



**COMMUNITY COUNSELING
LPC PROGRAM
HANDBOOK**



The Graduate Catalog, on-line at <https://dc.swosu.edu/grad/> has information that graduate students may need to know that is not included in this handbook. This handbook is intended to supplement the Graduate Catalog and faculty advising and does not replace the need for familiarity with the Graduate Catalog or regular contact with the student's faculty advisor.

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WELCOME MESSAGE

It is our pleasure to extend a warm welcome to you as you embark on your journey in the Community Counseling and Licensed Professional Counselor (LPC) Program at Southwestern Oklahoma State University.

Our program is dedicated to preparing compassionate, competent, and culturally responsive counselors who are equipped to meet the diverse needs of individuals, families, and communities. Whether you are pursuing a career in clinical mental health counseling, school counseling, or other related fields, our program offers a comprehensive curriculum, experiential learning opportunities, and supportive resources to guide you toward your professional goals.

As you navigate through this graduate student handbook, you will find valuable information about program requirements, coursework, field experiences, academic policies, and resources available to support your academic and personal growth. Our faculty and staff are committed to providing you with guidance, mentorship, and encouragement throughout your journey in the program. Throughout the handbook references will be made to the University's Official Student Handbook, and the Graduate Catalog. You should be familiar with all these documents. Each contains important information not found in this handbook.

We recognize that each of you brings a unique set of experiences, perspectives, and aspirations to our community. We embrace diversity in all its forms and strive to create an inclusive learning environment where all students feel valued, respected, and supported.

On behalf of the faculty and staff of the Community Counseling and LPC Program, we extend our best wishes for a fulfilling and enriching educational experience. We are excited to accompany you on this remarkable journey of growth, discovery, and transformation.

This handbook should answer most questions you have about the program. For questions not addressed in this handbook, please see your advisor or the program director. We hope that your educational career at Southwestern Oklahoma State University is both challenging and rewarding. Again, welcome to SWOSU!

Sincerely,

Your Faculty

INTRODUCTION TO THE PROGRAM

As a graduate student in our program, you will embark on a journey of academic rigor, experiential learning, and personal growth that will equip you with the skills and knowledge needed to thrive in the field of counseling. Counselors assist diverse populations in a professional and effective manner - assisting children, families, and adults to attain physical, mental, and psychological well-being. A career in counseling is extremely flexible, allowing graduates to select employment that best suits their personality, skills, and interests. Counselors find work in a variety of work settings including community, private practice, vocational, hospital, and school settings. Counselors engage in individual counseling, group counseling and family counseling, evaluation/assessment, advocacy, and case management.

The program aligns with licensure requirements and includes coursework and guidance to help students navigate the path toward becoming Licensed Professional Counselors (LPCs). To graduate with the Master of Science (M.S.) degree you must complete 11 courses (33 hours). Upon completion of the master's degree, students wishing to earn their LPC will complete an additional 15 hours of core LPC coursework and 12 hours of electives totaling 60 credit hours.

Program Overview:

The Community Counseling Program is a comprehensive program leading to the Master of Science (M.S.) degree. This program requires 33 hours of coursework and does not include elective options. You will engage in a curriculum carefully crafted to provide you with a solid foundation in counseling theory, techniques, and ethical practice. For a detailed listing of required courses, please refer to pages 31-32 of the SWOSU Graduate Degree Catalog.

The Community Counseling program prepares graduates to provide comprehensive counseling services to groups and individuals. The majority of graduates from this program work as Licensed Professional Counselors in mental health centers, private practice, and community agencies. The program is designed to prepare highly trained professionals who will provide mental health services in the local community and within the state. The program has high academic and practice standards that are consistent with state and national qualifications for licensed professional counselors. The program is geared toward the standards and values of the American Counseling Association (ACA) and the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

Student Testimonials:

Students in the Community Counseling program have shared valuable insights into their academic and practical experiences. These testimonials highlight the program's emphasis on developing strong counseling skills, fostering cultural competence, and preparing students for success in diverse professional settings.

