



The College at
BROCKPORT
STATE UNIVERSITY OF NEW YORK

DEPARTMENT OF COUNSELOR EDUCATION

**STUDENT
HANDBOOK
2011-2012**

DEPARTMENT OF COUNSELOR EDUCATION

The mission of the Department of Counselor Education is to prepare and mentor scholar practitioners, with a deep level of self-understanding, in the art and science of professional counseling.

PURPOSES AND PHILOSOPHY

This program seeks to prepare excellent counselors who choose an emphasis for special preparation in college, mental health or school settings. Such counselors possess knowledge of human behavior and social systems, counseling and communication skills, self-awareness, and respect for human dignity and diversity. As a result, they are able to integrate this knowledge, skill and attitude with their personhood. This combined emphasis on skill development, theory and utilization of self produces counselors who function effectively in a variety of helping settings and who have a positive impact on the individuals, agencies, institutions and/or communities in which they work.

The philosophy of the program emphasizes the personhood of the counselor and utilization of self as the most important instruments in effecting therapeutic and systemic change. Thus, classroom instruction combines experiential (self) and didactic learning to create opportunities for students to acquire and demonstrate theoretical knowledge, practical skills, and understanding and utilization of self necessary to be effective counselors. Further, the program exposes students to multiple theoretical orientations. Finally, students are expected to learn how to learn, by acquiring the skills necessary to continue personal growth and professional development while in the program and after the completion of their formal education.

PROGRAM OBJECTIVES

Students realize the above statement of purposes and philosophical beliefs through successful achievement of the following objectives.

At the completion of the MEd in Counseling and the MS in Mental Health Counseling programs, students will be able to:

1. Understand the relationship between self-awareness and counselor effectiveness, and employ this understanding in the professional practice of counseling.
2. Provide effective individual counseling.
3. Provide effective group counseling.
4. Perform effectively in the general counselor functions identified for the appropriate employment setting.
5. Effectively address issues and concerns related to a diverse society that arise while functioning as a counselor.
6. Apply legal and ethical principles in the practice of counseling.
7. Consult effectively with appropriate personnel and clients.
8. Address issues of career development in the practice of counseling.
9. Effectively apply measurement and evaluation concepts within the counseling process.
10. Apply an understanding of human growth and development from childhood through adulthood to the practice of counseling.
11. Conduct needs assessment and significant research in the development of counseling projects.
12. Understand the counseling community, the roles and functions of the professional counselor in a variety of settings, significant professional organizations, and the importance of professional standards and credentialing.
13. Effectively communicate in oral and written modalities.

14. Contribute to the counseling profession (e.g., development of innovative programs and practices, deliver professional presentations; represent the counseling perspective in collaborative environments).

Objectives are achieved through the two master's level programs:

Master of Science in Education in Counseling (students chose one of two emphases):

- a. School Counselor Emphasis prepares graduates to work in a K-12 setting eligible for New York State Provisional School Counselor Certification.
48 credits. (CACREP Accredited)
- b. College Counselor Emphasis prepares graduates to work in two- and four-year post-secondary settings.
48 credits. (CACREP Accredited)

Master of Science in Mental Health Counseling

- a. This program prepares graduates to work in community/mental health agencies or institutions. This "license eligible" program meets the New York State Department of Education's educational requirements leading toward professional licensure as a Mental Health Counselor providing the candidate meets the experience requirement. Graduates are eligible to take the New York State exam for licensure as a Mental Health Counselor in New York State.
60 credits. (CACREP Accredited)

Certificate of Advanced Study for School Counselors

Beyond the 48-credit program for School Counselors, the department offers a Certificate of Advanced Study (CAS) that leads to permanent New York State School Counselor Certification providing the candidate meets the experience requirement. Applicants to this program must possess a New York State School Counselor Provisional Certificate. Students admitted to the CAS program may be given up to 48 credits for courses completed as part of their master's degree, leaving 12 credits to complete in fulfillment of the 60 credit CAS requirement. Students matriculated in a master's degree or a CAS program in the department who desire provisional or permanent school certification must contact the Office of Certification at The College at Brockport, **(585) 395-2344**.

THE STUDENT BODY

Our program is designed to meet the needs of students who are able to continue their education on a part-time basis. Although the program is designed for part-time students, some students continue their education on a full-time basis. Most part-time students are professionally employed. Consequently, our student body comprises a quite diverse and interesting group. The faculty draws from this rich background in helping students to combine experiential knowledge with academic concepts.

CAREER PLACEMENT

The professional master's degrees in counseling and in mental health counseling are credentials applicable in a variety of career settings. These career settings include positions in schools, community/mental health agencies, youth agencies, college counseling centers, career counseling centers and government-sponsored programs. All students find the preparation for these degrees personally enhancing and growth-producing, regardless of its use in their ultimate career achievement. We are proud of our graduates and of the high percentage who find positions. Career placement advisement is available from the faculty of the Department of Counselor Education and from the College's Office of Career Services at **(585) 395-2159**.

ADMISSION REQUIREMENTS AND STUDENT SELECTION

There is no single factor or test score to determine student admissions to the Master of Science in Education or the Master of Science programs; however, a bachelor's degree is required. Data used to reach an admissions decision include: (1) a graduate application with the student's objectives in entering the program, (2) responses to two questions, (3) all undergraduate and graduate transcripts and (4) three letters of recommendation (former employer, a professor and a character reference). The interview process involves two steps. First, all applicants who submit a completed application will be invited to an on-campus session at which they will provide written responses to audiotaped client vignettes. Then department faculty review candidates' application materials (numbers 1, 2, 3, and 4 above) and their level of facilitativeness score derived from their responses to the client vignettes. Second, selected applicants are invited to a group interview that involves all Counselor Education faculty and approximately eight to 12 applicants. This interview assesses sensitivity, oral/verbal ability, communication skills (including feedback), self-awareness and interpersonal skills. Additionally, applicants are asked to provide a spontaneous writing sample at this interview. After collecting these data, the Counselor Education faculty discusses all information on each applicant. The decision to accept or reject lies wholly within the jurisdiction of the department.

Important

When your application materials are completed and if you are selected, we will notify you of the time and place of the second step in the interview process. Please visit the Office of Graduate Studies Web site at www.brockport.edu/graduate for information on application deadlines. It is your responsibility to contact the Office of Graduate Admissions concerning which matriculation materials have been received or are missing. Please allow a reasonable time for your materials to reach our office and to be filed.

NOTE: *The department actively recruits and seeks to admit to the department students representing a multicultural and diverse society. We encourage applicants to submit their materials as early as possible.*

GENERAL PROGRAM REQUIREMENTS

It is a College-wide policy that you have five years from the date of matriculation to finish your program of study and achieve the MEd degree. You have seven years from date of matriculation to finish your program of study and achieve the MS degree.

This policy is in place to serve both student and department within the College. A tentative Plan of Study is planned at the time of initial advisement, but this is tentative because courses are not always available when desired by each student or the student may need to delay progress for personal reasons.

A maximum of nine credits from another accredited college or university will be permitted for transfer to the degree program, and only three credits to the CAS. These credits may not be more than five years old.

Credit for courses taken before matriculation may be given if a grade of 'B' or higher has been earned, and, if the courses have been taken during the preceding five years. Such retroactive credit should not exceed six credits.

UNDERGRADUATE STATISTICS COURSE. Please note that if you have not taken an undergraduate statistics course, or did not pass that course with a grade of C or higher, you will be required to take an undergraduate statistics course. The decision regarding what undergraduate statistics course to take must be made in conjunction with your advisor and you must have your advisor's permission. The undergraduate statistics course must be passed with a grade of C or higher. This course must be taken before you take EDC 606 and 685. Please note that credit attached to the undergraduate statistics course will not count towards the credits needed for your master's degree.

COUNSELING. Please be advised that if you are admitted to the master’s programs in Counselor Education, as part of your training/education, you will be required to seek the services of a professional counselor. We believe you need to experience being a client in order to be more compassionate and fully grasp the role of the counselor. This obligation consists of a minimum of six individual visits which must be accomplished prior to your enrollment in EDC 720: Integration and Application of Basic Concepts. You may go to the Counseling Center on campus, where you are entitled to free counseling services, or you may choose a private counselor, subject to approval from your advisor and/or the department. In addition, you must provide documentation of completion of this requirement to your advisor.

No student shall be permitted to enroll in EDC 722, 723 or 724 unless they have successfully completed all of the prerequisites. Any student with an “Incomplete” grade in any of the prerequisite courses must remove the “Incomplete” grade prior to enrolling in EDC 722, 723 or 724.

All required courses and competencies for required courses must be passed at a level of ‘B’ or higher.

Students who are deemed as not making reasonable progress toward their degree, as defined by published departmental policy, may be dismissed from the program. Any matriculated student who fails to maintain a 3.0 GPA in his/her program will be assigned probationary status. More details concerning probationary status are published in the *Graduate Studies Catalog*.

