



Palm Beach Atlantic
UNIVERSITY

STUDENT HANDBOOK

COUNSELOR EDUCATION PROGRAM
School of Education and Behavioral Studies



2024-2025 Academic Year

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Note: The information in this handbook is subject to change and students are responsible for remaining current in Program policies & procedures.

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Welcome

Welcome to the Counselor Education (CE) Program at Palm Beach Atlantic University. We are happy that you have decided to pursue your master's degree in the specialization of Clinical Mental Health Counseling. We look forward to getting to know you and trust that the time you spend with us will be rewarding personally, spiritually, and professionally.

Located on the West Palm Beach and Orlando campuses, the CE Program focuses on the development of essential counseling knowledge, skills, and competencies. In addition to your academic and professional growth, we also focus on helping you develop dispositions, which are personal characteristics and behaviors that influence the counselor-in-training growth and development, as well as relationships with clients, faculty, internship supervisors, and peers.

We are very excited to begin this process with you. Please read the Handbook carefully and be sure to schedule an appointment with your advisor to address any questions you may have and chart out the course of your study. Please save a copy of the Handbook for easy access and future reference. We recommend that you download this document and save it securely for your records.

We are very grateful that you have chosen PBA to pursue your counseling degree and hope that the time you spend with us will be rewarding personally, spiritually, and professionally. Let the journey begin!

Counselor Education Program Faculty
Palm Beach Atlantic University

Disclaimer

Every attempt has been made to ensure that the information in this Handbook is accurate. However, the **PBA Graduate and Pharmacy Catalog** is the official handbook for the University and takes precedence over this document if any variation in policy is noted. Please go to catalog.pba.edu to access the online catalog. In addition, although the program curriculum and policies are reflective of state licensure and certification requirements, these laws and regulations are subject to change and students should consult the state website on all rules and procedures pertaining to licensure and certifications for the State of Florida. Students should periodically review the state website for any changes (<http://floridasmentalhealthprofessions.gov> and <http://www.fldoe.org>) to stay up-to-date on regulation changes.

This handbook is subject to change. The Counselor Education Program and Palm Beach Atlantic University reserve the right to make changes to its provisions at any time, and students are expected to keep current with any such change. The program staff will send an email notification to students when changes are made to this handbook. This document is located on the Program's web site and all changes will be published at www.pba.edu. All students are subject to the most recent edition, not the handbook of the year of university entry (apart from the degree plans based on the catalog of the year of university entry).

The Counselor Education Program

Introduction

The Counselor Education Program is a part of the School of Education and Behavioral Studies at Palm Beach Atlantic University (PBA). Since its beginning in 1995, PBA's Counselor Education Program has produced over 1500 professional counselors, who are employed locally, throughout the state and country, and globally. Located in culturally and ethnically diverse South and Central Florida, PBA's Counselor Education Program attracts and serves diverse and talented students. The graduates of our program are extraordinary servant leaders recognized in the community for their advocacy, professionalism, and humanitarian work.

Our faculty are counselor educators engaged in state, national, and international counseling associations and active in local counseling communities. Their research interests are varied and relevant to the current trends of the profession. As practitioners, they serve clients in private practice, as well as meaningfully contributing to the community through workshops, presentations/talks, and volunteer work, etc.

Mission Statement

The mission of the Counselor Education Program is to facilitate a holistic educational experience, through which students develop personal and professional qualities, competencies, ethical judgment, and spiritual awareness, as they prepare for professional service in clinical mental health counseling, or for advanced study in a related field.

Program Distinction

The heritage of Christian faith expressed in the University's values and the knowledge discovered within the counseling and helping professions have shaped the Counselor Education Program's "*distinctively Christian and clinically professional*" identity. Through a rigorous academic curriculum, field-based experiential learning, personal growth experiences, and close mentoring relationships with highly skilled faculty, students are prepared to enter the field of professional counseling in a wide variety of settings, including schools and universities, community agencies, private practices, humanitarian, and government agencies.

Careers in Counseling

The introductory courses in the program, such as *COU 5413 – Foundations of Counseling*, provide students with a thorough orientation into the counseling profession and versatile employment opportunities relevant to each specialization. Briefly, the **Clinical Mental Health Counseling** specialization prepares students for a variety of careers working with individuals, couples, and families. Career settings include children's services, family counseling programs, substance abuse facilities, school mental health initiatives, county and state mental health programs, private practice counseling, church-related counseling, counseling of missionaries, and secular or Christian hospital programs. The program may also prepare students for study at the doctoral level.

Accreditation Statement

Palm Beach Atlantic University is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). In addition, the Counselor Education program is accredited by the Council for Counseling and Related Educational Programs (CACREP). As such, the program curriculum and objectives are based on the eight core counseling standards and program-specific standards found in the *2016 CACREP Standards*. Furthermore, students are evaluated on each of these standards throughout the program. This evaluation process is outlined in the Student Evaluation and Review section of this handbook. The 2016 CACREP Standards can be found at <https://www.cacrep.org/for-programs/2016-cacrep-standards>.

Program Objectives

As a distinctly Christian and clinically professional institution, the Palm Beach Atlantic University Counselor Education program will:

1. Nurture compassionate and culturally sensitive counselors who have the knowledge and skills to increase self-efficacy to integrate faith and spirituality into their professional practice. Through a curriculum grounded in ethical principles and inclusive practices, we empower our students to navigate the intersection of mental health and spirituality, promoting healing and resilience in the individuals and communities they serve;
2. Provide academic, cross-cultural, ethical, and dispositional training for students to attain counseling competencies. At least 80% of students will meet expectations as indicated by the Professional Dispositions Competency Assessment Revised (PDCA-R); and
3. Prepare graduates to form a distinct professional identity and practice as counselors by actively participating in the counseling field. Alumni will pursue professional licensure or certification within one year of graduation at an 80% rate.

Program Learning Outcomes

Through coursework and clinical training, students specializing in **Clinical Mental Health Counseling** will:

1. Exhibit proficiency in **counseling skills** unique to forming and utilizing professional relationships within the context of clinical mental health counseling.
2. Demonstrate **knowledge** of empirically based strategies to identify ethically, culturally, and developmentally appropriate preventions, interventions, and advocacy to treat mental health issues.
3. Develop and demonstrate appropriate **professional dispositions** expected of counselors.
4. Demonstrate ability to integrate theologically informed and spiritually sensitive interventions in counseling practice when appropriate and desired by clients.

5. Effectively apply clinical mental health counseling knowledge, skills, and dispositions in professional practice.

Counselor Education Program Faculty and Staff

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Counselor Education Program Faculty

(Brief faculty bios are included in Appendix A)

- **Lindsay Allen**, Ph.D., Assistant Professor of Counseling (Core)
- **Jeremy Bonta**, Ph.D., Assistant Professor of Counseling (Core)
- **Katie Bosso Iandoli**, Ph.D., Assistant Professor of Counseling (Core)
- **Stephan Brown**, Ph.D., Assistant Professor of Counseling (Core)
- **Devie Forrester**, Ed.D., Assistant Professor of Counseling; Director (Core)
- **Phil Henry**, Ph.D., Professor of Counseling (Core)
- **Ana Jaramillo de Graham**, Ph.D., Assistant Professor of Counseling (Core)
- **JoAnn Kutsukos**, Ed.D., Assistant Professor of Counseling (Core)
- **Laura Rendon Finnell**, Ph.D. Candidate, Instructor of Counseling
- **Steven Vensel**, Ph.D., Associate Professor of Counseling (Core)

In addition to our full-time faculty, part-time faculty play an incredibly important role in training future counselors. They are experienced practitioners with versatile counseling experiences, leaders in the counseling community, and people of faith who have been dedicated to our Counselor Education Program for many years.

Academics and Registration

The Counselor Education Program offers graduate studies in the Clinical Mental Health Counseling (CMHC) specialization. The CMHC is designed to prepare students to seek Florida licensure in Mental Health Counseling.

Overview of the Curriculum

The curriculum for Clinical Mental Health Counseling specialization is divided into **core** courses, **program** courses specific to the specialization, and **electives**.

The outline of course requirements and the degree plan for students starting in the Fall and Spring of each year are featured in [Appendices](#).

Optional Concentrations

Students need to discuss with their advisors whether they should also pursue one of the **optional** concentrations offered by the CE Program, designed to complement their counseling degree and to enhance student knowledge and skills in a particular area. These concentrations are:

- Counseling in School Settings Concentration (CSS)
- Crisis and Trauma Counseling Concentration (CTC)
- Marriage and Family Therapy Studies Concentration (MFTS)
- Play Therapy Concentration (PT)

What is the Counseling in School Settings Concentration?

The Counseling in School Settings Concentration (CSS) is designed to introduce and prepare current CE students to conceptualize and work with school-age children in a K-12 setting. Completion of the concentration will meet the course requirements for the FLDOE's Administrative Rule 6A-4.018, Plan Two: Specialization Requirements for Certification in School Counseling (Grades PK-12).

How and where are the classes offered?

The concentration is offered in a remote or traditional format in Orlando and West Palm Beach, pending popularity in a given semester.

How does this apply to my Master's degree?

CMHC students wishing to also pursue opportunities to work in a school setting by meeting requirements for FL Rule 6A-4.018, Plan Two:

<https://www.fldoe.org/teaching/certification/certificate-subjects/administrative-rules/6a-4-0181.shtml>

What is the Crisis and Trauma Counseling Concentration?

The Crisis and Trauma Counseling (CTC) concentration is applicable to students who wish to provide trauma-informed care to crisis and trauma survivors. Completion of the concentration will enhance qualifications and competencies in client-centered trauma-informed interventions as well as the ability to engage in program development and implementation through a comprehensive understanding of the impact of trauma on functioning, resilience, and wellness.

How and where are the classes offered?

The concentration curriculum in Crisis and Trauma Counseling is offered in a distance learning format inclusive of synchronous didactic face-to-face interaction with professors and classmates. It is available to students in West Palm Beach and Orlando.

How does this apply to my Master's degree?

One of the three concentration courses is already required in the core curriculum for CMHC and SC specializations. The second course can be taken as an elective. The remaining three-credit-hour course is in addition to the 60-hour program requirement.

What is the Marriage and Family Therapy Studies concentration?

The Marriage and Family Therapy Studies (MFTS) concentration is designed for students who wish to pursue additional education and training for working with family systems and counseling couples, marriages, and families.

How and where are the classes offered?

The concentration is offered in a remote or traditional format in Orlando and West Palm Beach, pending popularity of the course in any given semester.

How does this apply to my Master's degree?

One of the three required courses is already required in the core curriculum for the CMHC specialization. The second course can be taken as an elective. The remaining three-credit-hour course is in addition to the 60-hour program requirement. The concentration does not prepare students for licensure but will be useful to licensed mental health counselors when working with couples and families.

What is Play Therapy Concentration?

The Play Therapy (PT) concentration is designed for students who wish to pursue advanced training for working with children and adolescents that is developmentally appropriate, systematic, and evidence based.

IMPORTANT: The Play Therapy concentration DOES NOT grant any certification or licensure in Play Therapy. It simply qualifies the student to meet the educational requirements of obtaining the Registered Play Therapist designation through the Association of Play Therapy. The completion of all four Play Therapy courses is required to obtain the concentration, however, students are free to take one to three of the courses for their edification without obtaining the concentration.

How and where are the classes offered?

The concentration curriculum in Play Therapy is currently offered in a traditional format at the Orlando and West Palm Beach campuses (pending demand and course enrollment).

How does this apply to my Master's degree?

One course can be taken as an elective. The remaining three courses are in addition to the 60-hour program requirement.

NOTE: The Counseling in School Settings, Play Therapy, and Crisis & Trauma Counseling concentrations are available to non-degree seeking students as certificate programs or as stand-alone courses. Obtaining the certificate would require all courses listed to be completed. Please note that non-degree seeking students are not eligible for financial aid.

Additional information about these concentrations and the list of courses are included in Appendix C of this document. The steps to pursue a concentration are outlined in the section of this handbook titled *Adding an Optional Concentration Procedure*.

Additional Training in Addictions

The Counselor Education Program provides interested students with academic training in substance abuse counseling. The CAP (Certified Addiction Professional) designation is a professional substance abuse credential for people who assess, develop, and provide substance abuse treatment services and plans.

Substance Abuse Counseling Certification in Florida has three levels of certification for Substance Abuse Counseling. The lowest tier is known as the Certified Addiction Specialist (CAS), the second tier is known as the Certified Addiction Counselor (CAC) and the highest level is known as the Certified Addiction Professional (CAP). *COU 5553 Substance Abuse II: Transdisciplinary and Professional Practice* covers the necessary core areas of Alcohol & Drug treatment to meet the requirements for Certified Addiction Professional (CAP).

Please note that the Counselor Education Program does not directly certify individuals in addiction counseling; however, it helps fulfill the educational requirement toward the CAP credential. Please contact [Dr. Phil Henry](#) for additional information about addictions training and certification options.

Course Descriptions

A description of each course in the Program can be found in Appendix B or the Graduate and Pharmacy Catalog at <http://catalog.pba.edu/index.php>.

Approved Electives

Please discuss with your advisor which electives are available and appropriate for your career goals.

Approved Sequence of Courses

The degree plans for each specialization are built on the approved sequence of courses located in the Appendices. This sequence is based on a full-time load during **fall, spring, and summer** semesters.

If you are unable to take the recommended full-time course sequence, you will need to schedule a meeting with your advisor to develop a new sequence to stay on track to graduate with your cohort. The course sequence is organized with courses in the beginning preparing you for courses later in the Program. Therefore, it is important to register for courses as close to the recommended sequence as possible. Please be aware that if you deviate from the recommended course sequence, certain courses may not be available when you desire them, or two courses you need may be offered on the same evening, thus delaying your graduation. When classes are reaching capacity, priority is given to students who are following the recommended full-time course sequence. Note: courses offered in the summer are only offered in the summer.