"My master's program in community counseling at Southwestern Oklahoma State University has been a transformative experience. The program's blend of academic rigor and practical application has equipped me with the tools to make a meaningful difference in my community. The small class sizes and dedicated faculty have fostered a supportive and collaborative learning environment, where I felt valued and encouraged. The online format provided the flexibility I needed to balance my education with my professional and personal commitments, making my return to school a seamless transition. I had initially hesitated to pursue my master's degree, fearing it would be overwhelming. However, SWOSU's supportive community and exceptional resources made the journey not only manageable but truly rewarding. I am grateful for the opportunity to have earned my degree from such a remarkable institution." ~ Nicole Morgan

"Counseling is a field that taught me how to think beyond what lies in front of me, as knowing HOW to think is empowering well beyond those who only know WHAT to think. That in itself is absolutely incredible. The Community Counseling program here at SWOSU not only teaches you how to think, but also how to effectively communicate that to empower others!" ~ Shannon Marcar

"When I began this internship, I thought I had a pretty good grasp on counseling because of my job as a School Counselor. I've seen many students in situations where they need counseling. However, when I got there and began observing I learned that when you do actual therapy instead of just short counseling sessions it becomes different in many ways. I realized that I am going to have to work on picking out pieces of conversations that focus on feelings and obstacles and how the client can overcome them. I gained a lot of insight this week as to how I need to start thinking in the mindset of therapist vs school counselor. As a school counselor I am there to provide insight, guidance, offer advice, and help children achieve their goals. I do recognize these are similar roles as a therapist, I think the giving advice aspect plays out more in a school counselor role than it needs to in a therapist role. I realized that I need to be thinking in the mindset of trying to guide clients to their own advice and personal goals, not provide my own advice on how they should get there. Overall, my biggest take away on my personal growth is that I need to change my mind set when talking with clients from what I'm used to doing." ~ Alison Kincannon

Community Counseling and LPC Program Vision:

The SWOSU Community Counseling and LPC Program aspires to create a student-centered program that models healthy relationships and pursues a collective purpose based on the values of diversity, transparency, integrity, and community engagement. Our program will continue to build on its strengths to cultivate servant leaders who make a lasting community impact by positively influencing clients, students, and the counseling profession. We are committed to training counselors who are responsive to structural inequities, environmental challenges, and neurological factors that impact resilience.

Community Counseling and LPC Program Mission:

The SWOSU Community Counseling and LPC Program will prepare competent professionals equipped to practice effectively and promote equity with diverse clients (e.g., marginalized populations) within a variety of communities, agencies, institutional settings, private practices, and governments.

Community Counseling and LPC Program Core Values:

The SWOSU Community Counseling and LPC will prepare competent professionals:

1. Who meet the academic and practice standards necessary to achieve credentialing.
2. Who hold membership with appropriate professional organizations.
3. Who upheld by the core values and principles of the counseling profession, with special emphasis on self-reflection, growth, and wellness.

Community Counseling and LPC Program Objectives:

SWOSU Community Counseling and LPC Program objectives are highly representative of our philosophy of developing counselors who are well-equipped to serve in the community with a balance of foundational knowledge and clinical skill.

1. Prepare and promote professionals who uphold the highest standards of ethical practice as according to the American Counseling Association's most recent code of ethics.
2. Prepare and promote professionals who demonstrate knowledge of established and emerging counseling and educational theories and methods and evidence-based techniques.
3. Prepare and promote professionals who will demonstrate, differentiate, and integrate an understanding of mental health, mental illness and disorder, and the counselor's role in the systemic and individual healing process.

4. Prepare and promote professionals who serve as advocates for their clients, for the counseling profession, and for themselves as professionals continuously engaged in life-long learning.
5. Prepare and promote professionals who demonstrate cultural humility and engagement as culturally competent professionals. Students will demonstrate an awareness and knowledge of their own cultural values and biases.

The successful evaluation of these objectives is evidenced by meeting the set standards for academic performance, passing the CAPSTONE exam, and receiving positive feedback from supervisors during the Practicum experience.