PROFESSIONAL DISPOSITIONS

The Department of Counselor Education holds high standards for student behavior and the development of professional dispositions. Student professional dispositions are assessed in each class and throughout the program in an effort to provide feedback on your development as a professional counselor. The dispositions and the rating scale are as follows:

Counselor Education Dispositions		Exemplary	Proficient	Developing	Professionally Unacceptable
Counseling Orientation	Candidate demonstrates the traits that embody a professional counselor, such as: an orientation to wellness; the belief that all people can grow and change; the ability to be perceptive, think critically, and to be self directed; the ability and willingness to establish interpersonal connections, develop meaningful relationships, and to work collaboratively.	Consistently demonstrates behaviors that exceed the professional dispositions and serves as a professional role model.	Consistently demonstrates behaviors that reflect the professional dispositions.	Inconsistently demonstrates behaviors that reflect the professional dispositions and there is considerable room for improvement with additional experience or training.	Inconsistently demonstrates behaviors that reflect the professional dispositions and has failed to improve despite remediation attempts and/or behavior is not consistent with good professional practice or is deemed inappropriate.
Integrity	Candidate demonstrates the ability to foster trust in clients, colleagues, site supervisors, clinical supervisors, and professors by maintaining a high level of dependability and consistency. Demonstrates sound moral character; is truthful, honest, and sincere; exhibits ethical behavior, professional and intellectual integrity.				
Respect for human dignity and diversity	Candidate is: Non-judgmental, empathic, compassionate, respectful to all clients, colleagues, classmates, site supervisors, clinical supervisors, staff and faculty; respectful in advocating for self and others. Candidate demonstrates an appreciation for differences among people; has a strong ability to interact, work and be with people who have				

	<p>characteristics different from self, and continually seeks opportunities to learn more about others' perspectives; is open to considering the myriad of new attitudes, beliefs, ideas, and opinions that are encountered in the counseling milieu. Candidate applies multicultural competencies and an understanding of how power, oppression, and privilege impact the counseling process.</p>				
Self-Awareness	<p>Candidate demonstrates congruence, genuineness, self-care, and an awareness of one's own strengths and limitations, assumptions and biases, and the impact these have on professional and counseling relationships. Candidate demonstrates openness to receiving, and a willingness to incorporate, feedback. Candidate seeks supervision or other professional assistance.</p>				
Professional Commitment	<p>Candidate exhibits a commitment to their professional development, clients, and the counseling profession. Candidate utilizes a wide range of personal and professional resources to develop as a scholar/practitioner in order to address clinical and other professional issues and facilitate change.</p>				

CACREP STANDARDS

The Department of Counselor Education is committed to the maintenance and development of the CACREP Standards (CACREP, 2009). Students are expected to learn the knowledge, skills, and behaviors associated with the profession of counseling. More importantly, students are expected to demonstrate this professional knowledge, skills, and behaviors throughout the program.

The Standards are divided into two areas: First, the Core Standards. These apply to all areas of emphasis (school, college, and mental health counseling). Second, the Specialization Standards. These standards are specific to each of the specialization areas. The Core Standards that all students will be expected to exhibit in order to meet competency in our programs are as follows:

Core Standards
1. Professional Orientation and Ethical Practice—<i>studies that provide an understanding of all the following aspects of professional functioning:</i>
<ul style="list-style-type: none"> a. history and philosophy of the counseling profession; b. professional roles, functions, and relationships with other human service providers, including strategies for interagency/inter-organization collaboration and communications;

c. counselors' roles and responsibilities as members of an interdisciplinary emergency management response team during a local, regional, or national crisis, disaster or other trauma-causing event;
d. self-care strategies appropriate to the counselor role;
e. counseling supervision models, practices, and processes;
f. professional organizations, including membership benefits, activities, services to members, and current issues;
g. professional credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues;
h. the role and process of the professional counselor advocating on behalf of the profession;
i. advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients; and
j. ethical standards of professional organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling.
2. Social & Cultural Diversity—studies that provide an understanding of the cultural context of relationships, issues, and trends in a multicultural society, including all of the following:
a. multicultural and pluralistic trends, including characteristics and concerns within and among diverse groups nationally and internationally;
b. attitudes, beliefs, understandings, and acculturative experiences, including specific experiential learning activities designed to foster students' understanding of self and culturally diverse clients;
c. theories of multicultural counseling, identity development, and social justice;
d. individual, couple, family, group, and community strategies for working with and advocating for diverse populations, including multicultural competencies;
e. counselors' roles in developing cultural self-awareness, promoting cultural social justice, advocacy and conflict resolution, and other culturally supported behaviors that promote optimal wellness and growth of the human spirit, mind, or body; and
f. counselors' roles in eliminating biases, prejudices, and processes of intentional and unintentional oppression and discrimination.
3. Human Growth and Development—studies that provide an understanding of the nature and needs of persons at all developmental levels and in multicultural contexts, including all of the following:
a. theories of individual and family development and transitions across the life span;
b. theories of learning and personality development, including current understandings about neurobiological behavior;
c. effects of crises, disasters, and other trauma-causing events on persons of all ages;
d. theories and models of individual, cultural, couple, family, and community resilience;
e. a general framework for understanding exceptional abilities and strategies for differentiated interventions;
f. human behavior, including an understanding of developmental crises, disability, psychopathology, and situational and environmental factors that affect both normal and abnormal behavior;
g. theories and etiology of addictions and addictive behaviors, including strategies for prevention, intervention, and treatment; and
h. theories for facilitating optimal development and wellness over the life span.
4. Career Development—studies that provide an understanding of career development and related life factors, including all of the following:

a. career development theories and decision-making models;
b. career, avocational, educational, occupational and labor market information resources, and career information systems;
c. career development program planning, organization, implementation, administration, and evaluation;
d. interrelationships among and between work, family, and other life roles and factors including the role of multicultural issues in career development;
e. career and educational planning, placement, follow-up, and evaluation;
f. assessment instruments and techniques that are relevant to career planning and decision making; and
g. career counseling processes, techniques, and resources, including those applicable to specific populations in a global economy.
5. Helping Relationships—studies that provide an understanding of the counseling process in a multicultural society, including all of the following:
a. an orientation to wellness and prevention as desired counseling goals;
b. counselor characteristics and behaviors that influence helping processes;
c. essential interviewing and counseling skills;
d. counseling theories that provide the student with models to conceptualize client presentation and that help the student select appropriate counseling interventions. Students will be exposed to models of counseling that are consistent with current professional research and practice in the field so they begin to develop a personal model of counseling;
e. a systems perspective that provides an understanding of family and other systems theories and major models of family and related interventions;
f. a general framework for understanding and practicing consultation; and
g. crisis intervention and suicide prevention models, including the use of psychological first aid strategies.
6. Group Work—studies that provide both theoretical and experiential understandings of group purpose, development, dynamics, theories, methods, skills, and other group approaches in a multicultural society, including all of the following:
a. principles of group dynamics, including group process components, developmental stage theories, group members' roles and behaviors, and therapeutic factors of group work;
b. group leadership or facilitation styles and approaches, including characteristics of various types of group leaders and leadership styles;
c. theories of group counseling, including commonalities, distinguishing characteristics, and pertinent research and literature;
d. group counseling methods, including group counselor orientations and behaviors, appropriate selection criteria and methods, and methods of evaluation of effectiveness; and
e. direct experiences in which students participate as group members in a small group activity, approved by the program, for a minimum of 10 clock hours over the course of one academic term.
7. Assessment—studies that provide an understanding of individual and group approaches to assessment and evaluation in a multicultural society, including all of the following:
a. historical perspectives concerning the nature and meaning of assessment;
b. basic concepts of standardized and nonstandardized testing and other assessment techniques, including norm-referenced and criterion-referenced assessment, environmental assessment, performance assessment, individual and group test and inventory methods, psychological testing, and behavioral observations;
c. statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations;
d. reliability (i.e., theory of measurement error, models of reliability, and the use of reliability information);

e. validity (i.e., evidence of validity, types of validity, and the relationship between reliability and validity);
f. social and cultural factors related to the assessment and evaluation of individuals, groups, and specific populations; and
g. ethical strategies for selecting, administering, and interpreting assessment and evaluation instruments and techniques in counseling.
8. Research & Program Evaluation—<i>studies that provide and understanding of research methods, statistical analysis, needs assessment, and program evaluation, including all of the following:</i>
a. the importance of research in advancing the counseling profession;
b. research methods such as qualitative, quantitative, single-case designs, action research, and outcome-based research;
c. statistical methods used in conducting research and program evaluation;
d. principles, models, and applications of needs assessment, program evaluation, and the use of findings to effect program modifications;
e. the use of research to inform evidence-based practice; and
f. ethical and culturally relevant strategies for interpreting and reporting the results of research and/or program evaluation studies.

The Specialization standards are as follows. You are responsible for those standards in your area of specialization:

Student Affairs & College Counseling
Foundations
A. Knowledge
1. Understands the history, philosophy, and trends in student affairs and college counseling.
2. Understands ethical and legal considerations specifically related to the practice of student affairs and college counseling.
3. Understands the interrelationships among the educational, personal/social, and career roles and responsibilities of students and others in the learning community.
4. Knows the diversity of roles, functions, and settings of student affairs professionals and counselors working in postsecondary education.
5. Knows professional organizations, preparation standards, and credentials relevant to the practice of student affairs and college counseling.
6. Understands student development theories, including holistic wellness and research relevant to student learning and personal development.
7. Recognizes current trends in higher education and the diverse character of postsecondary education environments.
8. Understands organizational, management, and leadership theory and practice.
9. Understands strategies and leadership required for services encompassed by college student development in postsecondary education, such as admissions, financial aid, academic advising, judicial services, recreational sports, disability services, international student affairs, and health services.
10. Is familiar with the concepts of organizational culture, budgeting and finances, and personnel practices in postsecondary education.