Program and University Academic Policies and Procedures

The [Graduate and Pharmacy Catalog](#) details the important academic policies and procedures applicable to graduate students. This handbook highlights several policies, but it is the student's responsibility to read the catalog carefully and become familiar with the following policies:

- Academic Integrity (Plagiarism)
- Cancellation of Courses
- Confidentiality of Student Records
- Enrollment Verification
- Evaluation and Grading Policies
- Grade Forgiveness
- Transcripts
- Incomplete Grades
- Add/Drop Policy
- Withdrawal Policy
- Grade Report
- Incomplete Grades
- Leave of Absence

Admission to the Program and Matriculation Requirements

Applicants to any of the program of studies in Counselor Education must:

1. Earn a baccalaureate degree from a regionally accredited institution.
2. Achieve undergraduate minimum GPA of 3.0 on a 4.0 scale with exceptions, on a case-by-case basis.
3. Submit:
 - Online application
 - Official transcript from college/university where bachelor's degree was conferred and from college/university where prerequisite courses were taken
 - Two confidential Counselor Education recommendation forms
 - Essay (prompt provided)
 - **International applicants:** Official TOEFL (minimum 79) or IELTS (minimum 6.5) to show English language proficiency (waived if the undergraduate degree was earned in the US).
4. Attend a faculty interview, if invited. International and out-of-state applicants will participate in a personal interview with a Counselor Education faculty member (through computer software that allows real-time, face-to-face interaction).

Successful applicants to regular matriculated status will have a proven record of academic success, strong letters of recommendation, a compelling essay, and a positive interview. Admission decision recommendations are made by the Counselor Education Program's Faculty Selection Committee and include consideration of each applicant's articulation of career goals, a record of academic achievement, relevant preparation and experience, potential success in becoming a counselor, and attitude of openness to diverse cultures and people.

Non-Degree Status

The specializations in Counselor Education (Clinical Mental Health Counseling and School Counseling) prepare students for licensure and/or certification as professional counselors. As such, students must be formally admitted to the program to take any program area courses, including non-degree individuals who already possess a master's degree (or above) and are taking necessary courses toward Florida licensure in Mental Health Counseling or Marriage and Family Therapy, pending available space after admitted students have been placed in those courses. The non-degree status may be granted to take 5000-level courses for graduate credit in the Counselor Education Program for licensure purposes provided the admission is approved by the Faculty Admissions Committee. To qualify for such status, one must hold a graduate degree in counseling from a regionally accredited institution. Students may take up to 12 credit hours as a non-degree student in the Counselor Education program.

Transfer of Credit

This policy reflects the recommendations in the *Guiding Statement on Best Practices for Transfer of Credit* developed by CACREP (the guidelines can be viewed at <http://www.cacrep.org/wp-content/uploads/2017/03/Guiding-Statement-for-Best-Practices-for-Transfer-of-Credits.pdf>).

For Clinical Mental Health Counseling specialization, applicants may transfer up to **12** credit hours of graduate-level coursework from a CACREP-accredited program. Transfer hours may be applied toward the Counselor Education program when the following conditions have been met:

1. A minimum grade of "B" has been earned in courses considered for transfer, and an official transcript is received.
2. The courses are equivalent in scope and sequence to courses at Palm Beach Atlantic University.
3. Request for transfer of credit has been made before the first semester of enrollment at Palm Beach Atlantic University.
4. The courses were not previously applied toward the conferral of a degree. Credit hours used toward the completion of another degree may not be transferred into any graduate program.
5. In the event that transfer credits result in the waiver of a course or courses containing Key Performance Indicators (KPI) or other important components of the program's assessment plan, students will be required to complete the assignment measuring the targeted skills, competencies, and/or dispositions for the KPI at the level of meeting or exceeding expectations before the waiver can be finalized. Otherwise, the student will need to take the course at PBA. Students may be required to re-take skills-based courses as PBA for the purposes of dispositional assessment and data collection (COU 5133, COU 5113, COU 5123, & COU 5263).
6. All practicum and internship courses will need to be completed at PBA.
7. Transcripts for courses taken more than seven years prior will not be accepted.

Advisement and Retention

Upon acceptance into the program, students will be assigned a faculty advisor and notified in writing with their name and contact information. In addition, advisor names and contact information appear in the MyPBA portal (after logging in, click on *Students* tab, then *Faculty Advisor* Information tab). Students entering the program must make contact and have a meeting with their advisor **in the first eight weeks** of the entering semester.

The importance of a faculty advisor cannot be overemphasized. Advisors recommend and approve programs of study, monitor the progress of advisees, approve the selection of electives, link students to campus resources, assist students in preparing for their practicum and internship placements, developing their portfolio, studying for the exit exam, and verifying readiness for graduation. The student and their designated advisor create the Degree Plan that is followed throughout the program.

Advising also serves the purpose of retaining students for successful completion of the program. The advising and retention process includes meeting at least once every fall and spring semester. This allows for the discovery of personal and professional goals, and guidance towards those goals. These meetings allow the opportunity to connect students with resources and student support services as needed. Advising meetings assist students with staying on track with their studies as well as the continued formation of their professional identity development while in the program and beyond.

If a student is unable to find a suitable answer to a question from reading this handbook, the first course of action is to contact the faculty advisor. If the issue is related to the clinical internship, the student should contact the clinical director. If the faculty advisor or clinical director is unable to provide a suitable answer, the student should contact the program chair.

If a student wishes to change an academic advisor, s/he must first discuss the reason for the change with the current advisor. The Dean's Office will provide a "Change of Advisor" form for the student, and the School's Dean will communicate with the student to discuss the request and determine whether the request can be approved.

Confirming Your Specialization and Career Interest

As the first-semester student, you have declared a CMHC specialization based on the prior knowledge and information presented to you during the admissions process. In the first semester of your studies, you will learn about career opportunities in the counseling field, as well as engage in a deeper self-discovery.

The choice of a specialization appropriate for your interests, aptitudes, and career goals is a crucial decision during an academic career. Students should be able to solidify their decision to add an optional concentration **during the first two semesters of study**. A delayed request to add a concentration may prevent graduation in a timely fashion and/or may require the completion of additional academic credit hours.

Procedure for Adding an Optional Concentration

A concentration is a structured plan of study within a specialization. The number of credit hours for a concentration varies and may represent additional credit hours on top of the hours required for the specialization. The concentration appears on the official transcript. Concentrations add layers of expertise in a specific area. Choosing a concentration is not required to graduate with your degree. If you are uncertain whether you want to add a concentration, discuss this with your advisor. **Dr. Steve Vensel** serves as a champion for the Crisis and Trauma Counseling Concentration, **Prof. Laura Finnell** coordinates the Play Therapy Concentration, **Dr. Allen** serves as champion for the Marriage and Family Studies concentration, and **Dr. Devie Forrester** serves as the champion for the Counseling in School Settings Concentration. They will be able to tell you more about the course content and career opportunities associated with each of these concentrations.

Students that decide to add an optional concentration will need to follow the following procedure:

1. The student will schedule an appointment with his or her advisor and discuss the intended change.
2. Following the meeting with an advisor, the student will complete the "Declaration or Change of Major/Minor/Concentration" e-form located in myPBA (Departments-the Registrar's Office-Academic Forms).
3. The advisor will receive an email notification to sign the e-form and will submit it so that it can be sent to the next signer and get to the Registrar's office.
4. Upon the processing of the form, the student should be able to see the added concentration listed in MyPBA (go to *Students* tab and then *Faculty Advisor Information* tab).

Orientation

The Counselor Education Program offers a zero-credit hour module/course, *COU 5000 – Orientation to Counselor Education and Student Portfolio*. This innovative online learning tool is offered to help students develop a foundation for successful study as counselors-in-training. The course includes an interactive student handbook, outlines academic, ethical, and professional requirements, as well as expectations for personal growth. The course reviews campus resources and services available to students. The course also reinforces students' skills in learning success, search and identification of credible information and APA writing style. In addition, the course introduces students to the university's eLearning platform.

Registration

Before the first semester of study, matriculated applicants are registered for their classes based on the approved degree plan. For the subsequent semesters, it is the responsibility of the student to register for classes and make any necessary schedule changes via myPBA. Academic advisors are available to assist students. Changes in registration may affect changes in financial aid awards. Please refer to the **Enrollment Verification** policy in the *Graduate and Pharmacy Catalog* regarding administrative changes to a student's schedule.

No student shall be permitted to enroll in any course after the term census date (5 class days including the first day of classes in any given sub-term). All changes in schedules shall be made before the census date.

Definition of Full-time Student Load

A Counselor Education student enrolled in **nine credit hours** is considered a full-time student. For financial aid eligibility, a graduate student enrolled in **six** or more credit hours in a semester is considered a full-time student.

Maximum Number of Credit Hours in a Semester

Due to the experiential, competency, and performance-based nature of the courses taken by Counselor Education students, students are limited to taking a maximum of three (3) courses per semester. However, if students believe that they can verify a need to take more than three courses, they should consult with their academic advisor, who will determine the appropriateness of the request. If students are not satisfied with their advisor's decision, they may petition the program director, in writing, of their situation, who will present the request to the faculty. Collectively, the faculty will make their decision during the next regularly scheduled Program meeting. Students who have not received prior approval, and who register for more than three courses per semester, will be administratively dropped from any courses over the maximum allowed. An exception to the 3-course maximum per semester is a student that has added an optional concentration and has been cleared by their advisor to do so.

Enrollment – Attendance and Tardy Policy

Graduate-level coursework is rigorous, and students are expected to attend **every class**. Missing class without the prior written notification and approval of the instructor can result in the student getting dropped from that course. Attendance is recorded in each class. A student who fails to attend both the first and second week of the course will be dropped from the class(es) by the Office of the Registrar for non-attendance. Enrollment is verified by the instructor. The student will be notified of the drop through PBA email.

For courses offered face-to-face, all classes normally meet once a week. This means that missing one class means missing the undergraduate equivalent of an entire week's classes. For those classes that only meet for one-half of a semester (sub-term courses, 8 weeks), missing one night's class is roughly the equivalent of missing two weeks of classes. **For those reasons, the expectation is that you miss no classes unless you have a medical necessity.**

Absences – Missing two class sessions in an 8-week course, three class sessions in a full semester course, or more than 1 class session from clinical courses (practicum & internship) may result in a failing grade. If you anticipate being absent, please inform your professor before the class as a professional courtesy. Additionally, it is your responsibility to arrange for someone to collect class materials and notes for any missed sessions. If you expect to exceed the allowable absences, it is advisable to withdraw from the course by the withdrawal date deadline for the sub-term/semester to avoid negatively affecting your GPA. Withdrawal date deadlines can be found in the university's academic calendar.

For courses offered online, students will be marked "absent" for the course in a particular week if they have not posted on the discussion forum and submitted or completed any assessments (weekly quizzes). **If a student does not log into this course and participate in the required**

assignments by the end of week one, s/he will be considered as “never attended” and will be withdrawn from this course.

Tardy – Students are expected to arrive on time to class. Arriving ten minutes late for class results in a tardy. Two tardies are the equivalent to one absence.

Textbooks

While many students saved money during their undergraduate years by selling their used textbooks back to the bookstore after a class was over, we do not recommend that you continue that practice at the graduate level. You are likely to need your textbooks several times in the coming years—first when preparing for your comprehensive exam; secondly, when preparing to take the licensure or certification exam; and thirdly, when you have clients in coming years who have presenting problems where the treatment was covered in one of your textbooks. For those of you who plan to go into teaching, you are likely to use those textbooks frequently as references. For the above reasons, we recommend that you retain your graduate textbooks in your personal library rather than selling them when courses are completed.

Email Policy

To keep the campus community interconnected and improve the channels of communication between faculty, administrators, and students, it has been determined that all official electronic communications be done via PBA issued e-mail addresses. A PBA e-mail address is assigned to all faculty, staff, and students. The University sends all official communications only to these addresses. The University expects that students, faculty, and staff will receive an e-mail at his or her university provided e-mail address and monitor and read messages on a consistent basis. Failure to access and read University communications does not relieve students, faculty, or staff from the responsibility of knowing and complying with the content of such communications. PBA’s accepted communication mechanisms include myPBA, Canvas, and PBA email (Office 365).

Time Requirements for Program Completion

The Clinical Mental Health students in the Graduate Counselor Education Program, when taking three courses per semester, will complete the program in 2 ½ calendar years (seven semesters). Time may vary depending on the course load taken each semester (e.g., less than three courses per semester). The program is year-round, meaning that students must take their summer courses when they are offered so as to not delay program completion and graduation.

Standards for Academic Progress

Clinical Mental Health Counseling specialization: Successful completion of the prescribed curriculum of 60 credit hours with a 3.0 cumulative GPA and a grade of "B" or higher in COU 5133 - Counseling Skills and Characteristics, COU 5123 - Legal, Ethical, and Professional Standards, and COU 5263 – Diagnosis and Treatment in Counseling, as well as practicum and internship courses; 700 hours of supervised practicum and internship under a supervisor approved by the program faculty; and an exit exam.

Upon the end of a student’s first semester, or the **completion of nine credit hours**, the program faculty will conduct a comprehensive review of the student’s academic progress. This review includes an appraisal of overall academic performance, in keeping with the program’s

standards and learning outcomes (maintaining a 3.0 GPA, academic writing, professional dispositions – see Student Evaluation and Review Process, pages 25-26).

In addition to the graduation requirements, student performance is assessed throughout the program in key performance indicators, overall progress, and professional dispositions, as outlined further in the handbook.

Grade Forgiveness - Master's Level

Grade Forgiveness permits graduate students to repeat a course and have the repeated grade and hours earned computed in his/her GPA in place of the original grade and hours earned. A graduate student who makes an unacceptable grade according to the program's expectations may be allowed one retake of one course for Grade Forgiveness during the program of study.

Grievance Policy (Academic Complaint)

An academic complaint refers to the grievance a student may have regarding a faculty evaluation of his or her academic performance represented in the final grade for a course, OR a professor's assessment of academic dishonesty.

