(ACCA\)](#)

ACCA is one of the newest divisions of the American Counseling Association. Chartered in 1991, the focus of ACCA is to foster student development in colleges, universities, and community colleges.

#### [Association for Counselors and Educators in Government \(ACEG\)](#)

Originally the Military Educators and Counselors Association, ACEG was chartered in 1984. ACEG is dedicated to counseling clients and their families in local, state, and federal government or in military-related agencies.

#### [Association for Counselor Education and Supervision \(ACES\)](#)

Originally the National Association of Guidance and Counselor Trainers, ACES was a founding association of ACA in 1952. ACES emphasizes the need for quality education and supervision of counselors for all work settings.

#### [Association for Lesbian, Gay, Bisexual and Transgender Issues in Counseling](#)

[\(ALGBTIC\)](#) Educates counselors to the unique needs of client identity development; and a non-threatening counseling environment by aiding in the reduction of stereotypical thinking and homophobia.

#### [Association for Multicultural Counseling and Development \(AMCD\)](#)

Originally the Association of Non-White Concerns in Personnel and Guidance, AMCD was chartered in 1972. AMCD strives to improve cultural, ethnic and racial empathy and understanding by programs to advance and sustain personal growth.

### [American Mental Health Counselors Association \(AMHCA\)](#)

Chartered in 1978, AMHCA represents mental health counselors, advocating for client-access to quality services within the health care industry.

### [American Rehabilitation Counseling Association \(ARCA\)](#)

ARCA is an organization of rehabilitation counseling practitioners, educators, and students who are concerned with enhancing the development of people with disabilities throughout their life span and in promoting excellence in the rehabilitation counseling profession's practice, research, consultation, and professional development.

### [American School Counselor Association \(ASCA\)](#)

Chartered in 1953, ASCA promotes school counseling professionals and interest in activities that affect the personal, educational, and career development of students. ASCA members also work with parents, educators, and community members to provide a positive learning environment.

### [Association for Spiritual, Ethical, and Religious Values in Counseling \(ASERVIC\)](#)

Originally the National Catholic Guidance Conference, ASERVIC was chartered in 1974. ASERVIC is devoted to professionals who believe that spiritual, ethical, religious, and other human values are essential to the full development of the person and to the discipline of counseling.

### [Association for Specialists in Group Work \(ASGW\)](#)

Chartered in 1973, ASGW provides professional leadership in the field of group work, establishes standards for professional training, and supports research and the dissemination of knowledge.

### [Counseling Association for Humanistic Education and Development \(C-AHEAD\)](#)

C-AHEAD, a founding association of ACA in 1952, provides a forum for the exchange of information about humanistically-oriented counseling practices and promotes changes that reflect the growing body of knowledge about humanistic principles applied to human development and potential.

### [Counselors for Social Justice \(CSJ\)](#)

CSJ is a community of counselors, counselor educators, graduate students, and school and community leaders who seek equity and an end to oppression and injustice affecting clients, students, counselors, families, communities, schools, workplaces, governments, and other social and institutional systems.

### [International Association of Addictions and Offender Counselors \(IAAOC\)](#)

Originally the Public Offender Counselor Association, IAAOC was chartered in 1972. Members of IAAOC advocate the development of effective counseling and rehabilitation programs for people with substance abuse problems, other addictions, and adult and/or juvenile public offenders.

### [International Association of Marriage and Family Counselors \(IAMFC\)](#)

Chartered in 1989, IAMFC members help develop healthy family systems through prevention, education, and therapy.

### [National Career Development Association \(NCDA\)](#)

Originally the National Vocational Guidance Association, NCDA was one of the founding associations of ACA in 1952. The mission of NCDA is to promote career development for all people across the lifespan through public information, member services, conferences, and publications.

### [National Employment Counseling Association \(NECA\)](#)

NECA was originally the National Employment Counselors Association and was chartered in 1966. The commitment of NECA is to offer professional leadership to people who counsel in employment and/or career development settings.