11. Understands the impact of crises, disasters, and other trauma-causing events on people in the postsecondary education community.
12. Understands the operation of the institution's emergency management plan and the roles of student affairs professionals and counselors in postsecondary education during crises, disasters, and other trauma-causing events.
B. Skills and Practices
1. Demonstrates the ability to apply and adhere to ethical and legal standards in student affairs and college counseling.
2. Demonstrates an understanding of the interrelationships among the educational, personal/social, and career roles and responsibilities of students and others in the learning community.
3. Demonstrates the ability to understand, support, and advocate for postsecondary student learning and development.
4. Applies knowledge of issues that affect student affairs practice (e.g., public policy, finance, governance, cultural contexts, international education, global understanding).
5. Demonstrates an understanding of leadership, organization, and management practices that help institutions accomplish their missions.
6. Participates in the design, implementation, management, and evaluation of student affairs programs, and is aware of various systems and environmental contexts that affect participants.
7. Demonstrates an understanding of the psychological impact of crises, disasters, and other trauma-causing events on students, faculty, and institutions.
Counseling, Prevention, and Intervention
C. Knowledge
1. Identifies the specific factors related to personal, social, educational, and career planning and development appropriate for students in postsecondary education.
2. Understands the individual and group dynamics related to advising, counseling, instructing, mediating, and facilitating student opportunities in postsecondary education.
3. Knows principles of addiction intervention, consultation, education, and outreach for students in postsecondary education.
4. Understands the principles of intervention for people in the learning community during times of crises and disasters in postsecondary education.
5. Demonstrates the ability to recognize his or her own limitations as a college counselor and/or student affairs professional and to seek supervision or refer clients when appropriate.
D. Skills and Practices
1. Applies multicultural competencies to the practice of student affairs and college counseling.
2. Demonstrates the skills necessary to facilitate the academic, social, and career success of postsecondary students.
3. Demonstrates skills in helping postsecondary students cope with personal and interpersonal problems, as well as skills in crisis intervention in response to personal, educational, and community crises.
4. Demonstrates the ability to use procedures for assessing and managing suicide risk.
5. Demonstrates a general understanding of principles and models of biopsychosocial assessment and case conceptualization that lead to appropriate counseling for students in postsecondary education.
6. Participates in the design, implementation, and evaluation of programs that promote wellness, as well as prevention and intervention services for students in post-secondary education.
Diversity and Advocacy

E. Knowledge
1. Understands postsecondary student development in a multicultural society, including characteristics such as immigrant status, disability, extreme ability or talent, cultural background, spirituality, and family situation.
2. Understands learning styles as well as institutional, systemic, interpersonal, and intrapersonal barriers to learning in postsecondary education.
3. Knows the sociopolitical and socioeconomic forces that affect all students.
4. Understands the effect of discrimination and oppression in postsecondary education.
5. Recognizes the special needs of students in postsecondary education, including residents, commuters, distance learners, students with disabilities, adult learners, and student athletes, as well as nontraditional, international, and first-generation students.
6. Understands the cultural, ethical, economic, legal, and political issues surrounding diversity, equity, and efficacy in the postsecondary environment.
F. Skills and Practices
1. Demonstrates how student learning and learning opportunities are influenced by the characteristics of both the student and the post- secondary environment.
2. Analyzes postsecondary student needs for appropriate learning and developmental opportunities.
3. Collaborates with the postsecondary community to assist students, and uses postsecondary community resources to improve student learning and development.
4. Applies multicultural competencies to serve diverse postsecondary student populations.
5. Addresses multicultural counseling issues as they relate to student development and progress in post- secondary education (e.g., discrimination, power, privilege, oppression, values).
6. Advocates for policies, programs, and services that are equitable and responsive to the unique needs of postsecondary students.
Assessment
G. Knowledge
1. Knows principles and models of assessment for postsecondary student development, case conceptualization, theories of human development, and concepts of normalcy and psycho- pathology leading to referral or to the development of appropriate counseling treatment plans.
2. Knows current theories and methods of using assessment data, especially program evaluation and environmental assessment models, to support data-based decision making.
H. Skills and Practices
1. Assesses and interprets postsecondary student needs, recognizing uniqueness in culture, languages, values, backgrounds, and abilities.
2. Analyzes and used multiple data sources, including institutional data, to make decisions about improving differentiated student programs.
Research and Evaluation
I. Knowledge
1. Understands how to critically evaluate research relevant to the practice of student affairs and college counseling.
2. Knows models of program evaluation for student affairs and college counseling that include measures for learning processes and outcomes and assessment of postsecondary environments and organizations.
3. Knows basic strategies for evaluating counseling outcomes and/or programmatic outcomes in student affairs and college counseling.
J. Skills and Practices
1. Applies relevant research findings to inform the practice of student affairs and college counseling.
2. Develops measurable outcomes for college counseling and student development activities.

3. Analyzes and uses data to enhance student affairs and college counseling programs.
4. Demonstrates the ability to prepare a research proposal for a human subjects/institutional review board review.

School Counseling Standards
Foundations
A. Knowledge
1. Knows history, philosophy, and trends in school counseling and educational systems.
2. Understands ethical and legal considerations specifically related to the practice of school counseling.
3. Knows roles, functions, settings, and professional identity of the school counselor in relation to the roles of other professional and support personnel in the school.
4. Knows professional organizations, preparation standards, and credentials that are relevant to the practice of school counseling.
5. Understands current models of school counseling programs (e.g., American School Counselor Association [ASCA] National Model) and their integral relationship to the total educational program.
6. Understands the effects of (a) atypical growth and development, (b) health and wellness, (c) language, (d) ability level, (e) multicultural issues, and (f) factors of resiliency on student learning and development.
7. Understands the operation of the school emergency management plan and the roles and responsibilities of the school counselor during crises, disasters, and other trauma-causing events.
B. Skills and Practices
1. Demonstrates the ability to apply and adhere to ethical and legal standards in school counseling.
2. Demonstrates the ability to articulate, model, and advocate for an appropriate school counselor identity program.
Counseling, Prevention, and Intervention
C. Knowledge
1. Knows the theories and processes of effective counseling and wellness programs for individual students and groups of students.
2. Knows how to design, implement, manage, and evaluate programs to enhance the academic, career, and personal/social development of students.
3. Knows strategies for helping students identify strengths and cope with environmental and developmental problems.
4. Knows how to design, implement, manage, and evaluate transition programs, including school-to-work, postsecondary planning, and college admissions counseling.
5. Understands group dynamics—including counseling, psycho-educational, task, and peer helping groups—and the facilitation of teams to enable students to overcome barriers and impediments to learning.
6. Understands the potential impact of crises, emergencies, and disasters on students, educators, and schools, and knows the skills needed for crisis intervention.
D. Skills and Practices
1. Demonstrates self-awareness, sensitivity to others, and the skills needed to relate to diverse individuals, groups, and classrooms.
2. Provides individual and group counseling and classroom guidance to promote the academic, career, and personal/social development of students.
3. Designs and implements prevention and intervention plans related to the effects of (a) atypical growth and development, (b) health and wellness, (c) language, (d) ability level, (e) multicultural issues, and (f) factors of resiliency on student learning and development.
4. Demonstrates the ability to use procedures for assessing and managing suicide risk.

5. Demonstrates the ability to recognize his or her limitations as a school counselor and to seek supervision or refer clients when appropriate.

Diversity and Advocacy

E. Knowledge

1. Understands the cultural, ethical, economic, legal, and political issues surrounding diversity, equity, and excellence in terms of student learning.

2. Identifies community, environmental, and institutional opportunities that enhance—as well as barriers that impede—the academic, career, and personal/social development of students.

3. Understands the ways in which educational policies, programs, and practices can be developed, adapted, and modified to be culturally congruent with the needs of students and their families.

4. Understands multicultural counseling issues, as well as the impact of ability levels, stereotyping, family, socioeconomic status, gender, and sexual identity, and their effects on student achievement.

F. Skills and Practices

1. Demonstrates multicultural competencies in relation to diversity, equity, and opportunity in student learning and development.

2. Advocates for the learning and academic experiences necessary to promote the academic, career, and personal/social development of students.

3. Advocates for school policies, programs, and services that enhance a positive school climate and are equitable and responsive to multicultural student populations.

4. Engages parents, guardians, and families to promote the academic, career, and personal/social development of students.

Assessment

G. Knowledge

1. Understands the influence of multiple factors (e.g., abuse, violence, eating disorders, attention deficit hyperactivity disorder, childhood depression) that may affect the personal, social, and academic functioning of students.

2. Knows the signs and symptoms of substance abuse in children and adolescents, as well as the signs and symptoms of living in a home where substance abuse occurs.

3. Identifies various forms of needs assessments for academic, career, and personal/social development.

H. Skills and Practices

1. Assesses and interprets students' strengths and needs, recognizing uniqueness in cultures, languages, values, backgrounds, and abilities.

2. Selects appropriate assessment strategies that can be used to evaluate a student's academic, career, and personal/social development.

3. Analyzes assessment information in a manner that produces valid inferences when evaluating the needs of individual students and assessing the effectiveness of educational programs.

4. Makes appropriate referrals to school and/or community resources.

5. Assesses barriers that impede students' academic, career, and personal/social development.

Research and Evaluation

I. Knowledge

1. Understands how to critically evaluate research relevant to the practice of school counseling.

2. Knows models of program evaluation for school counseling programs.

3. Knows basic strategies for evaluating counseling outcomes in school counseling (e.g., behavioral observation, program evaluation).

4. Knows current methods of using data to inform decision making and accountability (e.g., school improvement plan, school report card).