Assessment of Student Academic, Personal, and Professional Development:

The counseling and school psychology faculty at SWOSU conducts an annual (minimum) systematic developmental assessment of each student's progress throughout the program, including consideration of the student's academic performance, professional development, and personal development. Specific students may also be reviewed during each monthly Program Meeting when concerns are raised by program faculty, adjuncts, and program partners (e.g., site supervisors). Faculty members contribute input based on students' academic performance, personal and professional behaviors in class, ability to get along with peers, timeliness and quality of work, openness to feedback and constructive criticism, as well as other aspects of their functioning as future counseling professionals. In addition to the comprehensive annual review, the counseling and school psychology program faculty also assess each student's professional dispositions throughout the program.

Pathway to Licensure:

Completion of the Master of Science Degree in Community Counseling at SWOSU is applicable toward eligibility requirements for the Licensed Professional Counselor (LPC) Act. For detailed information regarding application procedures and LPC coursework requirements, please refer to the LPC Curriculum Program.

Clarification on Certification:

It's important to note that the Master of Science Community Counseling Program does not lead to certification as a school counselor. For students interested in pursuing school counseling certification, we encourage you to explore our Master of Education School Counseling program for more information.

ADMISSION REQUIREMENTS AND PROCEDURES

Admission to SWOSU

If you are not a previous student at Southwestern Oklahoma State University, the first step towards admission is gaining acceptance to the university. Please follow the instructions provided on our website to apply.

Admission to the Community Counseling Program

To be considered for admission into the Community Counseling and LPC Program, applicants must meet the following criteria:

1. **Bachelor's Degree:** Applicants must hold a bachelor's degree from a college or university accredited by a regional accrediting association.
2. **Coursework Requirements:** Applicants must have completed:
 - An undergraduate or graduate statistics course.
 - Two additional courses in Psychology.
3. **Grade Point Average (GPA):** Applicants must meet one of the following GPA requirements:
 - A cumulative undergraduate GPA of 3.0 on a 4.0 scale.
 - A cumulative undergraduate GPA of 2.5 – 2.99 on a 4.0 scale (overall undergraduate Ret/Grad GPA or GPA on the last 60 semester hours) with a satisfactory minimum score determined by the following equation: $GPA \times 100 + GRE = 530$. GRE scores should be a sum of the verbal and quantitative test scores.

Application Process

To apply to the program, please follow these step-by-step procedures:

1. **Complete the Application for Graduate Admission:** The application form can be obtained from the Graduate Office or downloaded from our website. Submit the completed application to the Graduate Office via email to graduatestudies@swosu.edu or by mail to 100 Campus Dr., Weatherford, OK 73096.
2. **Transfer of Credits Form:** Complete and submit the Transfer of Credits Form (The Nine-Hour Policy Agreement) along with your application.

3. **Submit Official Transcripts:** Provide official transcripts of all credits earned from previous institutions. Transcripts should be sent directly to the Graduate Office.
4. **Recommendation Forms:** Complete and submit two Master of Science Recommendation Forms. These forms should be completed by individuals who can provide insight into your academic aptitude, motivation, and character/disposition factors. Recommendations should be sent directly from the references to the Graduate Office.
5. **OSBI Background Check:** All prospective students must submit an Oklahoma State Bureau of Investigation (OSBI) background check dated within one year of the application. Access the background check form on our website and follow the instructions provided. Submit the completed background check to College of Professional & Graduate Studies, either by fax at 580.774.7154 or by mail to 100 Campus Drive, Weatherford, OK 73096. When using this direct link [OSBI background “name” check](#) , you can “register as a new user” from the left side of the page and choose Name-Based background check as the option. Results should be *emailed* to you, and you can forward them directly to christina.dixon@swosu.edu

Please note: Prospective students in the M.Ed. and M.S. Education Programs must also submit an OSBI record check to the Department of Education by the application deadline. Original, unaltered OSBI checks are required, and alterations to the document will not be accepted. If mailing the application, please allow three to four weeks for processing. Alternatively, if submitting in person, the OSBI check typically takes approximately 15 minutes.