From the ACA website:

#### ACA Member Services & Benefits

- Online library and resources for research
- Networking and mentoring opportunities
- Low student rates for conference registration
- Graduate Student Center, volunteer opportunities and special activities at the Annual Conference & Exposition
- Podcasts and Online Learning
- Grants and scholarships
- Support for building a private practice
- Leadership development and skill-building
- Affordable CE credits - Online courses available 24/7
- Discounted Publications, books and videos - ACA publishes 10-12 new books each year. Each member receives a copy of the latest Publications catalog. There is also an online bookstore.
- Listservs and interest groups just for students (another slide details the topics and interest areas)

The student is also made aware of educational and training events, and employment opportunities. As mentioned above, professional liability insurance is available through the ACA for its members. Through membership in the ACA, the student gains awareness of the professional aspects of counseling. Membership and insurance

application forms are available in the Department office.

## **CERTIFICATION AND LICENSURE**

For those students in the Counseling programs, information concerning certification and licensure are available. The National Board for Certified Counselors (NBCC) offers an exam which qualifies a person to become a National Certified Counselor. The exam is offered in April and October of each year, and after certain required coursework is completed, may be taken prior to graduation. Details are available from the NBCC, whose address is: NBCC/ 3-D Terrace Way/ Greensboro, NC27403; 910-547-0607.

Currently, Columbus State University is an examination site for the NCE for students in our program. Contact Dr. Michael Baltimore for further information.

The State of Georgia offers licensure as a Licensed Professional Counselor (LPC) at this time. With a Master's degree in counseling, one is required to have three years directed experience as a counselor, at least two of which must be directly supervised by a Licensed Professional Counselor. Successful completion of an exam is also required. Further, upon graduation, students should apply to the Licensing Board for the Licensed Associate Professional Counselor. Additional information is available at: <http://www.sos.state.ga.us/ebd-counselors/> The NCE is also used as the Georgia State Licensing exam. Appropriate documentation and application must be made, however.

Study guides and home study courses are available to assist in preparation for the National Counselor Examination, as well as the Marriage and Family Therapy exam. Prices for these materials range from \$30 to \$300. The Center for Credentialing and Education, Inc. (an affiliate of the National Board for Certified Counselors) offers one of the most comprehensive study kits, which includes a workbook, audiotapes, CD-ROM, and a full textbook. Further information regarding this kit may be obtained by calling toll free: 877-773-7462. Listed below are three additional companies who may be contacted for details on their study materials. While the Department of Counseling, Foundations & Leadership does not endorse these groups, they are representative of those providing study assistance. A minimal study guide is available in the Department office, for student use.

Association for Advanced Training in the Behavioral Sciences/ 1-800-472-1931 (workshops, home study courses, for NCE and MFT). Andrew A. Helwig, Ph.D./ 303-466-3191 (workshops and study guide, for NCE). SOAR/ 1-800-SOAR (workshops, home study courses, for NCE). In addition, Dr. Gary Arthur of Georgia State University, offers seminars on NCE preparation. He may be contacted through the University.

## **CHI SIGMA IOTA**

Membership in the Chi Chi Chapter of Chi Sigma Iota Counseling Academic and Professional Honor Society is available to students who meet membership requirements. The purpose of the Society is to promote scholarship, research, professionalism, and excellence in counseling. It also serves to recognize high attainment in the pursuit of academic and clinical excellence in the field of counseling.

Membership is open to students who are enrolled in the Master's degree program in Counseling and who have maintained a GPA of 3.5 or higher. Contact the Chi Sigma Iota faculty advisor, for more information.

### **LPCA STUDENT ORGANIZATION**

The counseling program has established a chapter of the Licensed Professional Counselors Association of Georgia for students in the program. Students have the opportunity to join an organization that is run by your peers, provides great opportunities to network, get in on some great additional education courses, attend conferences, reach out to the community, build a name for yourself and your program, and work together with your fellow students to address the issues that are important to you as a future counselor!

The leadership and board members of the CSU chapter of the LPCAGA are dedicated to making sure you have all the opportunities and knowledge you need to be successful in reaching your goals as a future counselor. We have a lot of things in the works that will help you gain valuable experience, connections, and knowledge to make you the kind of counselor that is sought after. It's also a chance for us to build a community for ourselves that fosters growth and relationships that will last far beyond graduation. We want to hear your voice. We want to know what YOU need. We want to work together to help us all be the best at what we do.

Attend regular meeting and special events for counseling students by joining LPCA today.

### **PROGRAM ADVISORY COMMITTEES**

Program Advisory Committees have been created in order to provide feedback regarding the planning and evaluation for specific programs within the College of Education. The Counselor Educator Program Advisory Committee (CCPAC) is composed of the Counselor Educator Program Coordinator, current graduate students, practicing counselors in the community, and other College of Education employees. The committee meets to assist with curriculum development and related program concerns.