5. Understands the outcome research data and best practices identified in the school counseling research literature.

J. Skills and Practices

1. Applies relevant research findings to inform the practice of school counseling.

2. Develops measurable outcomes for school counseling programs, activities, interventions, and experiences.
3. Analyzes and uses data to enhance school counseling programs.
Academic Development
K. Knowledge
1. Understands the relationship of the school counseling program to the academic mission of the school.
2. Understands the concepts, principles, strategies, programs, and practices designed to close the achievement gap, promote student academic success, and prevent students from dropping out of school.
3. Understands curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies for teaching counseling- and guidance-related material.
L. Skills and Practices
1. Conducts programs designed to enhance student academic development.
2. Implements strategies and activities to prepare students for a full range of postsecondary options and opportunities.
3. Implements differentiated instructional strategies that draw on subject matter and pedagogical content knowledge and skills to promote student achievement.
Collaboration and Consultation
M. Knowledge
1. Understands the ways in which student development, well-being, and learning are enhanced by family-school-community collaboration.
2. Knows strategies to promote, develop, and enhance effective teamwork within the school and the larger community.
3. Knows how to build effective working teams of school staff, parents, and community members to promote the academic, career, and personal/social development of students.
4. Understands systems theories, models, and processes of consultation in school system settings.
5. Knows strategies and methods for working with parents, guardians, families, and communities to empower them to act on behalf of their children.
6. Understands the various peer programming interventions (e.g., peer meditation, peer mentoring, peer tutoring) and how to coordinate them.
7. Knows school and community collaboration models for crisis/disaster preparedness and response.
N. Skills and Practices
1. Works with parents, guardians, and families to act on behalf of their children to address problems that affect student success in school.
2. Locates resources in the community that can be used in the school to improve student achievement and success.
3. Consults with teachers, staff, and community-based organizations to promote student academic, career, and personal/social development.
4. Uses peer helping strategies in the school counseling program.
5. Uses referral procedures with helping agents in the community (e.g., mental health centers, businesses, service groups) to secure assistance for students and their families.
Leadership
O. Knowledge
1. Knows the qualities, principles, skills, and styles of effective leadership.
2. Knows strategies of leadership designed to enhance the learning environment of schools.
3. Knows how to design, implement, manage, and evaluate a comprehensive school counseling program.
4. Understands the important role of the school counselor as a system change agent.
5. Understands the school counselor's role in student assistance programs, school leadership, curriculum, and advisory meetings.
P. Skills and Practices

1. Participates in the design, implementation, management, and evaluation of a comprehensive developmental school counseling program.
2. Plans and presents school-counseling–related educational programs for use with parents and teachers (e.g., parent education programs, materials used in classroom guidance and advisor/advisee programs for teachers).

Mental Health Counseling Standards
Foundations
A. Knowledge
1. Understands the history, philosophy, and trends in clinical mental health counseling.
2. Understands ethical and legal considerations specifically related to the practice of clinical mental health counseling.
3. Understands the roles and functions of clinical mental health counselors in various practice settings and the importance of relationships between counselors and other professionals, including interdisciplinary treatment teams.
4. Knows the professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling.
5. Understands a variety of models and theories related to clinical mental health counseling, including the methods, models, and principles of clinical supervision.
6. Recognizes the potential for substance use disorders to mimic and coexist with a variety of medical and psychological disorders.
7. Is aware of professional issues that affect clinical mental health counselors (e.g., core provider status, expert witness status, access to and practice privileges within managed care systems).
8. Understands the management of mental health services and programs, including areas such as administration, finance, and accountability.
9. Understands the impact of crisis, disasters, and other trauma-causing events on people.
10. Understands the operation of an emergency management system within clinical mental health agencies and in the community.
B. Skills and Practices
1. Demonstrates the ability to apply and adhere to ethical and legal standards in clinical mental health counseling.
2. Applies knowledge of public mental health policy, financing, and regulatory processes to improve service delivery opportunities in clinical mental health counseling.
Counseling, Prevention, and Intervention
C. Knowledge
1. Describes the principles of mental health, including prevention, intervention, consultation, education, and advocacy, as well as the operation of programs and networks that promote mental health in a multicultural society.
2. Knows the etiology, the diagnostic process and nomenclature, treatment, referral, and prevention of mental and emotional disorders.
3. Knows the models, methods, and principles of program development and service delivery (e.g., support groups, peer facilitation training, parent education, self-help).
4. Knows the disease concept and etiology of addiction and co-occurring disorders.
5. Understands the range of mental health service delivery—such as inpatient, outpatient, partial treatment and aftercare—and the clinical mental health counseling services network.
6. Understands the principles of crisis intervention for people during crises, disasters, and other trauma-causing events.

7. Knows the principles, models, and documentation formats of bio-psychosocial case conceptualization and treatment planning.
8. Recognizes the importance of family, social networks, and community systems in the treatment of mental and emotional disorders.
9. Understands professional issues relevant to the practice of clinical mental health counseling.
D. Skills and Practices
1. Uses the principles and practices of diagnosis, treatment, referral, and prevention of mental and emotional disorders to initiate, maintain, and terminate counseling.
2. Applies multicultural competencies to clinical mental health counseling involving case conceptualization, diagnosis, treatment, referral, and prevention of mental and emotional disorders.
3. Promotes optimal human development, wellness, and mental health through prevention, education, and advocacy activities.
4. Applies effective strategies to promote client understanding of and access to a variety of community resources.
5. Demonstrates appropriate use of culturally responsive individual, couple, family, group, and systems modalities for initiating, maintaining, and terminating counseling.
6. Demonstrates the ability to use procedures for assessing and managing suicide risk.
7. Applies current record-keeping standards related to clinical mental health counseling.
8. Provides appropriate counseling strategies when working with clients with addiction and co-occurring disorders.
9. Demonstrates the ability to recognize his or her own limitations as a clinical mental health counselor and to seek supervision or refer clients when appropriate.
Diversity and Advocacy
E. Knowledge
1. Understands how living in a multicultural society affects clients who are seeking clinical mental health counseling services.
2. Understands the effects of racism, discrimination, sexism, power, privilege, and oppression on one's own life and career and those of the client.
3. Understands current literature that outlines theories, approaches, strategies, and techniques shown to be effective when working with specific populations of clients with mental and emotional disorders.
4. Understands effective strategies to support client advocacy and influence public policy and government relations on local, state, and national levels to enhance equity, increase funding, and promote programs that affect the practice of clinical mental health counseling.
5. Understands the implications of concepts such as internalized oppression and institutional racism, as well as the historical and current political climate regarding immigration, poverty, and welfare.
6. Knows public policies on the local, state, and national levels that affect the quality and accessibility of mental health services.
F. Skills and Practices
1. Maintains information regarding community resources to make appropriate referrals.
2. Advocates for policies, programs, and services that are equitable and responsive to the unique needs of clients.
3. Demonstrates the ability to modify counseling systems, theories, techniques, and interventions to make them culturally appropriate for diverse populations.
Assessment
G. Knowledge
1. Knows the principles and models of assessment, case conceptualization, theories of human development, and concepts of normalcy and psychopathology leading to diagnoses and appropriate counseling treatment plans.
2. Understands various models and approaches to clinical evaluation and their appropriate uses, including diagnostic interviews, mental status examinations, symptom inventories, and psychoeducational and personality assessments.
3. Understands basic classifications, indications, and contraindications of commonly prescribed psychopharmacological medications so that appropriate referrals can be made for medication evaluations and so that the side effects of such medications can be identified.
4. Identifies standard screening and assessment instruments for substance use disorders and process addictions.
H. Skills and Practices
1. Selects appropriate comprehensive assessment interventions to assist in diagnosis and treatment planning, with an awareness of cultural bias in the implementation and interpretation of assessment protocols.

2. Demonstrates skill in conducting an intake interview, a mental status evaluation, a biopsychosocial history, a mental health history, and a psychological assessment for treatment planning and caseload management.
3. Screens for addiction, aggression, and danger to self and/or to others, as well as co-occurring mental disorders.
4. Applies the assessment of a client's stage of dependence, change, or recovery to determine the appropriate treatment modality and placement criteria within the continuum of care.
Research and Evaluation
I. Knowledge
1. Understands how to critically evaluate research relevant to the practice of clinical mental health counseling.
2. Knows models of program evaluation for clinical mental health programs.
3. Knows evidence-based treatments and basic strategies for evaluating counseling outcomes in clinical mental health counseling.
J. Skills and Practices
1. Applies relevant research findings to inform the practice of clinical mental health counseling.
2. Develops measurable outcomes for clinical mental health counseling programs, interventions, and treatments.
3. Analyzes and uses data to increase the effectiveness of clinical mental health counseling interventions and programs.
Diagnosis
K. Knowledge
1. Knows the principles of the diagnostic process, including differential diagnosis, and the use of current diagnostic tools, such as the current edition of the <i>Diagnostic and Statistical Manual of Mental Disorders (DSM)</i> .
2. Understands the established diagnostic criteria for mental and emotional disorders, and describes treatment modalities and placement criteria within the continuum of care.
3. Knows the impact of co-occurring substance use disorders on medical and psychological disorders.
4. Understands the relevance and potential biases of commonly used diagnostic tools with multicultural populations.
5. Understands appropriate use of diagnosis during a crisis, disaster, or other trauma-causing event.
L. Skills and Practices
1. Demonstrates appropriate use of diagnostic tools, including the current edition of the <i>DSM</i> , to describe the symptoms and clinical presentation of clients with mental and emotional impairments.
2. Is able to conceptualize an accurate multi-axial diagnosis of disorders presented by a client and discuss the differential diagnosis with collaborating professionals.
3. Differentiates between diagnosis and developmentally appropriate reactions during crises, disasters, and other trauma-causing events.