The following procedure must be followed in filing a grievance:

1. **Final Grades:** Issues concerning individual assignments, examinations, and other graded work during the course may only be appealed to the professor; a student may not use this policy for appeal until a final grade has been assigned for the course. To appeal a final grade, the student must take the matter to the faculty member, in writing, and within the first 15 PBA workdays of the grade being posted in my.pba.edu. Appeal via PBA e-mail correspondence will be considered as a written appeal. The Dean of the School of Education and Behavioral Studies must be copied on the written appeal.
2. **Academic Dishonesty:** To appeal an academic dishonesty judgment, the student must take the matter to the faculty member, in writing, within 5 working days of being notified of the judgment. Appeal via PBA e-mail correspondence will be considered as a written appeal.
3. The Faculty Member will respond to the student in writing within 15 PBA workdays of the student's written notification of grievance. Response via PBA e-mail will be considered as a written response.
4. The student may appeal the case to the Dean, by completing the appeal application and submitting it to the Dean, only after written communication with the professor in resolving the complaint proves to be unsatisfactory to the student. This appeal to the Dean must be done within 15 PBA workdays of the written response from the faculty member. The written justification for appeal must identify the issues, with all substantiating documents attached. Appeal to the Dean via PBA e-mail must include appropriate attachments including the signed appeal application and all substantiating documentation. The Dean will denote his or her decision on the application for appeal and return it to the student in written form or via PBA e-mail within 15 PBA workdays.
5. If the original appeal involves the Dean as the professor of record, the Provost will appoint another dean to review the appeal.
6. If, after the Dean has made the decision on the appeal, the student is not satisfied with the outcome, he or she may appeal to the Council of Deans through the Office of the Provost. **The only justification for an appeal to the Council of Deans is a procedural violation.** The student appeal must demonstrate which procedure was violated and how it was violated. A simple disagreement with the decision is not

sufficient grounds for appeal. This application for appeal must be submitted within 15 PBA workdays of the written response from the Dean and must be submitted to the Office of the Provost. The appeal may be delivered in written form or via PBA e-mail. If the appeal is delivered via PBA e-mail, all substantiating documentation must be attached to the e-mail.

7. This appeal will be reviewed by the Appeals Committee of the Council of the Deans (which consists of three people who are appointed from the members of the Council of Deans for a one-year term by the Provost) to determine the merit of the case. If the Appeals Committee determines that the case is not sustainable on its merits, the decision is final and there is no further appeal. If the committee determines there is compelling evidence to proceed with the case, such appeal can proceed in one of two ways. First, the Appeals Committee may refer the matter back to the Dean with recommendations for resolution. Second, the Appeals Committee may refer the matter to be heard at a regularly scheduled meeting of the Council of Deans which falls in the following calendar month. The Administrative Assistant to the Provost will provide the student with the date of the Council of Deans meeting.
8. The Council must be supplied with the completed application for appeal, a written summary of the complaint, and all substantiating documents relating to the case, including the original appeal to the Dean. The only evidence admissible is that which has previously been presented to the Dean, with the exception of evidence related to procedural violation by the Dean. The Dean to whom the complaint was submitted also will provide a written summary account of his or her conclusions and written recommendations within 15 PBA workdays prior to the scheduled appeal, along with any substantiating documents. The Administrative Assistant to the Provost is responsible for gathering these materials and for making them available to all parties for review prior to the meeting.
9. Both the student and the faculty member will be afforded the opportunity to present their cases to the Council. Communication to the Council during its deliberations is the responsibility of each party in the complaint. The presence of the student and of the faculty member is only for fact-finding. Deliberations based upon these presentations and the written records of the case are kept strictly confidential and are open only to Council members.
10. The Provost and any member of the Council who is a party to the complaint or who believes that past experience or relationship with individuals involved prejudices an objective review of the case may recuse themselves from the final decision.
11. As chair of the Council, the Provost will communicate the Council's findings in writing to the student and faculty member within ten working days of deliberations.
12. The Office of the Provost is responsible for enforcing the decision of the Council of Deans. The conclusions and recommendations of the Council are final and binding upon the parties to the complaint. No further appeal may ensue.

Leave of Absence

The university understands some students may need to leave school during a semester. The policies and procedures in the [Graduate and Pharmacy Catalog](#) describe the circumstances under which a student may leave and return to the university while maintaining active student status. An approved Leave of Absence allows a student to withdraw from all courses for a semester and have W's display on a transcript. The student would be eligible to return to the university at the start of a subsequent semester, based on the length of the leave.

Readmission to the Program

Decisions to allow reapplication into the Counselor Education program are made on a case-by-case basis.

A student who wishes to return to PBA must file an [Application for Readmission](#) with the Office of Admissions in the following cases:

1. After withdrawal from all courses in a semester
2. After non-enrollment for two semesters
3. After suspension or dismissal

If a student does not meet all the criteria above, then s/he will need to contact his or her advisor or Registrar's Office directly. Please review the Graduate and Professional Catalog for further details.

Note: Students have a maximum of seven years to complete the program requirements. Students may have to re-take courses if the seven-year time limit has elapsed.

Approved Medical Withdrawal

Approved Medical Withdrawals provide students with a withdrawal date to be set for one week prior to their last date of attendance. Without an Approved Medical Withdrawal (per the Withdrawal from the University policy), the last date of attendance is the recorded withdrawal date and the standard fee schedules apply. All Approved Medical Withdrawals are recorded as a "W" on your academic record. When a student withdraws from the university, the student forfeits his or her rights and privileges as a student, including the use of all PBA facilities. Therefore, he or she will be required to immediately turn in their PBACard to Campus Safety or Sailfish Services.

Students must submit a written request for medical withdrawal to the Director of the Office of Academic and Accessibility Resources. Qualified requests will include documentation of medical or psychological necessity to withdraw from academic coursework, which must be submitted to the Office of Academic and Accessibility Resources (OAARS) within 10 days of the last date of attendance.

Contact information for OAAR:

Attn: Office of Academic and Accessibility Resources
Palm Beach Atlantic University,
900 South Olive Ave.
West Palm Beach, FL 33401
Phone: 561.803.2062
Fax: 561.803.2519

Upon receipt of a written request and supporting documentation, the OAAR will review the Approved Medical Withdrawal request. OAAR will notify the student and the Registrar's Office of the decision within 10 days of receiving the medical withdrawal request along with supporting documentation.

All students requesting an Approved Medical Withdrawal must complete an online Application for Readmission and contact OAAR prior to receiving approval to return to academic work.

Approved Medical Withdrawal Re-Enrollment Procedure

Each medical re-enrollment clearance is case-specific and will focus on reviewing the student's ability to safely return to their previous academic status. Prior to returning to academic work at

PBA, and to ensure the safety of all students, any student with an Approved Medical Withdrawal during a specified PBA academic term must:

- Complete an online Application for Readmission. Refer to Readmission to the University.
- Meet all university and re-enrollment requirements, including the removal of any university holds.
- Receive medical clearance from OAARS.
- Receive registration clearance from the Office of the Registrar to register for classes. Please refer to Tuition & Fees for applicable refund schedules.
- Receive overall clearance from the Counselor Education Program.

The PBA Student Handbook, [Navigator](#), further specifies the policies and procedures related to medical and mental health emergencies and withdrawal. “Palm Beach Atlantic University is committed to the physical and mental health of its students. Therefore, the University Counseling Services are available on campus for all students. At times, however, a student may experience such extreme medical or psychological disorders that the ability to function successfully or safely in the role of a student is significantly impaired. Students are encouraged to make their health and safety a high priority and to take steps toward recovery, even if academic progress must be delayed. The University will support student-initiated self-care plans or will initiate action that addresses the welfare of the individual student, as well as the welfare of the PBA community” (2019, p. 55). Please read the sections of [Navigator](#) describing medical and mental health emergencies and withdrawal (pp. 55-57).

Growth Expectations of Students and Gatekeeping Policies

Personal Counseling Experience

Each student is expected to complete a minimum of **eight** counseling sessions conducted by a licensed professional therapist or a registered intern during the first semester. The counseling experience is included as an assignment in one of the first semester courses. All students must submit a letter to the instructor verifying the completion of the counseling sessions, signed by the therapist, which includes the therapist's title and license number. The letter is solely for verification of the experience and should contain dates of the counseling sessions but no confidential information. The content of counseling sessions will remain strictly confidential.

Additionally, all CMHC students must complete a minimum of **12** individual counseling sessions conducted by a licensed professional therapist or a registered intern during their Practicum semester. Students must submit a letter to the instructor verifying the completion of the counseling sessions, signed by the therapist, which includes the therapist's title and license number. The letter is solely for verification of the experience and should contain dates of the counseling sessions but no confidential information. The content of counseling sessions will remain strictly confidential.

Membership in a Professional Association

Membership in professional associations is an important aspect of maintaining professional identity and practice. Professional associations provide opportunities for practitioners to stay current with new trends, develop professional relationships, and engage in a community with shared purpose and focus. Membership dues are usually discounted for students. Members receive professional journals, newsletters, and information on professional activities, conferences, and training workshops. There are national, regional, state, and local professional associations that serve the needs of mental health professionals and school counselors. Please turn to the Appendix for the list of professional associations.

In their first semester of study, as a part of *COU 5413 - Foundations of Counseling* and *COU 5000 – Orientation to Counselor Education and Student Portfolio*, students explore various professional associations and **select one to join**. Students are highly encouraged to join the American Counseling Association (ACA). Benefits of membership include receiving ACA-published professional journals, identification with current professional issues, opportunities to attend state, regional and national meetings, and the availability of professional liability insurance. In addition, ACA offers the opportunity to join divisions that relate to a wide variety of specialty areas within the counseling profession. Student membership in ACA is available at a reduced membership cost.

Students are also encouraged to join the Florida Counseling Association (FCA) and an appropriate specialty division.

The list of some of the professional organizations relevant to the field of counseling is published in the Appendix.

Exit Exam

All Counselor Education students will complete a Comprehensive Examination prior to graduation (i.e., during their last semester) known as the Counselor Preparation Comprehensive Examination (CPCE).

Purpose

The purpose of the exit examination process is to help students synthesize their learning about counseling and to ensure that students have a thorough understanding of professional attitudes, skills, and knowledge related to the eight common-core areas as defined by CACREP's Standards for Preparation. Evaluation of students' examinations will provide the faculty with an opportunity to appraise students' academic preparation.

Format and Description

The CPCE is an objective test developed by the Center for Credentialing & Education (CCE), an affiliate of the National Board for Certified Counselors (NBCC). The CPCE is a knowledge-based examination that reflects the eight core curriculum areas approved by CACREP. The exam is a summative evaluation that measures pertinent and professional knowledge acquired by students during their counselor preparation programs.

The CPCE consists of 160 items with 20 items per CACREP area. The exam is administered in whole and not by sections. The 8 core curriculum areas of the CPCE are:

1. **Human Growth and Development** – studies that provide an understanding of the nature and needs of individuals at all developmental levels.
2. **Social and Cultural Foundations** – studies that provide an understanding of issues and trends in a multicultural and diverse society.
3. **Counseling and Helping Relationships** – studies that provide an understanding of counseling and consultation processes.
4. **Group Counseling and Group Work** – studies that provide an understanding of group development, dynamics, counseling theories, group counseling methods and skills, and other group work approaches.
5. **Career Development** - studies that provide an understanding of career development and related life factors.
6. **Assessment and Testing** – studies that provide an understanding of individual and group approaches to assessment and evaluation.
7. **Research and Program Evaluation** - studies that provide an understanding of types of research methods, basic statistics, and ethical and legal considerations in research.
8. **Professional Counseling Orientation and Ethical Practice** – studies that provide an understanding of all aspects of professional functioning including history, roles, organizational structures, ethics, standards, and credentialing.

Students should consult with their Advisor regarding their readiness to take the exam. Advisors will provide advice about preparation for the exam. Students with special needs should contact the Office of Academic and Accessibility Resources at (561) 803-2062 to discuss special arrangements.

Evaluation of Dispositions

In addition to assessing student knowledge and skills, assessing professional dispositions is an integral part of counselor preparation. The Council for Accreditation of Counseling and Related Educational Programs (CACREP) defines dispositions as “the commitments, characteristics, values, beliefs, interpersonal functioning, and behaviors that influence the counselor’s personal growth and interactions with clients and colleagues” (CACREP, 2016). CACREP Standard 4.G states: “The counselor education program faculty systematically assesses each student’s professional dispositions throughout the program. The assessment process includes the following: (1) identification of key professional dispositions, (2) measurement of student professional dispositions over multiple points in time, and (3) review or analysis of data.” PBA’s Counselor Education program utilizes the Professional Disposition Competency Assessment (PDCA) to monitor student progress and provide feedback throughout the program. Students are expected to demonstrate behaviors reflecting:

- Professionalism and ethical behavior
- Self-Awareness
- Emotional stability and self-control
- Cultural competence and sensitivity
- Cooperativeness and openness to feedback
- Interpersonal Skills
- Coping and Self-Care
- Conscientiousness
- Moral reasoning
- Openness and motivation to grow and learn

Descriptions of these dispositions, as well as instruments to assess behaviors, are provided in *COU 5000- Orientation to Counselor Education* and can also be obtained from the advisor or program chair.

Student Evaluation and Review Process

The Counselor Education faculty conducts an annual systematic developmental assessment of each student’s progress throughout the program, including consideration of the student’s academic performance, professional development, and personal development. Specific students may also be reviewed during each monthly Program Meeting when concerns are raised by program full-time faculty, internship site supervisors, and administrative staff. Faculty members contribute input based on students’ academic performance, assessment of dispositions (in and out of class), as well as other aspects of their functioning as future counseling professionals. Evaluations of students will be made according to the standards established by the American Counseling Association’s (ACA) Code of Ethics, Counselor Education Program (please see the section titled Dispositions), and/or other University or Professional Standards as outlined in the student and clinical handbooks, university catalog, and course syllabi.

Professional and personal development of students throughout the program depends on feedback from faculty, site supervisors, and peers, as well as on-going self-reflection by each person. Many forms of assessment will be used by faculty and staff to facilitate learning. Every effort will be made to attend to different learning styles and accommodate individual learning needs.

To provide multiple assessments of learning within specific courses, there will be written exams, reflection papers, group projects, oral presentations, recorded videos, standardized assessments, and other assignments. These specific assessments are chosen to reflect the learning objectives and outcomes in the course. Expectations will be stated clearly by the faculty at the beginning of the semester, and students should seek clarifications regarding assignments or structures as needed.

Some courses will include outcomes and assignments designated as **Key Performance Indicator assessments** (KPIs). These are “student learning outcomes that are connected to the required curriculum and that program faculty have chosen to represent student knowledge and skills related to program objectives” (CACREP, 2015). They are measurable expressions of competence in knowledge, skills, or dispositions, derived from the program objectives.