Application Deadlines

The deadlines for application for the Master of Science Degree in Community Counseling are as follows:

- **June 1** for **Fall** semester
- **November 1** for **Spring** semester
- **April 1** for **Summer** semester

PROGRAM STRUCTURE AND CURRICULUM

Advisement:

Upon admission to the program, new graduate students are assigned to a faculty advisor. As soon as possible, students must confer with their advisor to develop a plan of study. This plan is created in collaboration with the assigned advisor.

Evaluation of student progress is program-embedded throughout the program in the form of instructor observations of professional work characteristics, and field-supervisor evaluation of student progress. Instructors with serious concerns about a student's performance will talk with the student and then submit a written statement describing the nature of the problem, a plan to solve the problem, evaluation criteria, and possible outcomes (e.g., grades, continuation in the program). The candidate's program advisor coordinates efforts to resolve the issue with the student, instructor, campus services, and other faculty as needed. Formal review of student progress in the Community Counseling Program is conducted by faculty upon completion of the requirements for the degree and, again, prior to the internship. In general, advisors and advisees may meet at any time to monitor academic progress and to work together on program-related concerns.

Plan of Study:

Upon acceptance into the program, students must meet with their faculty advisor to develop a plan of study. This plan will serve as official documentation and be filed in the Department of Education. After this initial planning session, it is the candidate's responsibility to apprise the assigned faculty advisor of any anticipated changes to the documented plan. It is important to note that plans of study can contain no more than 9 credit hours of coursework taken before full acceptance into the program.

A. Full vs Part-time Plan of Study

Students are encouraged to attend full-time from the start of the program. Full-time study is considered 9 credits per semester and is promoted for two reasons. First, coursework is organized in an integrated, sequential fashion, each course building upon the previous. When students follow a part-time plan of study, the integrated sequence becomes disrupted, and students do not receive the full experience necessary for the most effective training. Second, part-time students are less likely to become a part of a cohort, an important part of the learning process. With that being said, many students enrolled in the program are employed and follow a part-time plan of study. Exceptions to this policy are leaves of absence or course load reductions granted by the program director.

SWOSU COMMUNITY COUNSELING & LPC TIMELINE

I. Application and Interview Process

II. Required Curriculum for Community Counseling

- COUN 5513** Introduction to Counseling & Guidance
- COUN 5593** Advanced Tests & Measurements
- COUN 5893** Ethical/Legal/Professional Standards
- EDPSY 5743** Life Span Development
- EDUC 5113** Intro to Research
- EDPSY 5633** Advanced Abnormal Psychology
- COUN 5213** Community Counseling
- COUN 5373** Theories/Techniques Family Counseling
- COUN 5543** Theories/Techniques of Counseling
- COUN 5553** Theories/Techniques Group Counseling
- COUN 5563** Practicum in Counseling (Completed at the end of 33 hours; 150 clock hours included)

III. Capstone Experience and Apply for Graduation

- EDUC 5950** Graduate Capstone (must be successfully completed during final semester; may only be repeated once; one day exam; not offered in the summer)

TOTAL HOURS.....33

IV. Upon completion of master’s degree, the following courses are required for LPC. LPC coursework does not lead to a second master’s degree.

Required Core Courses for LPC (15 hours)

- COUN 5423 Multicultural Concepts
- COUN 5523 Career Counseling
- EDPSY 5223 Techniques of Psychotherapy
- COUN 5613 Internship in Counseling (300 clock hours with 50% direct client contact)
- EDPSY 5883 Advanced Psych Testing S

Additional Elective Courses (12 hours)

- EDPSY 5703 Behavioral Intervention Strategies
- EDPSY 5723 Advanced Psychology of Learning
- EDPSY 5133 Crisis Intervention Techniques
- EDPSY 5233 Advanced Psychology of Sports
- COUN 5713 Clinical Supervision

TOTAL HOURS60

Comprehensive Examination

The Capstone examination serves as a summative assessment for the Community Counseling Program. The format consists of multiple-choice questions and case studies, used to determine whether candidates are able to integrate domains of knowledge and apply professional skills. A passing score is required in order to earn the Master of Science (M.S.) degree and to enter the LPC program. Candidates are required to enroll in EDUC 5950: Capstone Experience during their final semester of the Community Counseling program.