### **ENDORSEMENT POLICY**

A graduate will be endorsed by counseling faculty only for a position or credential for which the graduate has been prepared. Internship site supervisors also are urged to follow this policy. Students in the Counseling Programs are endorsed for licensure when State Licensing forms and official transcripts are sent to the State Licensing Board. In addition, students in the School Counseling program are endorsed for state certification when the endorsement materials are sent from the College of Education and Health Professions Student Advising and Field Experiences Office to the Georgia Professional Standards Commission. Beyond this, students may seek the recommendation of professors in the program when they are seeking other credentials or employment. These requests will be addressed on an individual basis relevant to the

specific endorsement being sought and the qualifications of the student requesting the endorsement.

Under no circumstances will students be endorsed for employment outside their area(s) of demonstrated competence. Faculty reserve the right to refuse such requests when they believe they are unfamiliar with the student work and skills or when they have reason to believe the student should not be endorsed for credentials or employment for particular reasons.

## **GRADUATION**

The student is referred to the University Catalog for requirements and procedures for graduation. It should be noted that application to graduate must be made through the Registrar's Office at least one semester prior to completion of degree requirements. Actual graduation ceremonies take place each term.

## **JOB MARKET FOR COUNSELORS**

Graduates of Counseling programs are afforded a wide range of employment opportunities from which to choose. Jobs in Counseling may be available in such settings as hospitals, rehabilitation centers, substance abuse facilities, correctional institutions, and mental health centers. A Counselor may also choose employment in a private agency.

### **Growth in counseling outpaces national average**

Counselors have found a particularly open jobs market lately. According to the U.S. Bureau of Labor Statistics, the occupation of mental health counselors and marriage and family therapists (jobs, which it notes, carry a typical entry-level degree of a master's) is expected to grow 19 percent from 2014 to 2024. The average national growth rate is 7 percent, underlining just how well-positioned counselors are in the jobs market.

BLS further found mental health counselors, in particular, stand to gain the most, as those positions are expected to grow 20 percent. Growth in marriage and family therapist positions is projected at 15 percent over the 10-year period, while the average for general “counselors, social workers and other community and social service specialists” is projected at 15 percent — still double that of the national average of 7 percent.

BLS attributes its growth predictions to two central factors, among other variables:

- An influx of newly insured patients thanks to health care reform, legislation that also required plans to cover treatment for mental health conditions the same as chronic diseases.
- Greater numbers of military veterans who are expected to seek mental health treatment in the next decade.

Counseling-related jobs also factor heavily into U.S. News and World Report's 100 Best Jobs list for 2017. Psychologist, which the publication notes is the top counseling job with a



doctoral degree, is ranked No. 31 on the list, with a 1.2 percent unemployment rate. Other jobs that appear on the list include:

- Marriage and family therapist — No. 51
- Clinical social worker — No. 62.
- Substance abuse and behavioral disorder counselor — No. 74
- Child and family social worker — No. 96
- Mental health counselor — No. 97

### ***Employment change. Jobs market conditions may tighten***

While the overall jobs picture for professional counselors is an optimistic one, certain fluctuations in the market may lead to difficulties for applicants and employers alike. Primarily, job conditions may be affected by a trending shortage in mental health counselors, which may be exacerbated further by an aging population.

This shortage was exposed when the Health Resources and Services Administration (HRSA) conducted a modeling to predict supply and demand of counselors from 2013 to 2025. HRSA used two models: one plotted growth when supply and demand were assumed to be in equilibrium; the other was adjusted for the 2013 Substance Abuse and Mental Health Services Administration survey, which found up to 20 percent of the U.S. population at the time reported a behavioral health disorder they did not seek treatment for. Given the stigma associated with revealing and seeking treatment for mental health disorders, which is ebbing, the second HRSA model more genuinely reflects the state of mental health services. Under those pretenses, the second model found the supply of counselors would fall 29,630 positions short of reaching demand. However, HRSA noted that shortfall only would be reached if every single person living with a mental health complication sought care. Still, the realistically possible extent of the shortage demonstrates likely challenges in the job market for counselors.