RETENTION POLICY

The Counselor Education faculty takes a serious view of the professional obligation of mentoring students once admitted, providing assistance and support to facilitate their professional development and ultimate graduation. It is not uncommon that in our concern for the quality of the counselor trainees enrolled in our graduate program, the ability of specific students to function at the standard level expected is called into question. The Ethical Standards of the American Counseling Association (ACA, 2005) in Section F: Supervision, Training, and Teaching state:

F.9.b. Limitations

Counselor educators, throughout ongoing evaluation and appraisal, are aware of and address the inabilities of some students to achieve counseling competencies that might impede performance. Counselor educators (1) assist students in securing remedial assistance when needed, (2) seek

professional consultation and document their decision to dismiss or refer students for assistance, and (3) assure that students have recourse in a timely manner to address decisions to require them to seek assistance, or to dismiss them and provide students with due process according to institutional policies and procedures.

In addition to such performance competencies, students must have knowledge of the Ethical Standards (ACA, 2005) and adhere to the high level of ethical conduct identified:

F.6.d. Teaching Ethics

Counselor educators make students and supervisees aware of the ethical responsibilities and standards of the profession and the ethical responsibilities of students to the profession.

As noted by Stadler (October, 1984) in an editorial Why be Ethical? in the *American Mental Health Counselors Association Journal*:

“Unethical conduct reflects poorly on the counseling profession, its related associations, and on us as members of the profession. Obviously it is not conducive to the development of the profession to condone or overlook such problems” (p. 150).

RETENTION STATEMENT

Counselor trainees are responsible for meeting all requirements of the Department of Counselor Education, The College at Brockport, State University of New York. More specifically:

1. Students must maintain satisfactory academic standing.
2. Students must adhere to the Academic Regulations & Procedures identified in *Your Right to Know & Academic Policies Handbook* and in the *Graduate Studies Catalog*.
3. Students must maintain the ethical standards of the American Counseling Association, (2005).
4. Students must demonstrate functional competence in fulfilling the professional tasks and duties of the discipline.

The Department of Counselor Education considers lack of functional competence to include, but not limited to the following:

- (a) an inability or unwillingness to acquire and integrate professional standards into one’s repertoire of professional behavior;
- (b) an inability to acquire professional skills and reach an accepted level of competency; and/or
- (c) an inability to control personal stress, psychological dysfunction, or emotional reactions that may affect professional functioning (Lamb, Cochran, and Jackson, 1991).

The 2nd, 3rd and 4th requirements empower the Counselor Education faculty to place on probation or dismiss a counselor trainee when ethical standards are violated and/or functional competence is seriously inadequate.

RETENTION REVIEW

In view of the seriousness of such situations, the Counselor Education faculty has established the following policies to serve as a working guide when questions regarding retention arise:

1. As a first level of action, a Counselor Education faculty member shall meet with the student(s) in question,

- express the specific concern(s) and seek to establish a plan to remedy the situation.
2. As a second level of action, Counselor Education faculty as a whole shall meet to discuss a student's progress and/or competence in the program and attempt to remediate the situation in an informal approach.
 3. If the informal approach developed at level two fails to accomplish the desired goal, the respective faculty member will present specific concerns in a formal Retention Review to the Department of Counselor Education. The purpose of the formal Retention Review is to determine if a more specific plan of remediation can be developed or if the student should be retained in the program. The student's advisor, the department chair, and concerned faculty member will monitor progress of the remediation plan as long as appropriate or until it is decided to terminate the student's tenure in the program.

During this Retention Review, Counselor Education faculty as a whole and the student's advisor will review the student's status in the program. Second, the student will be provided the opportunity to present any appropriate information. Third, the concerned faculty member will have an opportunity to elaborate on the nature of the concern.

After the Counselor Education faculty member and student have been heard, discussion by the Counselor Education faculty shall proceed with the goal of making a decision, which may be one of the following:

- a) The concerns do not warrant further action, for whatever reason, and the student will be allowed to continue in the program of study without restriction.
- b) The student may be placed on probation with specific requirements established by remediation. Procedures must be developed for progress to be monitored by the advisor and department chair. The Counselor Education faculty as a whole must be consulted and will decide if, and/or when, the student may be removed from probation. While on probation, the student would not usually be enrolled in a counseling practicum or internship.
- c) The student may be dismissed from the program and may not enroll in further course work in the Department of Counselor Education at The College at Brockport.

After determination of action by the Counselor Education faculty in the Retention Review process, their decision will be communicated in writing to the student. The student may appeal the Retention Review decision through the College grievance process by contacting the dean of the School of Education and Human Services.

*(Adopted from the South Dakota State University Counselor Education Department, with permission.)
(Adopted by Department of Counselor Education faculty March 1994; revised October 1999.)
(A copy is included in application material for applicant's signature and date.)*

EXPERIENTIAL LEARNING

The Department of Counselor Education provides an experiential program that combines both didactic and experiential approaches to learning in order to help you become an effective counselor. While learning theory and knowledge about counseling is important, it is not sufficient to becoming an effective professional counselor. The greatest skill or strength that you bring to your role of counselor is your personhood. For that reason, all department classes entail experiential learning to help you explore your values, beliefs, behaviors and feelings that impact you in your role as a counselor. The Department of Counselor Education believes that this type of self-examination and awareness are necessary to becoming an effective counselor.

ENDORSEMENT POLICY

The department will endorse students for appropriate placement based upon the program and/or emphasis which they have completed.

PROCESSING OF APPLICATIONS

Applications are reviewed after the deadline date for each semester. Information regarding courses and dates for preregistration may be obtained from the Office of Registration and Records.

Students who wish to make a change of name or address, or correct a social security number should inform our departmental office, **(585) 395-2258**, as well as the Office of Registration and Records. This will assure receipt of all important graduate mailings (i.e., registration schedule, bulk mailing, etc.) and prevent problems that may arise.

Address all application correspondence to:

Office of Graduate Admissions
The College at Brockport
350 New Campus Drive
Brockport, New York 14420-2914
Telephone: (585) 395-2525
E-mail: gradadmit@brockport.edu

DEGREE REQUIREMENTS:

MSEd in Counseling: College Counselor Emphasis (48 credits)

Students must complete the following program:

Core Courses	Credits
EDC 502 Self in Society-College Counselor	6
EDC 602 Counseling Concepts*	3
EDC 603 Group Counseling Concepts*	3
EDC 604 Career Development Concepts	3
EDC 606 Research and Program Evaluation	3
EDC 612 The Human Experience	3
EDC 614 Contemporary Issues	3
EDC 685 Measurement and Evaluation	3
EDC 720 Integration and Application of Basic Concepts	3
EDC 721 Clinical Experience for Integration	3
Workshop: Child Abuse Reporting	
Environmental Emphasis	
EDC 626 Counseling in College Settings	3
EDC 723 Implementation I-College Counselor**	3
EDC 735 Clinical Experience for Implementation I-College Counselor	3
EDC 729 Implementation II-College Counselor	3
Elective (by Advisement)	3
Total:	48

* Prerequisite: EDC 502 or instructor's permission

** Prerequisite: EDC 626

NOTE: Completion of a workshop on child abuse reporting is required. This is a prerequisite for EDC 720.

MSEd in Counseling: School Counselor Emphasis (48 credits)

Students must complete the following program:

Core Courses	Credits
EDC 501 Self in Society - School Counselor	6
EDC 602 Counseling Concepts*	3
EDC 603 Group Counseling Concepts*	3
EDC 604 Career Development Concepts	3
EDC 606 Research and Program Evaluation	3
EDC 612 The Human Experience	3
EDC 614 Contemporary Issues	3
EDC 685 Measurement and Evaluation	3
EDC 720 Integration and Application of Basic Concepts	3
EDC 721 Clinical Experience for Integration	3
Workshop: Child Abuse Reporting	
Workshop: SAVE Training	
Environmental Emphasis	
EDC 619 Counseling in School Settings	3
EDC 722 Implementation I-School Counselor**	3
EDC 735 Clinical Experience for Implementation I-School Counselor	3
EDC 728 Implementation II-School Counselor	3
Elective (by Advisement)	3
Total:	48

* Prerequisite: EDC 501 or instructor's permission

** Prerequisite: EDC 619

NOTE: Completion of two workshops required for New York State Education Certification (Child Abuse Reporting and SAVE Training) is required. These are prerequisites for EDC 720.

MS in Mental Health Counseling (60 credits)

Students must complete the following program:

Core Courses	Credits
EDC 503 Self in Society - Mental Health Counselor	6
EDC 602 Counseling Concepts*	3
EDC 603 Group Counseling Concepts*	3
EDC 604 Career Development Concepts	3
EDC 606 Research and Program Evaluation	3
EDC 612 The Human Experience	3
EDC 614 Contemporary Issues	3
EDC 685 Measurement and Evaluation	3
EDC 720 Integration and Application of Basic Concepts	3
EDC 721 Clinical Experience for Integration	3
Workshop: Child Abuse Reporting	
Environmental Emphasis	
EDC 613 Diagnostic and Treatment Planning	3
EDC 615 Counseling in Mental Health Settings	3
EDC 724 Implementation I-Mental Health Counselor**	3
EDC 735 Clinical Experience for Implementation I – Mental Health Counselor	3
EDC 730 Implementation II - Mental Health Counselor	3
EDC 731 Implementation III – Mental Health Counselor	3
EDC 885 Supervision of Counseling***	3
Elective (by Advisement)	3
Elective (by Advisement)	3
Total:	60

* Prerequisite: EDC 503 or instructor's permission

** Prerequisites: EDC 613 and 615

*** Prerequisite: EDC 730

NOTE: Completion of a workshop in Child Abuse Reporting for New York State Education licensure as a mental health counselor is required. This is a prerequisite for EDC 720.