SWOSU Community Counseling Graduate Program Policies:

As a graduate student training to be a professional in the fields of Counseling, Psychology, or Psychometry, an important part of your training will be in the professional and ethical standards of your chosen field. Likewise, an important component of your evaluation as you progress through the program will be based on your adherence to these standards. Below are the links for the information regarding these ethical guidelines:

[American Counseling Association \(ACA\): Code of Ethics](#)

[American School Counselor Association \(ASCA\): Ethical Standards for School Counselors](#)

[National Association of School Psychologists \(NASP\) \(Ethical Principles - 2020 standards\)](#)

[Oklahoma Board of Behavioral Health Ethical Guidelines](#)

Behavioral Guidelines and Expectations:

While it is our hope and expectation that students are performing optimally and growing professionally, we recognize that this is not always the case and there are, at times, opportunities for improvement. Further, sometimes students' performance and behaviors are extreme enough to warrant formal remediation. The role of IPAC is to review students' performance and progress, particularly as it relates to professional readiness for practicum and internship experiences. These areas were determined based on the competencies aligned with ACA and standards put forth by CACREP, with ASCA and CAEP, and with NASP. The following represents the main areas assessed: *Academic and Professional Roles; Ethics; Interpersonal Competence; Leadership; Personal Maturity; Personal Responsibility; Respect for Diversity; Service Orientation and Community Outreach; and Social Justice.*

Core Counseling Program Faculty

When you are new to the program, it can be difficult to know whom to approach with various questions and concerns. In general, we recommend that you start with your faculty adviser for any concern about your individual program plan or progress, and your course instructor for any specific course-related academic concern.

Mrs. Amy Martin, Instructor and Community Counseling/LPC Program Director, holds a Master's in Community Counseling and is a Licensed Professional Counselor. Her areas of interest include career counseling and employment trends; diversity and social justice; psychological issues in foster care and adoption; and family and geriatric counseling. Mrs. Martin teaches the following courses: Theories and Techniques of Counseling, Theories and Techniques of Group Counseling, Techniques of Psychotherapy, Family Counseling, Career Counseling, Practicum, Internship, and Multicultural Concepts. Mrs. Martin has over 20 years of experience developing and facilitating workshops, seminars, and conferences specializing in leadership and vocational skills.

Mrs. Dawn Keller, Instructor, holds a Master's degree in School Counseling and an additional certification in School Psychometry. She is a certified School Counselor and a certified School Psychometrist in the State of Oklahoma. Mrs. Keller is currently "all but dissertation" toward her Ph.D. in Counseling & Psychological Studies, with a concentration in Trauma and Crisis Counseling. She teaches courses in Cognitive Assessment, Psychoeducational Assessment, Advanced Tests & Measurements, and Lifespan Development

Dr. Amy Barnett, Professor and School Psychometry Program Director, earned a Ph.D. in Educational Psychology from Oklahoma State University. She is a certified School Psychologist and Licensed Professional Counselor in the State of Oklahoma. She has worked in a variety of settings including schools, outpatient counseling, a children's shelter, and therapeutic foster care. Her areas of interest include the Social and Emotional needs of students, psychological issues in adoption and foster care, and Mental Health Services in schools. Dr. Barnett teaches courses in Psychoeducational Assessment, Abnormal Psychology, Behavioral Interventions, and Practicum in Psychometry.

Dr. Randy Barnett, Professor, earned a Ph.D. in Educational Psychology from Oklahoma State University. He is a certified School Psychologist and Licensed Professional Counselor in the State of Oklahoma. Dr. Barnett teaches courses in Educational Psychology, Behavioral Assessment and Human Development. His areas of interest include targeted Behavioral Interventions with students who exhibit externalizing behaviors, emotional intelligence, residential programming and juvenile delinquency.