Geography also affects labor market conditions. Regarding the shortage, the state of Minnesota has been hit particularly hard by the shortage. The Star Tribune reported in 2015 on a “critical shortage” of mental health counselors. The newspaper said 74 of Minnesota’s 87 counties had been federally designated as “mental health professional shortage areas,” and the state vacancy rate was 18 percent — the average for all occupations was 2.8 percent. The state had termed its mental health situation a “system in crisis” as early as 2003.

The impact, the Star Tribune reported, was felt most intimately when recruiting failures forced the closure of a mental health counseling center and intensive treatment center for severely traumatized children and adolescents.

It may seem a surplus of counselors means more jobs than they can handle, but the realities of a shortage impact everyone along the spectrum of treatment, counselors included. This fact was acutely seen when Oregon’s office of the secretary of state recently released an audit that found state human services employees felt they did not have enough tools and resources for their jobs. High levels of stress and diminished perceptions of hiring efforts also were found in the survey, as were sentiments that counselors were underpaid.

## **Effects of policy and social trends signal need for counselors**

The steady need for counseling is supported by the evolving social, economic and political worlds. The jobs outlook for counselors is largely, shortage notwithstanding, because of the changes in everyday life that create new needs for counseling.

Generational and societal attitudes also have contributed to greater demand for mental health treatment. More young people and those who belong to a once largely silent group (such as members of the LGBT community) have spoken out and advocated for mental health awareness, which has led to more individuals seeking treatment. A 2012 National Alliance on Mental Illness survey found 27 percent of college students said they lived with depression, 24 percent said bipolar disorder and 11 percent said anxiety, among others with different complications. Yet at the time, 50 percent of respondents disclosed their condition; however, a main reason they did so was to receive clinical support.

A gap between demand and available services exists. Using information from 50 university campuses across the nation, STAT, an investigative news source on health and medicine, found schools are routinely plagued with long wait times for seeing a counselor, a situation most apparent in the largest institutions. STAT noted, for instance, that in Florida, where legislators have sought millions more for hiring counselors, the University of Florida has up to a two-week wait time. At Indiana University, the ratio of undergraduates to mental health professional was 1,535:1, and wait times could stretch to three weeks. This situation was not limited to large public schools: Wait times at Brown University could reach two and a half weeks.

Another trend in American life that has created a need for counselors is the mounting opioid crisis. This need becomes even more pronounced because several rural communities, which are historically underserved by social and other services, have been seriously afflicted and may lack professional counseling services. The need is so great that police officers have had to step in to serve as addiction counselors when not enough qualified mental health counselors are available, according to The Washington Post. Furthermore, Pew Charitable Trusts cited U.S. Health and Human Services statistics finding half of the 2.2 million needing opioid treatment seek it, meaning greater demand for counseling services as the crisis deepens.

## **Counselors will be in demand as mental health needs emerge**

Overall, the jobs outlook for counselors is full of opportunity and growth. Expectations are that counselors will see a particularly fast rate of growth as more social, economic and political factors influence how people seek treatment and how many of them do so. Still, counselors need to be observant of particular challenges (a shortage of talent) when considering the future of the jobs market.

As a means to enhance their value on the market, counselors may want to investigate what pay and positions are possible with the addition of an advanced degree. The online Master of Arts in Counseling program at Bradley University is designed to facilitate online studies to help accommodate those already in a job. Contact us now to [learn more](#).

## Sources

<https://www.bls.gov/ooh/community-and-social-service/mental-health-counselors-and-marriage-and-family-therapists.htm#tab-1>

<http://money.usnews.com/careers/best-jobs/rankings/the-100-best-jobs>

[https://bhw.hrsa.gov/sites/default/files/bhw/nchwa/projections/Mental\\_Health\\_Counselors.pdf](https://bhw.hrsa.gov/sites/default/files/bhw/nchwa/projections/Mental_Health_Counselors.pdf)

<http://www.startribune.com/critical-shortage-of-mental-health-workers-prompts-call-for-action/288896671/>

[https://mn.gov/omhdd/assets/system-in-crisis-report\\_tcm23-27705.pdf](https://mn.gov/omhdd/assets/system-in-crisis-report_tcm23-27705.pdf)

<http://sos.oregon.gov/audits/Documents/2016-24.pdf>

<https://www.statnews.com/2017/02/06/mental-health-college-students/>

[https://www.washingtonpost.com/national/as-opioid-overdoses-rise-police-officers-become-counselors-doctors-and-social-workers/2017/03/12/85a99ba6-fa9c-11e6-be05-1a3817ac21a5\\_story.html?utm\\_term=.bafa88db062a](https://www.washingtonpost.com/national/as-opioid-overdoses-rise-police-officers-become-counselors-doctors-and-social-workers/2017/03/12/85a99ba6-fa9c-11e6-be05-1a3817ac21a5_story.html?utm_term=.bafa88db062a)