Key Performance Indicators are assessed by individual course instructors with a rubric explaining how a score of 1 to 5 is derived. The 1-5 scoring scale is interpreted as follows:

- **Exceeds Expectations / Demonstrates Competencies (5)** = the trainee demonstrates strong (i.e., *exceeding* the expectations of a beginning professional counselor) knowledge, skills, or dispositions in the specified counseling skill(s), ability to facilitate therapeutic conditions, and professional disposition(s) and behavior(s).
- **Meets Expectations / Demonstrates Competencies (4)** = the trainee demonstrates *consistent and proficient* knowledge, skills, or dispositions in the specified counseling skill(s), ability to facilitate therapeutic conditions, and professional disposition(s) and behavior(s).
- **Near Expectations / Developing towards Competencies (3)** = the trainee demonstrates *inconsistent and limited* knowledge, skills, or dispositions in the specified counseling skill(s), ability to facilitate therapeutic conditions, and professional disposition(s) and behavior(s).
- **Below Expectations / Insufficient / Unacceptable (2)** = the trainee demonstrates *limited or no evidence* of the knowledge, skills, or dispositions in the specified counseling skill(s), ability to facilitate therapeutic conditions, and professional disposition(s) and behavior(s).
- **Harmful (1)** = the trainee demonstrates *harmful use of knowledge*, skills, and dispositions in the specified counseling skill(s), ability to facilitate therapeutic conditions, and professional disposition(s) and behavior(s).

Professors who rate a student below a 4 on any given standard are expected to provide feedback to the student on how the student can improve in this core area. Concerns around how individual students may be failing CACREP core standards are also discussed at regular faculty meetings and in-depth at our annual student review.

Counselor Education Programs are expected “to systematically assess each student’s progress throughout the program by examining student learning in relation to a combination of knowledge and skills. The assessment process includes the following: (1) identification of key performance indicators of student learning in each of the eight core areas and in each student’s respective specialty area(s) (for doctoral programs, each of the five doctoral core areas), (2) measurement of student learning conducted via multiple measures and over multiple points in time, and (3) review or analysis of data” (2016 CACREP Standards, Standard 4.F). The Counselor Education Program’s Assessment Plan details the assessment methods and instruments, and Table 1 outlines the types of student assessments throughout the program.

Table 1

Student Assessment of Knowledge, Skills, and Dispositions

Type of Assessment	Purpose/CACREP Standard	Timeline/Location (Assessed by)
PDCA-R	Dispositional assessment/CACREP Standard 4.G	At the end of semester 1/COU 5133 Counseling Skills and Characteristics; Student evaluation meeting (First semester faculty and advisors) Semester 2 or 3/COU 5113 Group Theories and Practice (instructors) Semester 4/COU 5263 Diagnosis and Treatment in Counseling, Pre-practicum (instructors, clinical coordinator, and faculty advisors)
PDCA-RI	Addressing dispositional concerns and/or acknowledging excellence/CACREP Standards 1.O,4.G, 4.H	At the end of semester 1/Student Evaluation Meeting; also, between gate checks, as needed (faculty)
Counselor Competencies Scale—Revised (CCS-R)	Skill assessment/CACREP Standard 2.5.g, 4.F	Semester 1/COU 5133 Counseling Skills and Characteristics (instructors, self-assessment)
Practicum Applications	Student progress (completed coursework/grades)	Pre-practicum/Clinical coordinator (faculty advisors)
Counselor Competencies Scale – Revised (CCS-R)	Skills, knowledge, and dispositions in the counseling setting/CACREP Standard 2.5.g, 4.F	COU 5703, 5713, 5723 Practicum and Internship semesters/mid and final evaluation (site supervisors)
Key performance indicators of student learning in each of the eight core areas	Core areas knowledge assessments/CACREP Standard 4.F	In each core course/throughout the program (faculty)
Key performance indicators of student learning in each student's respective specialty area(s)	Specialty standards knowledge assessments/CACREP Standard 4.F	In designated specialty courses/at a time course is taught (faculty)
Exit Examination (CPCE)	Assessment of knowledge in the eight core curriculum areas outlined by CACREP/CACREP Standards 2.F, 4.F	Final semester

Reasons for Remediation and/or Dismissal**Academic Reasons**

Probation and Suspension (Academic Discipline): The record of each student may be reviewed by the Registrar at the end of each semester or at any other time that such a review seems

warranted. To avoid academic discipline, a student must maintain a PBA cumulative grade point average of 3.0 or higher.

Academic Probation (below 3.0 for the first semester): A student will be placed on Academic Probation at the end of a term if he/she does not meet the cumulative 3.0 GPA.

Academic Suspension (below 3.0 for the second semester): A student will be placed on Academic Suspension at the end of a term if, after being placed on Academic Probation, he or she still does not meet the cumulative 3.0 GPA. Academic Suspension will result in exclusion from the university for one semester. The student must reapply for admission through the Admissions Office. The Counselor Education program faculty, then, have the option of either re-admitting or not re-admitting the student. Any student suspended for poor scholarship and subsequently permitted to register shall be allowed a maximum of two semesters on continued academic probation. Upon readmission, a student must retake a course for which a failing grade has been received the first time it is offered. If this course is not offered until the third semester after readmission, the academic probation would be extended to include this third semester.

Personal/Professional Reasons

Students may be dismissed for personal unsuitability for the profession. Judgments of unsuitability will be made by comparing students' behaviors with standards established by the American Counseling Association's (ACA) Code of Ethics, Professional Disposition Competency Assessment (PDCA) tools, written expectations of professional practice established by the internship sites, and/or other University or Professional Standards as outlined in the student/clinical handbooks and the catalog. Behaviors that would lead the faculty to deem a student unsuitable for the profession might include (but are not limited to) the inability to:

- Integrate professionalism and ethical standards into day-to-day behavior.
- Demonstrate awareness of the impact of one's behaviors on others.
- Control negative emotions, such as anger and anxiety, and to effectively manage behaviors that could potentially interfere with professional functioning.
- Act respectfully toward individuals from diverse backgrounds.
- Accept feedback from an instructor or site supervisor and alter behavior in accordance with supervisory &/or instructor feedback.
- Appropriately respond to personal stress, burnout, and situational impairment.
- Demonstrate academic honesty.

Procedures for Remediation and/or Dismissal

The following guidelines explicitly describe procedures for remediation and/or dismissal from the program **for other than academic reasons**.

1. As a result of any evaluation of student progress, three options will be considered:
 - a. The student is identified as meeting adequate progress.
 - b. The student is recommended for remediation (details to be determined by the faculty).
 - c. The student is recommended for dismissal from the program.
2. If option (a) is decided upon, no action is taken other than sharing this information individually with the student.
3. If option (b) or (c) is decided upon, a meeting will be scheduled with the student. **This meeting usually includes selected faculty members and the student's advisor.** The faculty's concerns and recommendations are clearly explained to the student. The student will be invited to discuss his or her thoughts, feelings, and reactions.

- a. If option (b) is decided upon, the student and faculty develop a plan of remediation. This plan will be specific to remediating the identified behaviors, may involve outside parties (e.g., counseling professionals), and adherence will be determined by the student's advisor.
- b. If the student fails to adhere to the plan, this may result in dismissal from the program. As such, faculty will help facilitate the student's transition out of the program and, if possible, into a more appropriate area of study.
- c. The written remediation plan will state the exact actions the student must take for remediation. This plan will (1) advise the student of the faculty's concerns, (2) provide the student with an opportunity to correct these concerns, and (3) make the student aware of the consequences of not following through. The plan will clearly specify what changes in behavior are expected and the time limits for expected change to occur. All involved parties will sign the remediation plan and the student will be given a copy of the plan.
- d. If option (c) is decided upon or option (b) is not completed by the student, faculty members will help facilitate the student's transition out of the program and, if possible, into a more appropriate area of study.
- e. All situations involving behavior that is in violation of the Community Values System will be reported to the Student Accountability via an Accountability Incident Report.

Appeals Process

Students may appeal any of the above decisions through the appropriate channels beginning with the program chair, who will then follow procedures for mediating and adjudicating student complaints and protests or dismissal actions. Students should follow the "Academic Appeal" policy for academically related grievances, as outlined in the Catalog and this handbook. The Student Accountability and the Dean of Student's Office will handle incidents resulting in the Accountability Incident Report. The university student handbook, [Navigator](#), explains the accountability and appeal process for such instances.

Clinical Experience (Professional Practice)

This is a brief introduction to the experiential part of your training. The *Clinical Manual* details the process and the requirements and is available for your review from the Clinical Director assigned to coordinate clinical experiences for your specific specialization.

Clinical Mental Health Counseling

All students complete a required supervised practicum and two internship courses to earn the Master of Science degree in the Counselor Education Program (CE) at Palm Beach Atlantic University. The practicum/internship process is designed to support students in applying learned knowledge into a clinical setting under supervision through direct face-to-face services, psychotherapy, assessment, group counseling, and other growth experiences. The Program's clinical experience is designed to meet the licensing requirements for the state of Florida and 2016 CACREP Standards pertaining to these specializations.

For the **CMHC** specialization, students must complete a minimum of 700 practicum and internship hours comprised of direct services, indirect services, and supervision over the courses COU 5703, COU 5713, and COU 5723. CMHC students in Practicum are required to complete a minimum of 100 clock hours over the course of the semester, and 40 of those must be direct service hours. CMHC students are required to complete a minimum of 600 clock hours of internship activities over the course of the two internship semesters, and 240 of those must be direct service hours.

All clinical experiences take place at an external site with a non-PBA faculty member as the designated site supervisor; these sites and supervisors must meet the program's requirements and be approved by the Clinical Director. To complete the Internship requirements within each semester, students are required to be present at their sites for 16-20 hours per week. The definition of direct versus indirect service is provided during the practicum orientation and is detailed in the clinical manual and in the syllabi for these courses.

Practicum & Internship Orientation

Students are required to attend a practicum orientation the semester prior to beginning the practicum and follow the guidelines for interviewing and applying to pre-approved internship sites. Students will be provided with all the needed information for an internship at the orientation. Students are not required to begin working in the field prior to the internship.

Tevera Software for Clinical Experience

The Counselor Education Program has implemented an online platform called Tevera to manage your field experience. Tevera will allow you to:

- Complete the necessary tasks as part of the Practicum application process
- Track your hours toward graduation and licensure
- Run time tracking reports for your field instructors to sign
- Automate the process for submitting site evaluations and other program assessments

Students should opt in to have their student account to get charged the fee for purchasing the access key for Tevera as part of the *COU 5263 Diagnosis and Treatment in Counseling* course, which is scheduled to be taken the semester prior to the Practicum semester. Visit the software's website to learn more about this exciting opportunity: <https://tevera.com/students/>.

Prerequisites and Application to Commence Clinical Experience

The clinical courses (practicum and internship) are designated as "closed." To register for clinical courses, students must complete the Practicum Application tasks for Enrollment in Practicum (found online in Tevera portal) and submit it via Tevera by the due date. Students must attach a current program degree audit/plan of study (unofficial transcript). Students will be permitted to enroll in clinical experience courses based on (1) successful completion of at least 32 hours of graduate course work including COU 5123, COU 5133, COU 5113 and COU 5263, (2) attendance at the practicum orientation, (3) secured placement of the clinical/school site, and (4) approval of the Counselor Education Faculty. Clinical experience will expose you to real clients – individuals, couples, families, and groups who will rely on your competence, skills, professional judgment, and ethical behavior. Therefore, the CE Program's faculty will take your student academic progress and dispositional assessment into serious consideration prior to approving your participation in the clinical training. Note: interning at a site that serves minors will require passing a criminal background check.

International Student Internship Authorization

International students seeking to fulfill practicum and internship requirements for their program of study may do so, provided they qualify and adhere to the requirements issued by the Immigration and Naturalization Service under the statutes of Form I-20 A-B. It is the student's responsibility to ensure he or she meets these requirements. This form must be signed by the PDSO (Primary Designated School Official) appointed by the university.

Liability Insurance

All students are required to obtain and maintain liability insurance for the entirety of their clinical experiences (practicum and internship). You should plan to have liability insurance coverage begin on the date you will start your Practicum. You may purchase student liability insurance at very reasonable rates. Professional organizations, such as ACA, often include it as a benefit for their student members. It is necessary to have personal liability insurance even if the school/site where you work claims to have coverage for you. The faculty recommend that student membership of ACA be maintained so that coverage in student liability insurance does not lapse.

Counseling in School Settings concentration – Additional Internship

Required Hours

Students who add the CSS concentration will be required to complete at least one semester of school counseling internship, to be completed in the Fall and Spring semesters at PBA. PBA requires a minimum of 300 total clock hours during the School Counseling Internship semester. Note: FL Rule 6A-4.018, Plan Two requires a minimum of 600 clock hours of supervised internship with school-aged children and their families. CMHC students should keep track of their time spent with minors and their families during the three mental health clinical experience semesters (COU 5703, 5713, & 5723).

All clinical experiences take place at an external site with a non-PBA faculty member as the designated site supervisor; these sites and supervisors must meet the program's requirements and be approved by the Clinical Director. No school counseling internship experiences are permitted in the summer.

CSS Internship Orientation

Students are required to attend a school counseling-related internship orientation the semester prior to beginning the internship at a school. Students will be provided with all the needed information for the internship semester at the orientation.

Obtaining Internship Placement

Students in the CSS concentration are placed at a K-12 public school that will allow them to work with students, teachers, administrators, and families.

To initiate arrangements for internship placement, you must complete the specific application packet provided by the clinical director. You must undergo a rigorous screening process that includes a drug test, fingerprinting and background checks, submission of an application and résumé, and payment of fees associated with the aforementioned items. At the time of internship employment, your fingerprints will be researched by local, state, and federal law enforcement agencies. Sealed or expunged records must be revealed to the School District Pursuant to F.S. § 943.058. Pursuant to FS § 231.02 (2) (a) and School Board Policy 3.12 your position with the School District is temporary and probationary pending successful processing of your fingerprints. Your failure to list any criminal history information, no matter how long ago, may be grounds for termination. 'CRIMINAL' means, but is not limited to felonies, misdemeanors, DUI/DWI, violation of probation, failure to appear, and military charges.

The Internship Supervisors

The site supervisor for the practicum must be a Florida certified school counselor with a minimum of two (2) years of experience. The site supervisor for internship must be a Florida certified school counselor with a minimum of two (2) years of experience and possess the Clinical Educator training through the Florida Department of Education (FLDOE), depending on the school district.

Liability Insurance

All students are required to obtain and maintain liability insurance for the entirety of their clinical experiences (practicum and internship). You should plan to have liability insurance coverage begin on the date you will start your Practicum/Internship. You may purchase student liability insurance at very reasonable rates, and professional organizations, such as ASCA or ACA, often include it as a benefit for their student members. It is necessary to have personal liability insurance even if the school where you work claims to have coverage for you.