Dr. Erika Stevens Olinger is an Assistant Professor and the Director of the School Psychology Program at Southwestern Oklahoma State University. Dr. Stevens Olinger received her Ph.D. in School Psychology from Oklahoma State University. Dr. Olinger is a Nationally Certified School Psychologist, Doctoral Level Board Certified Behavior Analyst, and Licensed Health Service Psychologist. She has worked as a School Psychologist Practitioner, District Response to Intervention Instructional Facilitator, Assistant Director of Special Services, Assistant Professor of Psychology and Coordinator of the School Psychology Graduate Program at the University of Central Oklahoma, Clinic Director, Lead Crisis Team School Psychologist with the Oklahoma State Department of Education, and Medical Consultant for the Social Security Administration. She has served on the Board of Directors for the National Association of School Psychologists.

FIELD EXPERIENCE

Field experiences include both practicum and internship and are an integral part of the training of future counselors. Students involved in both types of field experiences will have appropriately certified field supervisors and a college-based faculty overseeing their experiences. Students with specific desired locations are encouraged to make initial contact with potential contacts.

Field experience allows students to apply the theoretical knowledge they have gained in the classroom to real-world situations. This practical application is essential for understanding how counseling theories and techniques work in practice. In summary, field experience is a vital component of counseling education, providing students with the hands-on training, supervision, and real-world exposure necessary to become effective and ethical counselors.

Practicum in Counseling:

This clinical course provides continued practice of the counseling interview and general counseling skills. This includes an understanding of essential interviewing and counseling skills so that the student is able to develop a therapeutic relationship with clients using core counseling skills. Students will observe a practicing counselor in the work setting to gain knowledge and an understanding of the role of a counselor; an opportunity to demonstrate a variety of skills and techniques applicable to clients and setting will be provided. The Practicum team will consist of:

- The Practicum Instructor
- The Practicum Student
- The Practicum Site Supervisor

Purpose of the Practicum Experience:

The practicum serves as a pivotal component of our counseling program, offering you the opportunity to bridge theoretical knowledge with real-world application. It is designed to immerse you in a practical setting where you can apply counseling techniques, interventions, and ethical considerations in a supervised and supportive environment.

Setting of the Practicum Experience:

The practicum should be completed in a community setting, which provides counseling services to a variety of clients. Acceptable practicum settings would include community mental health centers, rehabilitation centers, college or university student services offices, hospital mental health centers, veteran's administration centers, and private practices.

Requirements of Practicum Experience:

Professional Liability Insurance and Professional Membership must be obtained via the American Counseling Association (ACA). Practicum students must join ACA and sign up for their free insurance (and provide proof of such) prior to accumulating hours. It is important to secure insurance well in advance of beginning practicum and internship. Without insurance, students will be unable to have any contact with the populations served by their sites. After obtaining proof of liability coverage provide the documentation to your practicum instructor.

The Letter of Understanding is a partnership agreement among Southwestern Oklahoma State University, the SWOSU Practicum Student, and the Practicum Site Supervisor for the community agency. The contract delineates the requirements and expectations for the student and supervisor.

Students are required to complete a minimum of 150 hours of practicum work under a licensed professional counselor. Of the 150 required hours, 20 hours can be completed by attending trainings or seminars.

SWOSU's Policy for Receiving an "Incomplete" ("I") in this Course:

An "I" is only granted under exceptional circumstances and with prior approval. To receive an "I" grade, the student should have satisfactorily completed a substantial portion of the required coursework for the semester. IPAC has determined that a minimum of 150 hours must be accrued in internship to receive an incomplete grade.

Site Supervisor Qualifications:

When choosing a Practicum Site Supervisor, there are certain qualifications that must be met. A person is qualified to be a Practicum Site Supervisor for the Community Counseling Practicum experience if they meet the following criteria is currently a Licensed Professional Counselor with two years' experience as an LPC in a community counseling setting. If an LPC is not available, the supervisor for a Community Counseling Practicum must be a licensed mental health professional (LPC, Psychologist, LCSW, LADC).