<http://www.pewtrusts.org/en/research-and-analysis/blogs/stateline/2016/09/26/still-not-enough-treatment-in-the-heart-of-the-opioid-crisis>

## **FACULTY BIOGRAPHICAL INFORMATION**

### Dr. Michael Baltimore

Dr. Baltimore earned his Ph.D. in Counselor Education from Auburn University. He has worked in a number of community mental health settings, including supervision of treatment programs for a residential mental health center, and involvement in the management of a mental health center. His training enables him to effectively function in community education and consultation. Dr. Baltimore coordinates the Chaplain Training Program. He is President-Elect of the Georgia Association of Counselor Education and Supervision (2000-2001). He is a Nationally Certified Counselor, a Licensed Professional Counselor, Licensed Marriage and Family Therapist, and a Clinical Member and Approved Supervisor with the American Association for Marriage and Family Therapy. Dr. Baltimore also maintains a private practice for supervision and counseling.

### Dr. Ryan Day

Ryan T. Day earned his Ph.D. in Counselor Education and Supervision from Auburn University. He is a proud faculty member serving as an Assistant Professor of Counselor Education at Columbus State University. He has taught a variety of graduate counseling courses including trauma therapy, couples and families counseling, counseling theories, career counseling, group counseling, counseling skills, counseling practicum and internship, and other courses .Dr.

Day is a Licensed Professional Counselor (LPC), National Certified Counselor (NCC), Certified School Counselor (CSC), Certified Professional Counselor Supervisor (CPCS), and Certified Clinical Trauma Professional (CCTP). He is also the CEO and founder of the

Healing Center for Change, which is a counseling and community-based agency located in Northwest Atlanta, Georgia. Dr. Day has been specializing in trauma recovery and therapy, couples and family counseling, career counseling and guidance, and life enrichment coaching for over eight years.

Dr. Day has received advanced training in Cognitive Behavioral Therapy (CBT), Cognitive Processing Therapy (CPT), Prolonged Exposure (PE) Therapy, and Existential Psychotherapy. His research and professional interests include addressing trauma therapy and treatment with minority and military populations, couples and families challenges in treatment, and career counseling approaches used with first-year and undecided students.

### Dr. Stella Michael-Makri

Dr. Stella Michael-Makri completed her doctoral degree in Counselor Education and Supervision at Texas A&M University (CACREP accredited), her master's in Clinical Mental Health Counseling at Texas Woman's University (CACREP accredited), and her bachelor's in Psychology at Kennesaw State University. Dr. Michael-Makri has been teaching traditional, online and hybrid courses for the past 10 years. She has taught at Texas A&M - Commerce, Longwood University (VA) and Clayton State University. Apart from an educator, she is also a Licensed Professional Counselor and have worked in various environments, such as schools (providing Play Therapy and group counseling), Juvenile Detention Center (substance abuse groups), hospital (rehabilitation therapist), and clinics providing individual, group, family and couples therapy. Her research interests relate to diversity, supervision and ethical issues, as well as children, parenting and filial therapy.

### Professor Tristen Hyatt

Tristen Hyatt is currently working on her Ph.D. in Counselor Education and Supervision at Auburn University and is a Nationally Certified Counselor. She holds a Master's degree from Troy University in Counseling and Psychology with a focus in Clinical Mental Health Counseling, and a Bachelor's degree in Sociology from Columbus State University. She began working in mental health and substance abuse in 2010. She has worked in numerous roles in the mental health field: residential case manager, community support individual, outpatient therapist, crisis counselor, group counselor, career counselor, intake coordinator in a psychiatric hospital, and with the college population. Additionally, she is on the board of directors for the Columbus, GA branch of NAMI (National Alliance of Mental Illness), as the treasurer. She aims to continually engage in education that promotes her professional knowledge as a counselor-educator and counselor through engagement, advocacy, and outreach. Her research interests relate to counselor preparedness, outreach, and advocacy related work.

The Counseling Department also utilizes various professionals from the community who have relevant training and credentials. These individuals serve as Adjunct Professors and Part- time Instructors.