The Workshop in Child Abuse Reporting is available online 24/7 and free at www.nysmandatedreporter.org/default2.html. SAVE Training will be provided in EDC 619. It is the student's responsibility to complete these workshops before graduation.

CAS School Counselor

Graduates from The College at Brockport's Master of Science in Education - Counseling, School Counselor Emphasis, who possess a Provisional Certificate for New York State School Counselor, are eligible for the CAS program. Additionally, we encourage applicants who have graduated from other institutions who have a valid New York State School Counselor Certificate to apply and have their credentials evaluated. Retroactive credit for degrees and/or courses may be given if the degrees and/or courses fit into the current program and if they are similar in content to those courses currently required.

To apply for matriculation into the CAS program, you must submit the following:

1. Official transcripts of all undergraduate and graduate college work completed.
2. Three letters of recommendation from individuals competent to comment on your academic and professionally demonstrated ability.*
3. College Application for Matriculation.
4. Copy of NYS School Counselor Provisional Certificate.

*Graduates of the Department of Counselor Education, The College at Brockport, do not need to complete Step 2.

CAS Program	Credits
MSEd Program–Counseling, School Counselor emphasis	48
EDC 883 Counselor as Systems Consultant	3
EDC 884 Group Theory and Supervised Practice	3
EDC 885 Supervision of Counseling	3
Elective (by Advisement)	3
	Total: 60

Please visit the Office of Graduate Studies Web site at www.brockport.edu/graduate for information on application deadlines. An interview is required only for graduates from institutions other than The College at Brockport.

Upon completion of the CAS and two years of successful full-time school counselor experience, graduates will be eligible for New York State Permanent School Counselor Certification.

COUNSELOR EDUCATION COURSES

EDC 501 Self in Society: School Counselor (B). Examines the development of self-understanding and the influences of interpersonal relations in school counseling. Investigates the social, psychological and philosophical foundations of counseling. Introduces students to professional, ethical, theoretical and practical aspects of school counseling. Examines aspects of various academic disciplines pertinent to the development of the counselor, providing a broad base for individual speculations regarding issues in school counseling. 6 Cr.

EDC 502 Self in Society: College Counselor (B). Examines the development of self-understanding and influences of interpersonal relations in college personnel services, and investigates the social, psychological and philosophical foundations of counseling. Introduces students to professional, ethical, theoretical and practical aspects of college counseling. Examines various academic disciplines pertinent to the development of the college personnel worker, providing a broad base for individual speculations regarding issues in college personnel work. 6 Cr.

EDC 503 Self in Society: Mental Health Counselor (B). Examines the development of self-understanding and influences of interpersonal relations in counseling. Investigates the social, psychological and philosophical foundations of counseling. Introduces students to professional, ethical, theoretical and practical aspects of mental health counseling. Examines various academic disciplines pertinent to the development of the mental health counselor, providing a broad functional base for individual speculations regarding issues in mental health counseling. 6 Cr.

EDC 602 Counseling Concepts (B). *Prerequisite: EDC 501 or EDC 502 or EDC 503.* Studies the general categories and specific examples of counseling theories. Theories discussed in terms of background, development, concepts and research. Theories evaluated in terms of their appropriateness to societal groups. Students explore the dynamics and techniques of counseling, examine counseling theories in terms of their own philosophical thinking and personal orientation, and formulate a counseling theory. 3 Cr.

EDC 603 Group Counseling Concepts (B). *Prerequisites: EDC 501 or EDC 502 or EDC 503.* Studies the evolution, rationale, goals and basic dynamics of the individual in group interactions; facilitative and non-facilitative forces in groups; observation of and participation in the group process; initiation, maintenance and termination of groups; and supervision and analysis of small groups. Integrates self-understanding and the understanding of others into an effective style of group leadership. 3 Cr.

EDC 604 Career Development Concepts (B). Explores career development theories espoused by authorities such as Holland, Krumboltz, Ginzberg, Super, Tiedeman and others. Undertakes some philosophical issues related to career development as they apply to counseling on an individual or group basis. Helps students to develop their own theory of career development and to understand the dynamics of the information and decision-making processes and the counseling process. Prepares students to use their skills in a consultative capacity and to influence curriculum development. 3 Cr.

EDC 606 Research and Program Evaluation (B). Readings and experiences provide students with an understanding of quantitative and qualitative research methods, statistical analysis, including descriptive and inferential statistics and their uses, needs assessment, and program evaluation. An action research project and a literature review are required. Cultural, ethical, and legal aspects of research are addressed. Students conduct electronic statistical analysis of data. Studies on effectiveness of counseling are reviewed. 3 Cr.

EDC 612 The Human Experience (B). Provides a broad understanding of the nature and needs of individuals at all development levels, including: major theories of personality, physiological development, psychological adjustment, and sociological influences. Incorporates all significant aspects of growth that make up the human experience. 3 Cr.

EDC 613 Diagnosis and Treatment Planning (B). Provides students with theoretical understanding and practical applications of diagnosis and treatment planning in mental health from the counseling perspective. Theoretical considerations include: concept of mental health, etiology of psychopathology, and cultural understandings of mental health and illness. Practical applications include conducting assessments, case conceptualizations, diagnosis, treatment planning and caseload management. Also covered are working with managed care, using medical and biopsychosocial assessment methods, psychopharmacology, and treatment outcomes. 3 Cr.

EDC 614 Contemporary Issues (B). Focuses on developing competencies in ethical decision making and working with clients representing diverse and multicultural contexts. Content knowledge integrates contemporary sociocultural contextual issues, current counseling ethical and professional practices, and student self-knowledge and awareness. Students demonstrate increased familiarity and competence when applying course principles with dynamic and social issues. 3 Cr.

EDC 615 Counseling in Mental Health Settings (B). Examines mental health counseling issues and trends such as managed care, licensure, HIPAA, cultural competence, and the funding and administrations of mental health service delivery systems. Explores the evolution of the profession and its current and future role in a multidisciplinary field. Introduces skills such as assessment and diagnosis, case conceptualization, proper documentation, professional and client advocacy, and program development, implementation and evaluation. 3 Cr.

EDC 619 Counseling in School Settings (B). Introduces the role of the school counselor and comprehensive, developmental school counseling programs. Emphasizes planning, delivering, managing, and evaluating counseling services with the goal of promoting academic, career, and personal/social development of all students. Prepares students to serve as change agents to reduce barriers that impede student development. Provides students to work as effective school counselors based on current research and practical experiences. 3 Cr.

EDC 626 Counseling in College Settings (B). Examines the organization and administration of higher education, including the history, growth and functions of colleges and universities. Discusses the law as it relates to student affair professionals and the breadth and depth of counseling services on college and university campuses. 3 Cr.

EDC 685 Measurement and Evaluation (B). Covers elementary statistics and the concepts of validity, reliability, norms and scores. Intelligence, achievement, aptitude, interest and personality tests and their purpose, administration, selection, evaluation and interpretation of Individual tests and testing programs along with cultural, ethical, and legal aspects of testing and evaluation are studied. Case conceptualization, functional behavioral assessment, overview of the Diagnostic and Statistical Manual, the mental status exam, and lethality assessment are examined. 3 Cr.

EDC 690 Couples and Family Counseling (B). Enhances the student's knowledge and skills in couples and family counseling. Provides an opportunity for exposure to summary theories in couples and family therapy and for supervised experiences. 3 Cr.

EDC 694: Research Methods in Counseling (B). Focuses on conducting counseling research on issues relevant to practitioners, with an emphasis on qualitative research. Topics Include philosophy of science, ethical issues in research with human subjects, introduction to basic qualitative methodologies, including grounded theory, phenomenology, narrative approaches, and other qualitative methodologies. Particular attention paid to the dual role of the interviewer/counselor in conducting qualitative clinical research from a feminist/constructionist perspective. 3 Cr.

EDC 695 Child-centered Play Therapy in School and Agency Settings (B). Covers the history and theoretical background of play therapy, and focuses on the use of Child-Centered Play Therapy (CCPT) as an effective method for helping children overcome a wide range of behavioral and emotional problems. Employs lecture, discussion, videotapes, and participant role-plays of mock play sessions to help students gain skills necessary to build therapeutic relationships with children. 3 Cr.

EDC 720 Integration and Application of Basic Concepts (B). *Prerequisites: EDC 602, EDC 603, 604, 606, 612, 614, 685, Workshops on child abuse reporting and SAVE Training.* This practicum experience emphasizes integrating the concepts learned in the preceding courses. Examines the extent to which students can assimilate and internalize individual counseling, measurement and evaluation, group counseling and career development, and apply them in counseling situations. Expects students to demonstrate competence in integrating both the cognitive and affective processes that have been acquired and developed thus far. Requires a minimum of 10 hours/week at the practicum site. 3 Cr.