Your Role as a Practicum Student:

As a practicum student, you will actively engage in counseling sessions, attend supervision meetings, and participate in ongoing professional development. Embrace the challenges and uncertainties as opportunities for growth and take advantage of the support provided by your supervisor and the program faculty.

Key Objectives of the Practicum:

1. **Application of Theoretical Knowledge:** Put your theoretical understanding of counseling into practice by working with actual clients. This hands-on experience allows you to see the complexities and nuances of applying counseling theories and techniques in a real-world context.
2. **Skill Development:** Hone and refine your counseling skills, including active listening, empathy, rapport-building, and assessment. Practicum is a space for you to cultivate and strengthen the competencies required for effective counseling.
3. **Professional Identity Formation:** Gain insights into the roles and responsibilities of a counselor, contributing to the development of your professional identity. The practicum experience will prompt self-reflection and encourage you to align your emerging professional identity with ethical standards and best practices.
4. **Supervision and Feedback:** Engage in regular supervision sessions with a qualified supervisor who will provide guidance, feedback, and support. This collaborative process is instrumental in your growth as a counselor and ensures ethical and competent practice.
5. **Cultural Competence:** Interact with clients from diverse backgrounds, promoting cultural competence. The practicum provides a platform to understand and respect the impact of culture on the counseling process, fostering an inclusive approach to client care.
6. **Ethical Decision-Making:** Encounter real-world ethical dilemmas and challenges, prompting you to navigate ethical decision-making under supervision. This experience is crucial for preparing you to make sound ethical choices in your future counseling practice.
7. **Nature of the Practicum:** The practicum is an experiential learning opportunity that typically involves direct client contact, ongoing supervision, and a commitment to ethical and professional standards. It is a structured and supervised environment that provides a safe space for you to learn, make mistakes, and refine your skills. 150 total hours are required.

PRACTICUM	INTERNSHIP
Refers to an introductory or foundational period of supervised training.	Refers to a more advanced and extensive period of supervised practical training.
Practicum students typically have a more limited scope of practice and may primarily engage in observation, basic counseling skills practice, and intake interviews.	Interns have a higher level of responsibility and autonomy compared to practicum students. Interns are often expected to have a more substantial caseload and be engaged in more complex therapeutic interventions.
Shorter in duration - 150 hours	Longer in duration - 300 hours 100 hrs must be direct contact w/clients
Required component for graduation	Required component for licensing

Internship in Counseling:

Students enrolled in this course must have completed all coursework for their master’s degree and the LPC Curriculum Program or will do so concurrently. This course is a comprehensive internship consisting of 300 clock hours of direct service in which students are required to demonstrate, under supervision and evaluation, their respective ability to integrate knowledge bases and skills in providing a broad range of counseling services. It provides the student the opportunity to work with diverse client populations, a range of problems, and different types of human service programs, using varied intervention methodologies. The Internship team will consist of:

- The Internship Instructor
- The Intern
- The Internship Site Supervisor

Our counseling program places a strong emphasis on the practical application of theoretical knowledge and the development of counseling skills. Internship is a crucial component of our students' training, providing them with the opportunity to integrate classroom learning with real-world experiences under the supervision of qualified professionals.

Purpose of the Internship Experience:

The internship is intended to provide a pre-professional experience for the counseling student who has completed all academic course work in the SWOSU Community Counseling Program. During the graduate training program, the student will have developed the theoretical and academic background and practical skills necessary to begin contributing to the work of the internship

agency. A good internship should be of benefit to both the intern and the agency which provides the setting for the internship. The intern will be providing valuable professional services to the agency while continuing to learn and improve professional skills through supervision from, and association with, professionals in the field. Ideally, at the end of the internship, the intern would be qualified to accept an entry-level position in their chosen field.