Since student liability insurance is so inexpensive, it is important to make sure you are covered by purchasing your own policy. No hours of clinical work can be counted toward meeting the Internship requirements if you do not have a professional liability insurance policy in force at the time the hours were performed, since that leaves the counseling faculty and the university personally exposed to liability. Generally, the teacher's liability insurance will not cover you for your internship experience. All students, as will be explained in the *COU 5123 Legal, Ethical, and Professional Standards* course, must show proof of student liability insurance policy specially geared to the practice of school counseling.

Current Employees of the School District

You can still complete your internship in your school if you can arrange with your principal to spend your planning periods and time before and after school to focus on guidance activities. Occasional evening programs and other special events can count toward internship hours.

However, some schools will not allow you to do this. PLEASE be sure to check with your county and the school district for approval. There may be strict policies regarding employees participating in internship, depending on the school district. Please note that if you are currently employed full-time as a teacher, you may need to apply for a leave of absence or transition to a different position/role so that you can accommodate your schedule for the number of hours required.

Licensure and Certification

Licensure Standards & Requirements for Clinical Mental Health Specialization

In the State of Florida, the Department of Health sets the standards and requirements for professional licensure. These standards are set forth in chapter 491 of the state statutes and are commonly referred to as the “491 board” or “491 regulations”. The Florida Board of Clinical Social Work, Marriage & Family Therapy and Mental Health Counseling (“the 491 board”) was legislatively established to ensure that every clinical social worker, marriage and family therapist, and mental health counselor practicing in this state meet minimum requirements for safe practice. The Florida Board of Clinical Social Work, Marriage & Family Therapy and Mental Health Counseling is responsible for licensing, monitoring, disciplining, and educating clinical social workers, marriage and family therapists, and mental health counselors to assure competency and safety to practice in Florida. The Board governs the licensing process for mental health practices in Florida. Graduates must become knowledgeable of the 491 standards and the post-degree requirements to pursue licensure for mental health practice in Florida. Students are urged to visit the Board’s website to ascertain pertinent information about licensure requirements, licensure application, registering as interns, state exam schedules, fees, ethics, FAQs, and all other standards and requirements for practice. You may find the 491 website at: <http://floridasmentalhealthprofessions.gov/> The clinical mental health specialization has both academic and experiential requirements. The academic requirements for the CMHC specialization are met in the Counselor Education curricula.

Licensure and Certification Definitions

Licensure: Each state has the authority to arrange rules and regulations regarding licensure for various kinds of professions. All 50 states license professional counselors. In many states, these persons are called licensed professional counselors (sometimes abbreviated, LPCs): in Florida, they are called either Licensed Mental Health Counselors or Licensed Marriage and Family Therapists. This [article](#) published by the American Counseling Association can help you learn more about the importance of licensure.

Certification: There are four ways certification may be relevant to graduates of the Counselor Education program. First, some professions use a certification process similar to a licensure process. One example would be that of school counselors.

Secondly, there are certifications for mental health counselors, addictions professionals, and other mental health professionals. The most well-known of these is the National Board of Certified Counselors (NBCC). This body evaluates applicants on their educational and clinical experience and then allows those who meet their criteria, pass their exams, and pay the requisite application fees to call themselves National Certified Counselors (NCC).

There is a third way in which certification may still be important to professional counselors, even in states where licensure laws are in effect. In some states it is being written into the licensure laws that to claim that one has expertise in certain specialties, one must be certified in those specialties in addition to being licensed. This varies from state to state. Some specialties, which in some states require additional certification beyond general licensure, include chemical addictions certification, hypnotherapy, and sex therapy.

A fourth way in which certification may be helpful to students in counseling is when a person wishes to develop specific competencies that may not be required by licensure or certification, but that prepare them to do certain kinds of counseling. Training institutes offer certifications in brief therapy, rational-emotive behavior therapy, cognitive therapy, neurolinguistic programming, various psychoeducational programs in marital and family relations, play therapy, etc.

The Importance of Licensure/Certification

In the 50 states that require licensure, one can be in violation of the law if one either calls oneself a counselor or engages in the practice of counseling for money without a license. The penalties for violating the law can range from fines to imprisonment, or both, depending on what is written in a particular state's licensing law. In the state where there are no laws regulating professional counseling, one may be able to practice counseling legally if one does not violate the laws of closely related professions (e.g., psychology, psychiatry, or social work). In those states, it would be wise to read the laws of these related professions and seek legal consultation about what titles one is permitted to call oneself and what activities one could legally engage in.

Title Protection States vs. Practice Protection States

In a "title protection state", certain titles are protected, and one cannot use those titles and charge for services unless one has been approved for licensure. However, one can engage in counseling without being licensed if he or she does not use a legally protected title. For example, if the title "licensed professional counselor" was protected, one might be able to counsel by calling himself or herself a "biblical counselor".

A "practice protection state" is stringent. In such a state, people are not allowed to call themselves by certain titles nor engage in the practice of counseling unless they are licensed. The practice of counseling is defined specifically in various states. In these states, one cannot provide certain services and charge for these services if they are not licensed. For example, someone cannot call him or herself a lifestyle evaluator and provide marital counseling for a fee. That is, the practice of counseling is restricted to those who are licensed, regardless of the titles they use to identify themselves. Because of the damage that can be caused when untrained or inadequately trained persons hold themselves out to be counselors, the trend among states is to move towards "practice protection" laws. In the future, it will probably become increasingly difficult to engage in the profession without being licensed, or in the case of school counselors, without being certified. Therefore, we encourage all students to become

aware of the requirements for licensure or certification related to their specialization and then include those requirements in their training and subsequent experience.

Florida – A Practice Protection State

Florida is a practice protection state, which means that it is illegal to call oneself by any of approximately 20 protected titles or engage in the practice of counseling for money in private practice unless one is either licensed or working in an exempt organization (see below).

Counseling Without a License in the State of Florida

There are certain exempt categories within which people can do counseling without being licensed. These are included in Section 491.014 of the present Florida statutes. Examples of exempt categories include students (as long as they identify themselves by certain titles designated within the law), counselors working in churches, salaried employees of governmental agencies, developmental services program, mental health, or alcohol or drug abuse facility operating under the jurisdiction of certain chapters of the Florida law. Consult Section 491.014 for the full text regarding exempt categories.

Curricular and Clinical Requirements for Licensure (Mental Health Counselors)

The Florida statutes, Section 491.005(4), set forth the requirements for the content that must be covered in the program of study. Table 2 specifies how the Counselor Education Program courses align with the state requirements.

Table 2

Curricular/Clinical Requirements for Licensure (Mental Health Counselors)

Content Area Required in the State of Florida for Mental Health Counseling	Course Prefix and Number at PBA	Course Title
Counseling Theories and Practice	COU 5103	Counseling Theories and Techniques
Human Growth and Development	COU 5003	Human Growth and Development
Diagnosis and Treatment of Psychopathology	COU 5263	Diagnosis and Treatment in Counseling
Human Sexuality	COU 5323	Human Sexuality Theory and Counseling Techniques
Group Theories and Practice	COU 5113	Group Theories and Practice
Individual Evaluation and Assessment	COU 5023	Assessment and Testing
Career and Lifestyle Assessment	COU 5443	Career Counseling and Development
Research and Program Evaluation	COU 5033	Research and Program Evaluation
Social and Cultural Foundations	COU 5403	Social and Cultural Foundations of Counseling
Substance Abuse	COU 5433	Substance Abuse I: Diagnosis, Treatment, and Prevention
Legal, Ethical, and Professional Standards and Issues	COU 5123	Legal, Ethical, and Professional Standards

Counseling Practicum and Internships (700 hours of clinically-related work)	COU 5703 COU 5713 COU 5723	Practicum Counseling Internship I Counseling Internship II <i>Please see specific requirements in the Clinical Manual and course syllabi for Practicum and Internships</i>
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Post-Graduation Requirements for Mental Health Counselors

In addition to completing the required practicum and internship hours during the course of study, you will need to complete **two years of postgraduate supervised experience** under the supervision of a board-approved qualified supervisor, pass the national examination, and fulfill several other post-graduation requirements. The licensing board website (<https://floridasmentalhealthprofessions.gov/>) provides detailed information about licensure requirements, licensure applications, licensure exam schedules and fees, frequently asked questions (FAQs), and includes links to related Statutes and Rules. It contains application forms and checklists for each licensure.

Obtaining Licensure in Another State

If you consider moving to another state (or think you may move to another state after graduation), please visit the state's licensing board website to learn about the laws and regulations for mental health or marriage and family counselors (the title most frequently used for mental health in other states is "licensed professional counselors"). The American Counseling Association (ACA) publishes ***Licensure Requirements for Professional Counselors: A state-by-state report*** which lists licensing requirements in each state as well as contact information for the state board. You can call them at 1-800-347-6647 to purchase a copy. The website for American Counseling Association (ACA) features the contact information for all state licensure boards (<https://www.counseling.org/knowledge-center/licensure-requirements/state-professional-counselor-licensure-boards>) licensing professional counselors, mental health counselors, marriage, couple and family counselors and/or addictions counselors. In addition, The [National Board for Certified Counselors](https://nbcc.org/) also lists information about state licensure on its website. The website address is <https://nbcc.org/>.

Frequently Asked Questions (Related to Licensure or Certification)

Mental Health Counselors

What do I need to do after graduation to become licensed?

The most important action, once you have met all academic requirements for licensure and have graduated, is to register with the licensing board as a **Registered Mental Health Counseling Intern**. As a Registered Intern, you will then need to complete a minimum of two years of supervised clinical experience under a supervisor approved by the Board.

How do I find out about licensure requirements and changes in licensure requirements?

You can access the [website](#) for the Board of Clinical Social Work, Marriage and Family Therapy, and Mental Health Counseling for information about licensure requirements. The address for the Board is:

Board of Clinical Social Work, Marriage and Family Therapy, and Mental Health Counseling

4052 Bald Cypress Way, BIN #C08
Tallahassee, FL 32399-3258
(850) 488-0595

This site talks about licensure requirements, licensure applications, licensure exam schedules and fees, frequently asked questions (FAQs), and includes links to related Statutes and Rules. You can also download all necessary forms for applying for Intern status and licensure from this site.

Be aware that the law and rules change from year to year, and **the Board states that it is your responsibility to remain aware of such changes.** Therefore, you should probably check the Board website from time to time to make yourself aware of any changes that would affect your application.

Since the licensure rules change regularly, they will not be included here.

It is recommended that you apply before you have graduated. Your approval by the Board will be made contingent on the completion of your degree.

What is the difference between a Student Intern status and a Registered Intern? While doing Practicum or counseling internships, from the Board's perspective you are considered a **Student Intern**. Once you have received your master's degree and are completing your two years of post-graduate supervised experience you are called a **Registered Mental Health Counseling Intern**.

Do all counseling jobs require licensure?

As mentioned earlier not all counseling jobs require licensure. There are several categories of jobs that are "exempt" from state licensure currently. The current categories, which are exempt, are found in Section 491.014 of the law. If you are working in an exempt organization and you wish to use your work toward fulfilling the supervised clinical experience requirements for licensure, it may be possible that your clinical supervisor does not have to be licensed if he or she meets the state description as having the equivalent educational and clinical experience as someone who is licensed (see Sections 64B4-2.0025 and 64B4-31.007).

What can I do to speed up the process of becoming licensed?

Licensure requires that after graduation you work in the field a minimum of two calendar years under supervision before being eligible to be licensed. During these two years you must accumulate at least 1500 hours of face-to-face counseling with clients. Thus, there is nothing you can do to decrease this time to less than two years. However, there are several things you can do to reduce the likelihood of it taking significantly longer than two years before you are eligible to apply for licensure. **Please note that the Board has set the 60-month (five-year) limit on registration as a Mental Health Counseling Intern.** The Board has consented to allow exceptions to this rule on a case-by-case basis for legitimate health-related reasons, or for the military members that have been deployed. Follow these recommendations to avoid delaying your eligibility:

1. Complete the paperwork necessary to become a Registered Intern, find a site to work in following graduation and a supervisor who meets the state requirements during the last six months of your program. Apply to the licensure board one month or so before graduation, so that your application packet will be completed as soon as your degree is

conferred, and your official transcript is sent to the board.

2. Find a job where you will have strong client flow. If your goal is to become licensed in the shortest possible amount of time, we do not recommend that you try to work in private practice before you are licensed. The major reason is that many clients' insurance will not pay for your services until you are licensed, meaning that your client flow will be substantially reduced, and consequently it will take you longer to accumulate the 1500 hours of the face-to-face experience. Generally institutional or agency settings where there is a high client load will help you accumulate these hours more quickly.
3. Prepare for the licensure exam and take the licensure exam as soon as you are eligible. This way if you must take the exam a second time, it will not necessarily slow your progress toward licensure.

Campus Resources and Services

This section contains brief information about campus resources available to students. Many of these services are available electronically to students in both West Palm Beach and Orlando.

Office of Academic and Accessibility Resources

Academic Support staff provides live one-on-one and group peer tutoring, online individual tutoring through Tutor.com, and coordination and supervision of the testing center.

Disability Services: Arranges reasonable accommodations for students with disabilities on an individual and flexible basis. Students should submit a recent (within the last three years) professional assessment that documents the disability.

Location: Lassiter Student Center, 2nd Floor (West Palm Beach Campus)

Phone: (561) 803-2062

Email: Academic_Support@pba.edu

Campus Recreation/Greene Complex

Campus Recreation features a number of excellent facilities, activities & services: Fitness Center, gymnasiums, indoor track, locker rooms, racquetball/handball courts, group fitness classes, intramural sports, personal training, complimentary daily locker use, and event booking. Full-time students, faculty, and staff may access the Greene Complex with a current student/staff/faculty ID card. Memberships for family members, part-time staff/faculty, alumni, and community are sold on an availability basis.

Location: Greene Complex (West Palm Beach Campus)

Phone: (561) 803-2334 or (561) 803-2346

Email: Campus_Rec@pba.edu

Department of Public Safety

Campus safety and security officers patrol the PBA WPB campus 24 hours a day, seven days a week, via marked vehicle, bicycle, and on foot. Each campus safety officer is certified by the State of Florida, Department of State, and receives rigorous in-service training. Campus safety officers respond to all incidents on campus and have been trained to handle all incidents in a prompt and efficient manner.

Location: Olive St. (West Palm Beach Campus; across from Memorial Presbyterian church)

Phone: 561-803-2500

Email: PublicSafety@pba.edu

Campus Store (Bookstore)

The Campus Store stocks school supplies, gifts, PBA clothing, and, of course, new and used textbooks for all your courses. Find them online 24/7 at bncollege.com. Books can be ordered online and shipped to your home.