EDC 721 Clinical Experience for Integration (B). *Co-requisite: EDC 720.* Provides students with individual clinical supervision of the counseling services they provide during their practicum (EDC 720). Supervision emphasizes the practice and evaluation of students' personal counseling style, integration of concepts gained regarding the dynamics of individual counseling process, self-evaluation techniques and the dynamics of the group counseling process. 3 Cr.

EDC 722 Implementation I: School Counselor (B). *Prerequisites: EDC 614, EDC 619, EDC 720, EDC 721; Co-requisite: EDC 735. Requires a minimum of a 20 hour per week approved school counseling Internship.* Students implement fundamental counseling tasks and other counseling duties under the supervision of a field supervisor and a faculty member. Focus is on consultation, Internship experience, and the development of a thesis proposal and literature review. Also requires an on-campus seminar in which group supervision of internship experience occurs. 3 Cr.

EDC 723 Implementation I: College Counselor (B). *Prerequisites: 604, 606, 612, 614, 626, 685, EDC 720, EDC 721; Co-requisite: EDC 735. Requires a minimum of a 20 hour per week approved college counseling internship.* Students implement fundamental counseling tasks and other counseling tasks under the supervision of a field supervisor and a faculty member. Focus is on consultation, internship experience, and the development of a thesis proposal and literature review. Also requires an on-campus seminar in which group supervision of internship experience occurs. 3 Cr. E

EDC 724 Implementation I: Mental Health Counselor (B). *Prerequisites: EDC 604, 606, 612, 613, 614, 615, 685, 720, 721; Co-requisite: EDC 735. . Requires a minimum of 20 hours per week approved mental health counseling internship.* Students implement fundamental counseling tasks and other counseling duties under the supervision of field supervisor and a faculty member. Focus is on consultation, internship experience, and the development of a thesis proposal and literature review. Also requires an on-campus seminar in which group supervision of internship experience occurs. 3 Cr.

EDC 728 Implementation II: School Counselor (B). *Prerequisite: EDC 722, 735.* Constitutes the second of the supervised internships required for the school counselor emphasis (a minimum of 20 hours per week) and is a continuation of EDC 722. Students work under the supervision of a field supervisor. Focuses on enhancement of skills and knowledge, role and functions related to school counseling and completion of the thesis requirement. Also requires an on-campus seminar in which group supervision of internship experience occurs. 3 Cr.

EDC 729 Implementation II: College Counselor (B). *Prerequisite: EDC 72, 735.3.* Constitutes the second of the supervised internships required for the college counselor emphasis (a minimum of 20 hours per week), and is a continuation of EDC 723. Students work under the supervision of a field supervisor. Focuses on enhancement of skills and knowledge, role and functions related to college counseling and completion of thesis requirement. Also requires an on campus seminar in which group supervision of internship experience occurs. 3 Cr.

EDC 730 Implementation II: Mental Health Counselor (B). *Prerequisite: EDC 724, 735.* Constitutes the second of the supervised internships required for the mental health counselor internship (a minimum of 20 hours per week) and is a continuation of EDC 724. Students work under the supervision of a field supervisor. Focuses on enhancement of skills and knowledge, role and functions related to mental health counseling and completion of the thesis requirement. Also requires an on-campus seminar in which group supervision of internship experience occurs. 3 Cr.

EDC 731 Implementation III: Mental Health Counselor (B). *Prerequisite: EDC 730.* Constitutes the third of the supervised mental health counselor internships (a minimum of 20 hours per week) and is a continuation of EDC 730. Focuses on refining knowledge and skills regarding diagnostic and treatment planning, developing proficiency with case conceptualization and presentation, enhancing individual, group, family and couples counseling skills. Also requires an on-campus seminar in which group supervision of internship experience occurs. 3 Cr.

EDC 735: Clinical Experience for Implementation (B). *Co-requisite: EDC 722 or 723 or 724.* Supervision emphasizes the practice and evaluation of a student's personal counseling style, implementation of concepts learned regarding the dynamics of Individual counseling process, self-evaluation techniques and, knowledge and skills gained in the program so far. Develops a students' ability to case conceptualize, develop client goals and focus client work in a therapeutic manner. 3 Cr.

EDC 883 Counselor as Systems Consultant (B). *Prerequisites: EDC 501 or EDC 502 or EDC 503; EDC 722, EDC 728; and permission of instructor.* Focuses on developing students' awareness of their role as consultants in school settings. Exposes students to consultation theory and models of consulting with teachers, students, and parents/families utilizing both individual and group methods. Case examples are examined. 3 Cr.

EDC 884 Group Theories and Supervised Practice (B). *Prerequisites: EDC 501 EDC 502 or EDC 503; EDC 722, EDC 723, or EDC 724; EDC 728, 729 or EDC 730; and permission of instructor.* Explores selected theories of personal and institutional change via small-group interaction, and simultaneous discussion of practical problems arising in groups. Expects students to form and lead their own groups, and to participate in intensive individual and group supervision. Provides for further development and explication of one's personal style of group leadership. 3 Cr.

EDC 885 Supervision of Counseling (B). *Prerequisites: EDC 501, EDC 502 or EDC 503; EDC 722, EDC 723, or EDC 724; EDC 728, EDC 729 or EDC 730; and permission of instructor.* Focuses on the acquisition of knowledge and the practice of counseling supervision. Examines various models of supervision within a multicultural context. Students supervise students enrolled in EDC 720. Requires a final paper that demonstrates an understanding of the theory and practice of counseling supervision. 3 Cr.

LIABILITY INSURANCE

Due to the nature of counseling, counselors face the very real possibility of having a lawsuit brought against them as a result of the professional services they provide. The department requires that students purchase liability insurance prior to enrolling in any of the clinical experience courses (EDC 720, 722, 723, 724, 728, 729, 730, 731). Low cost liability insurance is available to student members of the American Counseling Association. For more information, contact ACA, 5999 Stevenson Avenue, Alexandria, VA, (800) 347-6647, or www.counseling.org.

PROFESSIONAL HONOR SOCIETY

The department has a chapter (NU) of Chi Sigma Iota, Counseling Academic and Professional Honor Society International. The purpose of the honor society is to promote and recognize exemplary attainment in the study and practice of counseling. Chi Sigma Iota members are dedicated to excellence in scholarship, research and clinical practice. Those eligible for membership include students enrolled in graduate programs in counseling, faculty, alumni and practicing professional counselors who have given evidence of distinguished scholarship and professional service. For more information about membership, write to NU Chapter CSI at the Department of Counselor Education, The College at Brockport.

FACILITIES

The department has a state of the art Counselor Education laboratory located in the north wing of Hartwell Hall. The lab contains two group counseling rooms and five individual counseling rooms along with observation facilities. The five observation rooms contain taping capability. EDC 603: Group Counseling Concepts, EDC 720: Integration and Application of Basic Concepts, EDC 884: Group Theory and Supervised Practice, and EDC 885: Supervision of Counseling all use these rooms.

LOCATION

Brockport, a village of 9,700 residents, is located 16 miles west of Rochester and 45 miles east of Buffalo. The village lies along the banks of the old Erie Canal within a 15 minute drive of Lake Ontario. Stores, plazas, churches, cinemas and restaurants are within easy walking distance. Brockport offers the intimacy and pace of small-town life, yet the excitement of a city is nearby. Since the College is a major component of village life, graduate students will find ample opportunities for meeting new friends.

CAMPUS

The College at Brockport campus is spacious and uncluttered with large areas of open land. We encourage graduate students to make use of special facilities, such as the physical education complex, Seymour College Union, and the cultural presentations at the Tower Fine Arts Center.

FINANCIAL ASSISTANCE

A number of financial assistance awards and programs are available. For information on these awards and programs, please note information in the *Graduate Studies Catalog*, which is available through the Office of Graduate Admissions at The College at Brockport or by calling the Financial Aid Office at **(585) 395-2501**.

PLANNING FOR GRADUATE STUDIES AT THE COLLEGE AT BROCKPORT

Admission to a Degree Program

Admission to The College at Brockport and all other units of the State University of New York is based on the academic and personal qualifications of the respective applicants without regard to race/ethnicity/color, age, gender, sexual orientation, religion, national origin, marital status, disability or status as a Vietnam-era or disabled veteran.

Applicants to The College at Brockport graduate programs must submit official transcripts documenting receipt of a baccalaureate or higher degree from an accredited institution. Applicants who have earned undergraduate degrees from regionally accredited institutions, for which transcripts are provided, will enter the application processing system for immediate evaluation. Applicants who have earned undergraduate degrees from non-regionally accredited institutions that are listed in the publication entitled *Accredited Institutions of Postsecondary Education* and/or recognized by the United States Department of Education, and for which transcripts are provided, will have their unique academic credentials evaluated individually. The College at Brockport reserves the right to decline admission based on a judgment of inappropriate educational background and experience for graduate study.

An application may be requested by calling the Office of Graduate Admissions at **(585) 395-2525** or by sending an e-mail to gradadmit@brockport.edu. A \$50 non-refundable application fee is required for each application submitted. Applicants applying for a program leading to certification in a professional education program in counselor education, dance, educational administration, education and human development, health science and physical education must submit an additional, non-refundable \$30 professional fee made payable to The College at Brockport. The application, application fee, and all supporting documentation should be sent directly to the Office of Graduate Admissions.

Official offers of admission are sent to applicants from the Office of Graduate Admissions. Once the applicant accepts the offer by returning the *Reply Form* to the Office of Graduate Admissions, the applicant is granted matriculated status and the admissions process is complete.

GRADUATE ACADEMIC SUPPORT SERVICES

Drake Memorial Library - www.brockport.edu/library

Drake Memorial Library offers a full range of information services, study areas, media viewing seminar and instructional spaces including the Learning Commons. The library houses a collection of more than 450,000 books, 800 print serial subscriptions, 101,000 bound periodicals, 25,000 online serial subscriptions, 10,000 AV/media materials, and 2 million microforms. An online library catalog provides easy access to the collections. The library's open-stack policy provides direct access to most materials.

Drake Library subscribes to a large number of online information services, offering easy access to journal articles, newspapers, databases, government documents and specialized reports. Subscriptions include collections such as Lexis/Nexis, JSTOR, Academic Search Premier, ScienceDirect, BioOne, PsycArticles and PsycInfo, Westlaw and many more. A full list of electronic resources can be found on the library's Web page, www.brockport.edu/library. In addition, the library provides easy access to reserve collections through ANGEL. All of these resources are available to Brockport students both on and off campus.

Reference assistance is also available on and off campus. The library is open an average of 105 hours per week during the fall and spring semesters, and the reference desk is staffed most hours the library is open.

Students doing research from home may call **(585) 395-2760** for assistance, or may send an AOL Instant Message to *drakeref*. Students who don't require an instant answer can send e-mail to askdrake@brockport.edu, or schedule a personal research consultation with a reference librarian by completing the form on the library Web page. Response is usually provided within 24 hours.

Students may borrow materials from Drake Library for approximately four weeks. Materials may be renewed when not requested by others. A valid College ID serves as a library card.

Materials not available in the library may be obtained from other libraries through Inter-Library Loan (ILL). Materials may be requested electronically from the library's ILL Web page. Delivery time for requested items usually ranges from two days to one week.

The library schedule varies. For current hours, please call the recorded information service, **(585) 395-2288**.

Other Library Services

The library has more than 100 networked PCs available for use. Wireless network access is available throughout the facility. Photocopy machines and microfilm printers are available for public use. The Aerie café is open when school is in session.

SUNY Student Resource Center

Located in the Bausch & Lomb Building of the Rochester Public Library in downtown Rochester, the SUNY Student Resource Center serves the library needs of SUNY students taking courses in Rochester. The center provides reserve facilities, interlibrary loan, and networked computers with access to the online catalogs of The College at Brockport and other area libraries, as well as access to online databases.

RRLC Access Card

Matriculated graduate students may apply for a Rochester Regional Research Libraries Council (RRLC) Access card. Cardholders may borrow materials from more than 30 participating libraries, including those at the University of Rochester and Rochester Institute of Technology. Access card applications are available at the Drake Library circulation desk.

Information Technology Services

Information Technology Services operates Dailey Hall Computing Center. Located at the west end of the mall, Dailey contains five computer classrooms and two large open-access areas. A wide variety of computing hardware is available, including more than 200 PCs, 5 Macs, 30 Linux workstations and multimedia access. A trained student staff provides one-on-one assistance for all ITS-supported software. Dailey Hall is open more than 100 hours each week, providing access to students both during the week and on weekends. For specific hours, call **(585) 395-2390**.

The College at Brockport's e-mail system is accessible from Dailey, residence halls and offices through the campus fiber and wireless networks, and from off campus through any Web browser. NetID accounts, automatically created for all students, allow access to e-mail and Drake Library's online reference and resource materials. Of particular interest to students are the use of the Internet and online databases (many full text) as research tools, and the availability of current statistical software, including SPSS and Minitab. In addition, all students are provided with server space for the development of personal Web pages.

ANGEL is the campus course management system, allowing students Web-based access to class syllabi, threaded discussion boards, online quizzes and more. Brockport also hosts a number of SUNY Learning Network (SLN) courses, see: www.sln.suny.edu.

Twenty satellite labs, including the METROCENTER labs, provide more than 730 public access workstations to students across campus, offering standard and specialized software as well as Internet access.

An IT Helpdesk provides support for a wide variety of technology-related questions for students, faculty and staff when classes are in session at **(585) 395-5151** or helpdesk@brockport.edu.

Counseling Center

The Counseling Center offers personal counseling to all enrolled students, graduate and undergraduate, full-time and part-time. Assistance is provided for the widest possible range of concerns, from routine adjustment problems to severe problems and personal crises. While most counseling is on an individual basis, group counseling is available for certain problems and concerns on an as-needed basis. The Center works closely with the Health Center, and with health and mental health care providers in the surrounding area.

The Counseling Center is open weekdays from 8am - 5pm throughout the academic year. Services are free and strictly confidential. For an appointment, drop in at the Center in Hazen Hall, or call **(585) 395-2207**.

GRADUATE INFORMATION VIA THE WORLD WIDE WEB

For more information about graduate studies at The College at Brockport, visit the Brockport web site at www.brockport.edu/graduate or e-mail gradadmit@brockport.edu.

QUICK ACCESS FOR OTHER GRADUATE STUDENT SERVICES

Brockport Student Government/Brockport Adult Student Organization	(585) 395-2550
Career Services	(585) 395-2159
Counseling Center	(585) 395-2207
Cultural Center.....	(585) 395-5245
Financial Aid Office.....	(585) 395-2501
International Education	(585) 395-2119
International Student Services.....	(585) 395-5899
Office for Students with Disabilities (V/TTY)	(585) 395-5409
Office of Graduate Studies/Admissions.....	(585) 395-2525
Residential Life/Learning Communities	(585) 395-2122/2108
Student Health Services Center	(585) 395-2414
Student Learning Center	(585) 395-2293
The College at Brockport METROCENTER	(585) 395-8000
Veterans Affairs	(585) 395-2315

COUNSELOR EDUCATION FACULTY AND STAFF

Thomas J. Hernández, EdD, LMHC, Associate Professor, Chair

Dr. Hernández has served as a counselor, administrator, advisor and career counselor, and counselor educator in colleges in Western New York for more than 20 years. His current areas of research interests include issues of gender, culture, and disability in career development, psychopathology and disruptive students in college settings.

Robert Dobmeier, PhD, LMHC, CRC, Assistant Professor

Dr. Dobmeier has practiced as a mental health therapist, supervisor and administrator in both public and private mental health agencies. He has had experience integrating the delivery of mental health services with alcohol and substance abuse treatment providers in jail settings, and with criminal and family courts.

Areas of research interest include treatment of individuals diagnosed with a mental illness and a coexisting substance abuse disorder, treatment of mentally ill offenders, delivery of mental health services in school settings and time-efficient therapies. He is a New York state Licensed Mental Health Counselor, and is a Certified Rehabilitation Counselor.

Kathleen Fallon, PhD, NCC, Assistant Professor

Dr. Fallon has practiced as a mental health counselor in crisis, substance abuse, inpatient stabilization, and private practice settings. Her clinical foci include wellness, resilience, spirituality, sexual orientation, substance abuse, and crisis intervention. Motivational interviewing, feminist, and constructivist theories inform her theoretical framework. Dr. Fallon's current research interests are the preparation of future counselors and counselor educators, counselor education curriculum design and assessment, and the intersection of counseling with restorative justice practices. She is a member of ACA, AMHCA, NYMHCA, and is a trained CACREP site team member.

Patricia E. Goodspeed Grant, EdD, LMHC, NCC, Assistant Professor

Dr. Goodspeed has more than 12 years of combined experience working as an employee assistant counselor, as a counselor with adults in career transition, substance abuse counseling and as a college counselor. She has consulted for businesses, and has been an invited speaker for businesses and women's groups on career-related issues. She has developed an interest in qualitative methods, specifically for the field of counseling, and is currently researching lived experiences of divorce.

Bellah Kiteki, PhD, LPC (OH) Visiting Assistant Professor

Dr. Kiteki has experience in mental health counseling working with adolescents and adults with chemical dependency as presenting problems. She has also worked extensively with immigrant and refugee adolescents. Her current research interests are in the area of mental health counseling, refugee and immigrant migration issues, adjustment and social support of adolescent refugees in resettlement countries, refugee women, and counselor supervision

Summer M. Reiner, PhD, LMHC, NCC, Assistant Professor

Dr. Reiner is a nationally certified counselor, a licensed mental health counselor, and a permanently certified school counselor in the state of New York. She has experience as a school counselor in both suburban and urban environments. Reiner's current research interests are in the area of school counseling, adult development and aging, leisure development, substance abuse, and spirituality. She also leads teams of students who serve as consultants for local school districts on implementing comprehensive school counseling programs. Reiner is active leader in several counseling associations.

Susan Rachael Seem, PhD, LMHC, NCC, ACS, Professor

Has worked as a mental health/community and college/university counselor in New York and Pennsylvania for 15 years. Her current research interests are in the areas of diversity issues in counseling, such as gender race/ethnicity and sexual orientation. She has published on gender bias and stereotypes, gender issues, sexual orientation, feminist therapy and feminist family therapy. Dr. Seem has served in a number of leadership positions in professional organizations such as Council for Accreditation of Counseling and Related Educational Programs, Association for Lesbian, Gay, Bisexual and Transgendered Issues in Counseling, New York Counseling Association, New York Association for Counselor Education and Supervision, North Atlantic Region of the Association for Counselor Education and Supervision, and as the faculty advisor to the Chi Sigma Iota Nu Chapter. Dr. Seem is a licensed mental health counselor in the state of New York, a National Certified Counselor and an approved Clinical Supervisor.