Location: Lassiter Student Center (1st floor)

Phone: (561) 803-2180

Email: Campus_Store@pba.edu

Career Development

Palm Beach Atlantic University's Office of Career Development is dedicated to assisting students and alumni to live out their God-given calling. Through exploring your interests and goals, as well as sharpening skills in decision-making and employment strategies, career development staff will help you prepare for your practicum and internships and transition to the professional counseling career.

Location: Lassiter Student Center, 1st Floor (West Palm Beach Campus)

Phone: (561) 803-2060

Email: careerdevelopment@pba.edu

Center for Writing Excellence

The Center for Writing Excellence (CWE) is designed to serve the PBA community and encourage all members of the PBA family to take advantage of our services. No matter what stage of the writing process you are in -- brainstorming, outlining, drafting, revising, or proofreading -- they can help you strengthen your ideas, streamline your thoughts, and build skills for future assignments. The CWE serves the PBA community on the Main Campus. They also have a Quick Question Hotline and offer synchronous, online appointments. To make an appointment online, you will first need to create an account at

<https://www.pba.edu/academics/support/writing/>.

Location: (West Palm Beach Campus; virtual)

Email: WritingCentral@pba.edu or CWE@pba.edu

Financial Aid

Financial Aid Office is here to assist you through what can be an overwhelming process of sorting out finances. Access your financial aid account online to review your awards, complete forms and applications, and more by visiting [myPBA](#) (user name and password required).

Location: Hood Hall (West Palm Beach Campus)

Phone: (561) 803-2126

Email: finaid@pba.edu

Health and Wellness/University Counseling Center

Health and Wellness Center is comprised of three primary services. The center collects required health forms upon enrollment, manages the university's student health insurance, and provides mental health support to PBA students through the University Counseling Center. Students on the main campus are referred for medical care through our strategic partnership with Jupiter Medical Center. Jupiter Medical Center Urgent Care is located at 625 N. Flagler Drive West Palm Beach, FL 33401. Located less than a mile from campus, the facility will serve campus residents, commuters, athletes, evening, and graduate students. Complimentary valet parking is available, and the center can be reached by foot or bike within minutes. Office hours are 8 a.m. to 8 p.m., Monday through Saturday and 9 a.m. to 5 p.m., Sunday. Students may walk-in or schedule an appointment online at jupitermedurgentcare.com or call (561) 263-7010.

Location: Oceanview Hall (corner of Dixie Hwy & Pembroke Pl)

Phone: Health & Wellness Center - (561) 803-2576

University Counseling Center - (561) 803-2563

Email: Health & Wellness Center - Health_Wellness@pba.edu;
University Counseling Center - Counseling_Center@pba.edu

Information Technology Services (ITS Help Desk)

The PBA Student Services and eLearning Teams are proud to welcome a new online tutoring service called Tutor.com. This program will allow all PBA students to receive one-on-one tutoring through synchronous and asynchronous web-based sessions, 24/7, 361 days a year from qualified tutors. Each class featured in Canvas includes the link to Tutor.com Tutor.com in the left-hand course navigation.

Location: Information Village (east of School of Pharmacy – WPB campus)

Phone: (561) 803-2222

Email: help_desk@pba.edu

Online Tutoring Service

The PBA Student Services and eLearning Teams are proud to welcome a new online tutoring service called Tutor.com. This program will allow all PBA students to receive one-on-one tutoring through synchronous and asynchronous web-based sessions, 24/7, 361 days a year from qualified tutors. Each class featured in Canvas includes the link to Tutor.com Tutor.com in the left-hand course navigation.

Location: N/A

Phone: (561) 803-2652

Email: Onlinehelp@pba.edu

Registrar's Office

Services: The Office of the Registrar is responsible for maintaining student academic records; processing graduation audits; veteran's benefits certification and compliance; and planning and facilitating two annual commencement ceremonies. Staff is available to assist students with academic policy related inquiries. Two days are provided each semester to facilitate the ordering of graduation regalia.

Location: Hood Hall (West Palm Beach Campus)

Phone: (561) 803-2072

Email: Registrar@pba.edu

Research Grants (Students)

Research grants are available at PBA for faculty and students interested in funding their research projects. Please visit [MyPBA](#) page for more information (you will be required to log in to view this information).

Student Accounts

Student Accounts Office manages student tuition billing and fees related to statement information. The online Student Account Center (SAC) at <https://pba.afford.com/> allows students, parents, and authorized users to login and view their student account activity and payment options.

Location: Sachs Hall (West Palm Beach Campus)

Phone: (561) 803-2152

Email: Student_Accounts@pba.edu

Warren Library

Warren Library features a myriad of resources, electronically and in print. Please contact our Program's liaison, who can help you identify resources and efficient search strategies.

Location: 300 Pembroke Place (West Palm Beach Campus)

Phone: (561) 803-2226

Endorsement for Credentialing and Employment Policy

The Program CMHC specialization focuses on specific competencies to equip students with essential skills for effective provision of care. The various counseling specializations represent the beginning point of identifying with and joining a specialized professional community. Therefore, the policy of the Counselor Education Program is that endorsements are only provided for certification, licensure, or professional positions in the specialization the student completes. If a student desires certification or licensure in additional areas, the student must complete course work and additional internship requirements in that specific area (for example, adding the CSS concentration while a student or completing the certificate post-master's). The Counselor Education faculty will not provide what are regarded as "crossover" endorsements. For example, faculty will not provide a verbal or written endorsement (recommendation) for a graduate of a clinical mental health track seeking employment as a School Counselor or vice versa without completing the necessary courses and internships in those areas. The professional identity, goals, philosophy, objectives, training, and educational requirements are profoundly different between the School Counseling and Clinical Mental Health Counseling specialization. Therefore, it would be professionally unethical to endorse school counseling graduates for positions as mental health counselors and vice versa.

Appendices

Appendix A: Faculty Bios

Lindsay (Kozachuk) Allen, Ph.D., Registered Mental Health Counselor Intern; Marriage and Family Therapy Intern

Assistant Professor of Counseling (core faculty)

B.S., M.A., University of Central Florida (CACREP-accredited program), Ph.D., Virginia Commonwealth University (CACREP-accredited program).

Dr. Allen received her doctorate in counselor education and supervision at Virginia Commonwealth University along with a post-baccalaureate certificate in disability leadership. Dr. Allen's clinical experience includes community-based counseling and psychoeducation with couples and individual adults, applied behavioral analysis and social skills training with children and adolescents with neurodevelopmental disabilities, and individual and group counseling for college students. Dr. Allen has an active research agenda focused on family stability, disability-related mental health services, and well-being among neuro-diverse individuals and families. Specifically, she explores family adjustment and family relationship hope among parents of children with disabilities with the aim to inform empirically supported clinical practices that can be incorporated into mental health practice and counselor education. Dr. Allen is a member of Chi Sigma Iota (CSI), the international counseling honor society; the American Counseling Association (ACA); and the select ACA divisions, including the Association for Counselor Education and Supervision (ACES) and Association for Spiritual, Ethical, and Religious Values in Counseling (ASERVIC). In 2020 Dr. Allen received the CSI International Award for Outstanding Service to Chapter. Additionally, she is an alumna and former Autism Fellow of the Virginia Leadership Development in Neurodevelopmental Disabilities (VaLEND) program. Overall, Dr. Allen aims to increase access to quality, integrated mental health services for people with or family members touched by someone with autism and related neurodevelopmental disorders through research and counselor education.

Jeremy Bonta, Ph.D., Licensed Mental Health Counselor

Assistant Director of Counselor Education; Assistant Professor of Counseling (core faculty)

B.A., Ball State University; M.S., Palm Beach Atlantic University; Ph.D., Liberty University (CACREP-accredited program)

Dr. Bonta holds a doctorate in Counselor Education and Supervision with research interests in adverse religious experiences, religious trauma, shame, and God attachment. He is a Licensed Mental Health Counselor and Florida Board Qualified Clinical Supervisor. His clinical experience includes community-based therapy with at-risk children, adolescents, and families and he served for ten years as the Director of Counseling & Wellness for Palm Beach Atlantic Universities counseling center overseeing a team of clinical therapists and on-campus mental health services. Dr. Bonta has published research on therapeutic interventions that promote social justice and interpersonal peace and serves as an editorial reviewer for the Journal of Psychology and Theology. He is an active member of the American Counseling Association (ACA) and its divisions: the Association for Counselor Education and Supervision (ACES); the American College Counseling Association (ACCA); and the Association for Creativity in Counseling (ACC). Dr. Bonta has presented at both state and national counseling conferences on college mental health protocol, creative arts in counseling practice, and promoting multiculturalism, social justice, and peace through psychotherapeutic interventions.

Kathryn Bosso Iandoli, Ph.D., Licensed Mental Health Counselor

Assistant Professor of Counseling (core faculty)

B.S., University of Central Florida; M.S., Palm Beach Atlantic University; Ph.D., Florida Atlantic University (CACREP-accredited program)

Dr. Bosso holds a doctorate in Counselor Education with research interests and experience in wellness, neuroscience, and college student mental health. She received the Excellence in Counseling Research Wellness Grant, presented by Chi Sigma Iota Counseling Academic and Professional International Honor Society, for her doctoral dissertation. The research included biomarkers and mental health assessments as a comprehensive approach to measuring wellbeing. She has a variety of clinical experiences in community mental health, substance abuse, university counseling, and private practice working with children, adolescents, adults, and families. Dr. Bosso has served on several committees, is currently a committee member for the ACES Research Grant Award Committee, and is an active member of the American Counseling Association (ACA) and its divisions: the Association for Counselor Education and Supervision (ACES); the Association for Assessment and Research in Counseling (AARC); and the Association for Spiritual, Ethical, and Religious Values in Counseling (ASERVIC). She has presented at both state and national counseling conferences on mindfulness research.

Stephan Brown, Ph.D., Licensed Mental Health Counselor

Assistant Professor of Counseling (core faculty)

B.A., Boston College; M.S., Troy University (CACREP-accredited program); Ph.D., Barry University (CACREP-accredited program)

Dr. Brown holds a Doctorate in Counselor Education and Supervision with research interests in Trauma, as well as Behavioral, Cultural, and Social Neuroscience. He has over 20 years of progressive experience in behavioral health, leadership, training, and professional development. Dr. Brown honed his clinical expertise in various settings, including Primary and Secondary Education, Hospital systems, Governmental entities, Community Mental Health settings, and both for-profit and non-profit organizations. He is a practicing Licensed Clinical Psychotherapist in Florida (LMHC), a Qualified Clinical Supervisor, and a National Certified Counselor (NCC). Dr. Brown is motivated by his passion for educating organizations, families, and individuals about mental health and emotional wellness. As a Behavioral Scientist, Dr. Brown has led numerous community-based research and evaluation initiatives and has worked to help organizations to make data-informed decisions to guide quality improvement and systems outcomes. Dr. Brown is a member of the American Counseling Association and the Kappa Delta Pi International Honor Society in Education. His work has been presented at numerous conferences, including the National Youth at Risk Conference and the Georgetown University Training Institute. He has designed, implemented, and evaluated interventions for several federally funded programs including Gender Responsive Initiatives for At-Risk teen girls. Dr. Brown highlights the integral relationship between physical and mental health, underscoring how nurturing both can significantly enhance overall quality of life.

Devie Forrester, Ed.D., LMFT, Certified School Counselor

Director of Counselor Education; Assistant Professor of Counseling (core faculty)

B.A., University of the West Indies; M.S., Nova Southeastern University; Ed.D., Argosy University (CACREP-accredited program)

Dr. Forrester started her journey as an educator in 1999. From then to the present, she has served in a variety of roles in education, including coordinating internships/job-shadowing, with a focus on disadvantaged youth, and students with disabilities, and a long tenure as a school counselor. She has also served as a member of the District Mental Health Team at OCPS, in accordance with Senate Bill 7030 (implementing the legislative recommendations of the Marjory Stoneman Douglas High School Public Safety Commission). In 2019, she served as an Adjunct Professor of Counseling at PBA and joined the institution full-time as the Director of Counselor Education and Assistant Professor of Counseling. She holds a BA in Psychology, an MSc. in Marriage and Family Therapy, Ed.D. in Counselor Education and Supervision. Her research interests include Family Cohesion, Work/Life Balance, and Working Student-Mothers.

Dr. Forrester has been happily married for over 20 years, with two children. She loves to serve the church, has a passion for healthy families, and a desire to see the church exert transformational influence on society.

Philip Henry, Ph.D., LP, Qualified Supervisor (MHC)

Professor of Counseling (core faculty); Department Chair, West Palm Beach campus
B.A., Palm Beach Atlantic University; M.Div., Southwestern Baptist Theological Seminary; M.S., Chestnut Hill College; Ph.D., Temple University. Additional studies: New Orleans Baptist Theological Seminary, Eastern Baptist Theological Seminary, Philadelphia Child Guidance: Structural Family Therapy

Dr. Henry is committed to counselor training. He is a member of the American Counseling Association and the Florida Counseling Association and has presented at the local, state, and national level. He taught in counseling programs at several schools including Temple University, Chestnut Hill College, Eastern University, and Cairn University. In addition, he supervises registered interns in mental health counseling to fulfill their hours for certification in the state of Florida. He has experience in the field of counseling in a wide variety of settings including counseling, research, training, and supervision of counselors and family therapy at the Philadelphia Child Guidance Center.

Dr. Henry has presented for a variety of professional organizations and churches on a wide range of topics including Christian counseling, AEDP, addiction and recovery, motivational interviewing, neuroscience, and neurobiology. He is the author of a book on the practical integration of Christian counseling called, "The Christian Therapist Notebook: Homework, Handouts, and Activities for Use in Christian Counseling," Haworth Press, and has published several articles and book chapters on a variety of issues.

Ana Jaramillo de Graham, Ph.D.

Assistant Professor of Counseling (core faculty)

B.A., Florida Atlantic University; MES/Ed.S, Ph.D., University of Florida (CACREP-accredited program)

Dr. Ana received her doctoral degree from the University of Florida in 2016 in Counselor Education and Supervision. She has focused her research interests in exploring counseling trainees' comfort and willingness to address issues of sexuality with clients. Throughout her studies, she assumed various leadership roles, including the presidency of the Chi Sigma Iota Beta Chapter, and engaged in instructional capacities, both as a teaching assistant for graduate courses and as an instructor for undergraduate students in substance abuse education. Dr. Ana also presented her research at local and national counseling conferences. Her clinical work as a

marriage and family therapist in the inpatient setting at Shands Vista, focused on child and adolescent care struggling with acute mental health issues. Dr. Ana also expanded her practice to include work in a private setting, where she specialized in supporting court-ordered clients grappling with addiction, parenting issues, and anger management challenges.

In the Fall of 2021, Dr. Ana joined Palm Beach Atlantic University as an adjunct faculty member and subsequently assumed a full-time role as a assistant professor in the spring of 2023.

Outside her professional endeavors, Dr. Ana enjoys a fulfilling personal life, sharing a longstanding marriage with her high school sweetheart, and together raising two beautiful and curious children.

**JoAnn Kutsukos, Ed.D., Licensed Mental Health Counselor, Qualified Supervisor,
Certified Addiction Professional
Assistant Professor of Counseling (core faculty)**

B.S., University of Reno, Nevada, M.S., Palm Beach Atlantic University, Ed.D., National Louis University (CACREP-accredited program).

Dr. Kutsukos holds a doctorate in Counselor Education Supervision with research interests in addiction and trauma. She is currently certified as an addiction and trauma specialist and maintains membership with the Emdria Organization where she meets the highest clinical standards of being currently licensed in Florida as a mental health professional and holds status as a consultant and certification in eye movement desensitization and reprocessing (EMDR) since 2017.

Dr. Kutsukos as a subject matter expert in addiction and trauma has been in the field of mental health since 2009, and she has been in the field of addiction since 2011. Dr. Kutsukos has been a qualified supervisor since 2016 and since that time she has been instrumental in training counselors to become licensed in the state of Florida.

She has presented globally at the EMDRAA Conference (EMDR Association of Australia) in 2021, and locally at state universities. Dr. Kutsukos has experience in the field of counseling in addiction treatment settings including supervisory roles, counseling, research, training, supervision of counselors, and family therapy at various mental health and addiction facilities. Dr. Kutsukos is a member of the American Counseling Association (ACA) and the Mental Health Counselor's Association of Palm Beach.

Laura Rendon Finnell, Ph.D. Candidate, Licensed Mental Health Counselor, Qualified Supervisor

Instructor of Counseling; Clinical Director, CMHC and CSS

B.A., University of Central Florida, M.S., Palm Beach Atlantic University, Ph.D. Candidate, University of Central Florida (CACREP-accredited program)

Professor Finnell is a licensed mental health counselor and qualified supervisor in the State of Florida and has additional coursework, training, and experience in play therapy and school-based counseling. She is a compassionate, bilingual counselor with a successful record in helping individuals and families. She is most passionate about working with children and engaging their caregivers, particularly those that identify in the Latine population. Prof. Finnell has one book chapter and five peer-reviewed publications in print and has presented over thirty papers/posters at national, regional, state, and local conferences, including presenting as an

invited keynote speaker at the 4th Annual Undergrad Psychology Conference at the University of Central Florida. She is an active member of the American Counseling Association (ACA), the Association for Counselor Education and Supervision (ACES), the Association for Child and Adolescent Counseling (ACAC), the Association for Multicultural Counseling & Development (AMCD), the Southern Association for Counselor Education and Supervision (SACES), The Florida Counseling Association (FCA), and the Florida Association for Child and Adolescent Counseling (FACAC). She was selected as a 2016 SACES Emerging Leader, served as the AMCD Vice President of Latino/a Concerns (2020-2023). She begins her two-year term as President of FACAC in July of 2024. It is her passion to train counselors to work with children in a variety of settings, as well as to develop bilingual counseling and play therapy competencies in Spanish that are culturally responsive and developmentally appropriate, and to promote education and research related to these areas.

**Steven R. Vensel, Ph.D., LCSW, Qualified Supervisor (MHC, CSW, and MFT)
Associate Professor of Counseling (core faculty)**

*B.S., University of Alabama; MSW, Barry University; Ph.D., Florida Atlantic University
(CACREP-accredited program)*

Dr. Steven Vensel has served in both clinical and executive settings accruing more than 20-thousand hours of professional mental health counseling, clinical supervision, and leadership experience during his career. Committed to the development of counselors, Dr. Vensel has been a state-qualified supervisor for registered clinical mental health counseling interns for over 20 years. Having a passion for clinical training he completed his doctorate in counseling from a CACREP-accredited program, with the hope of teaching in a graduate counselor education program. Dr. Vensel maintains memberships in the American Counseling Association, the Association for Counselor Education and Supervision (ACES), and the Florida Counseling Association. He has also served on the Association for Assessment and Research in Counseling (AARC) where he provided webinars on structural equation modeling. He is a member of the editorial board of the Journal of Measurement and Evaluation in Counseling and Development where he specializes in reviewing manuscripts utilizing structural equation modeling, path analysis, and mediation research methodologies. Dr. Vensel was also an associate editor and coauthor of “Mental Health and Mental Disorders: An Encyclopedia of Conditions, Treatments, and Well-Being “(2016).

Dr. Vensel has served as faculty and program chair at PBA. His teaching focuses on clinical training and counselor development including COU 5133 Counseling Skills & Characteristics; COU 5713/23 Counseling Internship I & II; COU 5423 Counseling in Community Agencies; and COU 5273 Trauma Counseling: Competencies & Interventions. Dr. Vensel’s research interest has focused on workplace mobbing and bullying, abusive organizations, including religious organizations, forced terminations, and its impact on targets and their families. Dr. Vensel has provided professional workshops on workplace abuse, personality disorders, experiential counseling methodology, and many other professional topics. Having engaged in extensive trauma work Dr. Vensel has co-created the Trauma concentration and is a certified trauma specialist and compassion fatigue specialist.

Appendix B: Course Descriptions

COU 5000: Orientation to Counselor Education and Student Portfolio

This online course is offered to help students develop a foundation for successful study as counselors-in-training. The course includes an interactive student handbook, outlines academic, ethical, and professional requirements, as well as expectations for personal growth. The course reviews campus resources and services available to students. The course also reinforces students' skills in learning success, search and identification of credible information, and APA writing style. In addition, the course introduces students to the university's platform and e-Portfolios, which will be utilized to capture student growth and accomplishments throughout the program of study.

COU 5003: Human Growth & Development

This course focuses on theories of individual and system development with its transitions across the life span (including theories of learning and personality development). Neurological, physiological, emotional, and spiritual strategies for facilitating development will be highlighted in the context of counseling.

COU 5023: Assessment and Testing

This course is designed to teach counselors-in-training how to use assessment, appraisal, and testing techniques in counseling and psychotherapy. Students will be introduced to the psychometric concepts related to test construction and validation and provided an overview of the various categories of psychological tests and methods to determine validity and reliability of such tests. Students will be taught how to administer, score, and interpret selected samples of assessments available to professional counselors.

COU 5033: Research & Program Evaluation

The course provides an overview of research design and program evaluation in counseling and education. The course is intended to encourage and assist students in planning and conceptualizing their own research, interpreting, and using the research of others, and carrying out evaluative and assessment activities as an integral part of ethical professional practice.

COU 5103: Counseling Theories & Techniques

This course focuses on the utilization of counseling and personality theories including both individual and systems perspectives in counseling. Relevant research and factors considered in applications of these theories will also be a focus of instruction.

COU 5113: Group Theories and Practice

This course introduces principles of group dynamics, group counseling, and group leadership, including group process components, developmental stage theories, and group member roles and behavior.

COU 5123: Legal, Ethical, and Professional Standards

This course is designed to provide an overview of the legal and ethical issues related to the provision of counseling and therapy services in a variety of settings. Special emphasis is given to a review of Florida Statutes regulating the practice of counseling and therapy as well as the ethical codes of major professional organizations related to counseling. **B or better course.*

COU 5133: Counseling Skills & Characteristics

This course introduces counselor characteristics and behaviors influencing the counseling process. Utilizing self-assessment, video role play, and case discussion students will be able to demonstrate essential interviewing and counseling skills as they develop a personal model of counseling. **B or better course.*

COU 5163: Foundations of Crisis, Trauma, & Disaster Counseling

This course will provide specialized instruction on the nature and impact of traumatic events. Students will gain an understanding of how crisis and trauma can impact cognitive, emotional, behavioral, spiritual, and community functioning. Disaster counseling instruction will equip students to provide community support in times of crisis and include competed training in Psychological First Aid. Key concepts that will be emphasized in this course include: cultural competence, creating safety and relationship, healthy boundaries, counter-transference, indirect trauma, and self-care.

COU 5173: Faith, Spirituality, & Counseling

Students will learn about Christian counseling models and will also explore the spiritual dimension of counseling across various faith expressions. The course aims at developing students' ability to integrate theologically informed and spiritually sensitive interventions in counseling practice when appropriate and desired by clients.

COU 5263: Diagnosis & Treatment in Counseling

The course introduces students to the concepts of psychopathology and to the diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, such as the Diagnostic and Statistical Manual of Mental Disorders (DSM) and the International Classification of Diseases (ICD). General principles of etiology and prevention along with principles and practices for the promotion of optimal mental health are explored. The course also identifies the most effective treatments and introduces students to the implementation of those treatments. **B or better course.*

Prerequisite: COU 5133

COU 5233: Psychosocial Issues of Childhood & Adolescence

This course provides the fundamentals of the characteristics, risk factors, and warning signs of students at risk for mental health and behavioral disorders. Subject areas include mood and anxiety disorders, behavioral dysfunction, learning disabilities and other school related problems such as separation anxiety and peer concerns, as well as pervasive developmental disorders and others. **B or better course.*

COU 5243: Conferring with Groups, Agencies, Teachers, and Parents

This course provides strategies and techniques for counselors working with groups, agencies, teachers, and parents.

Prerequisite: COU 5283

COU 5283: Principles, Program Development, Implementation, & Evaluation of School Counseling Programs

This course provides an integrated experience in which the history and principles of the school counseling profession are studied. Advanced content related to planning, organizing, and coordinating a comprehensive developmental school counseling program, including applications of needs assessment and program evaluation are also included.

COU 5323: Human Sexuality Theory and Counseling Techniques

This course surveys and analyzes specialized counseling techniques and strategies for use in elementary and secondary schools. The content includes an in-depth study of counseling theories and techniques.

COU 5333: Dynamics of Marriage and Family Systems

This course provides an introduction to marriage and family therapy and the development of marriage and family therapy as a profession. General Systems Theory and the interactive dynamics of the living social systems of marriage and family will be a focus of the course. How marriage and family theory may be utilized in Christian counseling will also be explored.

COU 5353: Family Therapy Theory and Techniques

In this course, students will learn to compare and contrast the major theoretical models in systemic family therapy which seek to explain optimal family functioning. Students will become knowledgeable of multiple theoretical perspectives in the development of diagnostic and counseling intervention skills in the treatment of families.

COU 5363: Marriage Theory and Counseling Techniques

This course examines several leading contemporary theories of marriage counseling, with a concurrent emphasis on the techniques used within each of those theories. Students will be expected to begin developing a personal model of marriage counseling which they will use in their initial clinical work.

COU 5403: Social and Cultural Foundations of Counseling

This course will help students to develop awareness, knowledge, and skills in order to effectively and competently provide services to diverse populations in a variety of settings. The course will present an exploration of multicultural and pluralistic characteristics within and among diverse groups, nationally and internationally, and factors that shape counselor and client identities and impact the counseling relationship. The course aims at increasing student knowledge of theories and models of multicultural counseling, multicultural and social justice counseling competencies, and strategies for working with and advocating for diverse individuals and groups.

COU 5413: Foundations of Counseling

This foundational course in the curriculum provides students with an overview of the counseling profession: history, settings, career options, counselor roles and functions, professional values and issues, counseling organizations and credentialing, the role of supervision, and future trends. Also addressed are the personal values of the counselor, prevention of stress and burn-out, and the development of personal strategies to integrate mental, physical, and spiritual dimensions of one's life.

COU 5433: Substance Abuse I: Diagnosis, Treatment, and Prevention

This course focuses on substance abuse diagnosis, prevention, and treatment. In addition, it includes the theories of individual and group counseling, addressing substance abuse problems in individuals and their families, the pharmacology of abused substances and the drugs that are commonly used in medical treatment, and the impact of substances on the brain and physiology.

COU 5443: Career Counseling and Development

This course presents theories and models of career development, counseling and decision making. Students will learn about strategies for assessing abilities, interests, values, and other factors related to career development, as well as strategies for facilitating client skills development. Special attention will be given to understanding a Christian perspective on career and calling and its application in client career and life-work planning.

COU 5553: Substance Abuse II: Transdisciplinary and Professional Practice

This course provides an advanced look at the components of treating addictions. The course reviews implementation, documentation, assessment, family, program, and community interventions, didactic, supervision and supportive adjuncts of substance abuse treatment.

COU 5703: Counseling Practicum

The practicum course is designed to support students in applying learned counseling knowledge in a clinical setting through direct face to face services, support services, and supervision. The practicum/internship process is designed to meet the licensing requirements for the state of Florida pertaining to Mental Health Counseling. Each student is required to have a qualified site supervisor in addition to an identified university supervisor and will complete a predetermined amount of direct therapeutic services and supervision. **B or better course.*

Prerequisite: Completion of at least 32 hours of graduate course work, including COU 5133, COU 5113, COU 5123, COU 5263, and the approval of the Counselor Education Faculty.

COU 5713: Counseling Internship I

This course is a continued counseling internship experience designed to further support students in applying counseling knowledge acquired in previous courses to clinical settings through direct face-to-face services, support services, and supervision. The practicum/internship process is designed to meet licensing requirements for the state of Florida pertaining to Mental Health Counseling. Each student will have a qualified licensed or certified site supervisor in addition to a Counselor Education Faculty member overseeing his or her practicum experience. Students will complete a predetermined number of both direct therapeutic and related experiences during their supervised practicum/internship. **B or better course.*

Prerequisite: Completion of COU 5703 and the approval of the Counselor Education Faculty.

COU 5723: Counseling Internship II

This course is a continued counseling internship experience designed to further support students in applying counseling knowledge acquired in previous courses to clinical settings through direct face-to-face services, support services, and supervision. The practicum/internship process is designed to meet licensing requirements for the state of Florida pertaining to Mental Health Counseling. Each student will have a qualified licensed or certified site supervisor in addition to a Counselor Education Faculty member overseeing his or her practicum experience. Students will complete a predetermined number of both direct therapeutic and related experiences during their supervised practicum/internship. **B or better course.*

Prerequisite: Completion of COU 5713 and the approval of the Counselor Education Faculty.

COU 5743: School Counseling Internship

This course provides supervised individual and group counseling experiences and observation in an elementary, middle, or high school setting. Attendance at a weekly on-campus seminar as well as a minimum of 300 hours of fieldwork is required per semester. Students are required to complete two semesters of internship and complete a minimum of 600 clock hours with a minimum of 240 hours of direct service. **B or better course.*

Prerequisites: COU 5133, COU 5233, COU 5123, and COU 5283, approval of the professor, and in the CSS concentration.

COU 5751: Counseling Internship III

This course is a continued counseling internship experience designed as an elective course for students needing additional time to complete the program required clinical experience. This course continues to support students in applying counseling knowledge acquired in previous courses to clinical settings through direct face-to-face services, support services, and supervision. The practicum/internship process is designed to meet licensing requirements for the state of Florida pertaining to Mental Health Counseling. Each student will have a qualified licensed or certified site supervisor in addition to a Counselor Education Faculty member overseeing his or her practicum experience. Students will complete a predetermined number of both direct therapeutic and related experiences during their supervised practicum/internship.

**Pass/Fail course.*

Prerequisite: Completion of COU 5723 and the approval of the Counselor Education Faculty.

Appendix C: Concentrations

Counseling in School Settings Concentration

COU 5283: Principles, Program Development, Implementation, & Evaluation of School Counseling Programs

This course provides an integrated experience in which the history and principles of the school counseling profession are studied. Advanced content related to planning, organizing, and coordinating a comprehensive developmental school counseling program, including applications of needs assessment and program evaluation are also included.

COU 5243: Conferring with Groups, Agencies, Teachers, and Parents

This course provides strategies and techniques for counselors working with groups, agencies, teachers, and parents.

Prerequisite: COU 5283

COU 5743: School Counseling Internship

This course provides supervised individual and group counseling experiences and observation in an elementary, middle, or high school setting. Attendance at a weekly on-campus seminar as well as a minimum of 300 hours of field work is required per semester. Students are required to complete two semesters of internship and complete a minimum of 600 clock hours with a minimum of 240 hours of direct service. **B or better course.*

Prerequisites: COU 5133, COU 5233, COU 5123, and COU 5733 (or COU 5703) and approval of the professor.

Crisis and Trauma Counseling Concentration

COU 5163: Foundations of Crisis, Trauma, & Disaster Counseling

This course will provide specialized instruction on the nature and impact of traumatic events. Students will gain an understanding of how crisis and trauma can impact cognitive, emotional, behavioral, spiritual, and community functioning. Disaster counseling instruction will equip students to provide community support in times of crisis and include competed training in Psychological First Aid. Key concepts that will be emphasized in this course include: cultural competence, creating safety and relationship, healthy boundaries, counter-transference, indirect trauma, and self-care.

COU 5273: Trauma Counseling: Competencies & Interventions

This course will provide specialized instruction on the assessment and treatment of trauma and trauma disorders in adults and children. Students will become knowledgeable of the philosophy, practice, assessment, and treatment procedures of trauma informed care. Students will gain an understanding of the common elements approach and develop competencies that are applicable to all evidenced-based trauma treatments. Students will also develop competencies in the use of specific theoretical models of trauma treatments for adults and children. Key concepts that will be emphasized in this course include: the essential importance of the therapeutic relationship, the autonomic nervous system, and its relevance to the perpetuation of trauma symptoms, assessment of trauma, trauma treatment competencies, trauma in multi-cultural populations, and treating trauma across the lifespan.

COU 5373: The Physiological and Spiritual Effects of Trauma

This course will provide insight into the physiological and spiritual nature of traumatic events. Students will gain an understanding of the neurobiological systems, neurotransmitters and physiological structures involved in the body's response to trauma and body regulating techniques to prepare for clinical intervention. In addition, the global and specific impact of trauma on molar spiritual issues will be explored within a Christian worldview.

Marriage and Family Therapy Studies Concentration

COU 5333: Dynamics of Marriage and Family Systems

This course provides an introduction to marriage and family therapy and the development of marriage and family therapy as a profession. General Systems Theory and the interactive dynamics of the living social systems of marriage and family will be a focus of the course. How marriage and family theory may be utilized in Christian counseling will also be explored.

COU 5353: Family Therapy Theory and Techniques

In this course students will learn to compare and contrast the major theoretical models in systemic family therapy which seek to explain optimal family functioning. Students will become knowledgeable of multiple theoretical perspectives in the development of diagnostic and counseling intervention skills in the treatment of families.

COU 5363: Marriage Theory and Counseling Techniques

This course examines several leading contemporary theories of marriage counseling, with a concurrent emphasis on the techniques used within each of those theories. Students will be expected to begin developing a personal model of marriage counseling which they will use in their initial clinical work.

Play Therapy Concentration

COU 5233: Psychosocial Issues of Childhood and Adolescence

This course provides the fundamentals of the characteristics, risk factors, and warning signs of students at risk for mental health and behavioral disorders. Subject areas include mood and anxiety disorders, behavioral dysfunction, learning disabilities and other school related problems such as separation anxiety and peer concerns, as well as pervasive developmental disorders and others.

COU 5043: Foundations of Play Therapy

This course provides an introduction, history, and theoretical concepts of play therapy. Additionally, the applications of the therapeutic powers of play and basic play therapy skills for working with children and adolescents in counseling are explored.

Prerequisite: Currently enrolled in, or have successfully completed, a graduate program in child development, counseling, or mental health related field.

COU 5053: Play Therapy & Expressive Arts Techniques in Counseling

This course utilizes a didactic and experiential approach to explore applications of the therapeutic powers of play and play therapy techniques. A foundation for using expressive arts in counseling when working with children, adolescents, adults, couples, and families is emphasized. Additional topics include, but are not limited to, incorporating faith, spirituality, and multicultural considerations.

Prerequisite: Currently enrolled in, or have successfully completed, a graduate program in child development, counseling, or mental health related field; completion of COU 5133 or approval of the Professor.

COU 5073: Advanced Play Therapy Theories and Practices

This course provides an in-depth study of play therapy counseling theories, using didactic and experimental mediums to enhance the students' development of play therapy skills when working with children and adolescents in individual, family, or group counseling settings. Additional topics include, but are not limited to, trauma, grief, abuse, and supervision in play therapy.

Prerequisite: Currently enrolled in, or have successfully completed, a graduate program in child development, counseling, or mental health related field; completion of COU 5133; COU 5043 or approval of the Professor.

Appendix D: Sequence of Courses and Degree Plans

Clinical Mental Health Counseling Specialization

Fall Start Semester (60 semester hours)

Degree Plan (Subject to Change)

Course	Term Available	Term Taken & Grade
Semester 1 – Fall 1	9 credit hours	
COU 5000 Orientation and Student Portfolio (0 hr.)	Full semester	
COU 5133 Counseling Skills and Characteristics (3 hrs.)	Full semester	
COU 5413 Foundations of Counseling (3 hrs.)	Subterm A	
COU 5103 Counseling Theories and Techniques (3 hrs.)	Subterm B	
Semester 2 – Spring 1	18 credits hours	
COU 5003 Human Growth and Development (3 hrs.)	Subterm A/B	
COU 5113 Group Theories and Practice (3 hrs.)	Full semester	
COU 5123 Legal, Ethical, & Professional Standards (3 hrs.)	Subterm A/B	
Semester 3 – Summer 1	27 credit hours	
COU 5403 Social and Cultural Foundations of Counseling (3 hrs.)	Subterm A/B	
COU 5333 Dynamics of Marriage and Family Systems (3 hrs.)	Subterm A/B	
COU 5033 Research and Program Evaluation (3 hrs.)	Subterm A/B	
Semester 4 – Fall 2	36 credit hours	
COU 5023 Assessment and Testing (3 hrs.)	Subterm A/B	
COU 5263 Diagnosis and Treatment in Counseling (3 hrs.)	Full semester	
COU 5433 Substance Abuse I (3 hrs.)	Subterm A/B	
Semester 5 – Spring 2	45 credit hours	
COU 5703 Practicum (3 hrs.)	Full semester	
COU 5443 Career Counseling and Development (3 hrs.)	Subterm A/B	
COU 5163 Foundations of Crisis, Trauma, & Disaster	Subterm A/B	
Semester 6 – Summer 2	54 credit hours	
COU 5713 Counseling Internship I (3 hrs.)	Full semester	
COU 5323 Human Sexuality Theory and Counseling (3 hrs.)	Subterm A/B	
COU 5173 Faith, Spirituality, and Counseling (3 hrs.)	Subterm A/B	
Semester 7 – Fall 3	60 credit hours	
COU 5723 Counseling Internship II (3 hrs.)	Full semester	
COU Approved Elective (3 hrs.)	Subterm A/B	
Exit Exam (CPCE) End of the Program		
or Complete Additional Concentration – Spring 3 & Summer 3		
Counseling in School Settings Concentration		
Crisis and Trauma Counseling Concentration		
Marriage and Family Therapy Studies Concentration		
Play Therapy Concentration		

Clinical Mental Health Counseling Specialization
Spring Start Semester (60 semester hours)

Degree Plan (Subject to Change)

Course	Term Available	Term Taken & Grade
Semester 1 – Spring 1	9 credit hours	
COU 5000 Orientation and Student Portfolio (0 hr.)	Full semester	
COU 5133 Counseling Skills and Characteristics (3 hrs.)	Full semester	
COU 5413 Foundations of Counseling (3 hrs.)	Subterm A	
COU 5103 Counseling Theories and Techniques (3 hrs.)	Subterm B	
Semester 2 – Summer 1	18 credits hours	
COU 5403 Social and Cultural Foundations of Counseling (3 hrs.)	Subterm A/B	
COU 5333 Dynamics of Marriage and Family Systems (3 hrs.)	Subterm A/B	
COU 5033 Research and Program Evaluation (3 hrs.)	Subterm A/B	
Semester 3 – Fall 1	27 credit hours	
COU 5003 Human Growth and Development (3 hrs.)	Subterm A/B	
COU 5123 Legal, Ethical, & Professional Standards (3 hrs.)	Subterm A/B	
COU 5113 Group Theories and Practice (3 hrs.)	Full semester	
Semester 4 – Spring 2	36 credit hours	
COU 5023 Assessment and Testing (3 hrs.)	Subterm A/B	
COU 5433 Substance Abuse I (3 hrs.)	Subterm A/B	
COU 5263 Diagnosis and Treatment in Counseling (3 hrs.)	Full semester	
Semester 5 – Summer 2	45 credit hours	
COU 5703 Practicum (3 hrs.)	Full semester	
COU 5323 Human Sexuality Theory and Counseling (3 hrs.)	Subterm A/B	
COU 5173 Faith, Spirituality, and Counseling (3 hrs.)	Subterm A/B	
Semester 6 – Fall 2	54 credit hours	
COU 5713 Counseling Internship I (3 hrs.)	Full semester	
COU 5443 Career Counseling and Development (3 hrs.)	Subterm A/B	
COU 5163 Foundations of Crisis, Trauma, & Disaster	Subterm A/B	
Semester 7 – Spring 3	60 credit hours	
COU 5723 Counseling Internship II (3 hrs.)	Full semester	
COU Approved Elective (3 hrs.)	Subterm A/B	
Exit Exam (CPCE) End of the Program		
or Complete Additional Concentration – Summer 3 & Fall 3		
Counseling in School Settings Concentration		
Crisis and Trauma Counseling Concentration		
Marriage and Family Therapy Studies Concentration		
Play Therapy Concentration		

Appendix E: Professional Associations

American Counseling Association

6101 Stevenson Ave, Suite 600

Alexandria, VA 22304

Phone: 800.347.6647

www.counseling.org

American School Counseling Association

1101 King St, Suite 625

Alexandria, VA 22314

Phone: 703.683.2722

www.schoolcounselor.org

American Association of Christian Counselors

PO Box 739

Forest, VA 24551

Phone: 800.526.8673

contactmemberservices@aacc.net

American Mental Health Counseling Association

801 N Fairfax St, Suite 304

Alexandria, VA 22314

Phone: 703.548.6002

www.amhca.org

Florida Counseling Association

PO Box 4474

Deerfield Beach, FL 33442

fcaoffice@flacounseling.org

Florida School Counselor Association

13724 Night Hawk Ct.

Jacksonville, FL 32224

Phone: 904.586.1757

fsca@fla-schoolcounselor.org

Mental Health Counselor's Association of Palm Beach County

3111 S Dixie Hwy #200

West Palm Beach, FL 33405

Phone: 561-213-8030

mhca.pbc@gmail.com

Mental Health Counselors of Central Florida

PO Box 307

Winter Park, FL 32790

MHCCF1@gmail.com

American Association for Sex Educators, Counselors and Therapists

1444 I Street NW, Suite 700

Washington, DC 20005

Phone: 202.449.1099

www.aasect.org

The American Art Therapy Association

225 N Fairfax St

Alexandria, VA 22314

Phone: 888.290.0878

www.arttherapy.org

American Music Therapy Association

8455 Colesville Rd, Suite 1000

Silver Spring, MD

Phone: 301.589.3300

www.musictherapy.org

American Dance Therapy Association

10632 Little Patuxent Pkwy, Suite 108

Columbia, MD 21044-3263

Phone: 301.589.3300

www.adta.org

Certification Board for Addiction Professionals of Florida

1715 S Gadsden St

Tallahassee, FL 32301

Phone: 850.222.6314

www.flcertificationboard.org

National Board for Certified Counselors

3-D Terrace Way

Greensboro, NC 27403

Phone: 336.547.0607

www.nbcc.org

Association for Play Therapy

401 Clovis Ave, Suite 107

Clovis, CA 93612

Phone: 559.298.3400

www.a4pt.org

Florida Association for Play Therapy

3723 Del Prado Blvd S

Cape Coral, FL 33904-7124

<http://www.floridaplaytherapy.org/>

**International Association of Marriage and
Family Counselors (IAMFC)**

1201 Convention Center Blvd
New Orleans, Louisiana 70130
703.838.9808

<https://www.iamfconline.org/public/main.cfm>

**South Florida Association of Christian
Counselors**

13860 Wellington Trace, Suite 38
Wellington, FL 33414
561.267.3904

admin@sfacconline.org

membersupport@sfacconline.org

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