Setting of the Internship Experience:

The student should begin the process of finding an internship early in the semester prior to the semester during which the internship is anticipated. The internship should be completed in a community setting, which provides counseling services to a variety of clients. Acceptable internship settings would include community mental health centers, rehabilitation centers, college or university student services offices, hospital mental health centers, veteran's administration centers, and private practices.

Requirements of Internship Experience:

Professional Liability Insurance and Professional Membership must be obtained via the American Counseling Association (ACA). Internship students must join ACA and sign up for their free insurance (and provide proof of such) prior to accumulating hours. It is important to secure insurance well in advance of beginning practicum and internship. Without insurance, students will be unable to have any contact with the populations served by their sites. After obtaining proof of liability coverage provide the documentation to your internship instructor.

The Letter of Understanding is a partnership agreement among Southwestern Oklahoma State University, the SWOSU Intern, and the Internship Site Supervisor for the community agency. The contract delineates the requirements and expectations for the student and supervisor.

Students are required to complete a minimum of 300 hours of Practicum work under a licensed professional counselor. Of the 300 required hours, 100 hours must be direct client contact.

Site Supervisor Qualifications:

When choosing an Internship Site Supervisor, there are certain qualifications that must be met. A person is qualified to be an Internship Site Supervisor for the Community Counseling Internship experience if they meet the following criteria is currently a Licensed Professional Counselor with two years' experience as an LPC in a community counseling setting. If an LPC is not available, the supervisor for a Community Counseling Internship must be a licensed mental health professional (LPC, Psychologist, LCSW, LADC).

Your Role as an Internship Student:

As a Community Counseling Intern, you will actively engage in counseling sessions, attend supervision meetings, and participate in ongoing professional development. Embrace the challenges and uncertainties as opportunities for growth and take advantage of the support provided by your supervisor and the program faculty.

Expectations for the Internship Placement:

1. **Client Contact and Counseling Services:** Our internship students will engage in direct, indirect, and group client contact, providing counseling services to individuals or groups as determined by the agency's needs and policies.
2. **Supervision:** We expect that our students will receive regular and ongoing supervision from a qualified supervisor at your agency. Supervision sessions will include case discussions, feedback on counseling skills, and guidance on ethical considerations.
3. **Professional Development:** Our students are committed to engaging in ongoing professional development opportunities provided by the agency. This may include attending relevant training sessions, workshops, or staff meetings. Open lines of communication are vital for the success of this internship placement. We encourage regular feedback from the agency regarding our students' progress and any areas of growth or development.
4. **Adherence to Ethical Standards:** Our students are expected to adhere to the ethical guidelines and standards set forth by professional counseling organizations, as well as any specific ethical policies established by your agency.
5. **Collaboration with Agency Staff:** We encourage collaboration and open communication between our students and agency staff. This includes regular check-ins with agency supervisors, participation in team meetings, and effective communication regarding any client-related concerns.
6. **Cultural Competence and Sensitivity:** Our students are committed to promoting cultural competence and sensitivity in their counseling practice. They will actively work to understand and respect the diverse backgrounds and experiences of clients served at your agency.
7. **Documentation and Record-Keeping:** Our students will maintain accurate and timely documentation of client sessions and other relevant information, following the agency's established procedures for record-keeping.

8. **Flexible and Adaptable:** We expect our students to be flexible and adaptable to the agency's needs and policies. This includes a willingness to learn and integrate feedback, as well as adjust their counseling approach based on the agency's population and goals.
9. **Table of Activities:** See table outlining possible activities for a community counseling intern to participate in during an internship. Keep in mind that the specific activities can vary based on the organization, community needs, and the intern's goals. This table is meant to provide a general overview. (See Appendix A for Practicum and Internship Activities.)

Evaluation Process:

The progress of practicum and internship students is monitored closely. Each semester, students are evaluated by both field-based and faculty supervisors. Forms developed to reflect program goals and objectives are used for evaluation and to establish subsequent training experiences and goals (see Appendix for Practicum and Internship Student Evaluation Forms).

Licensure Requirements for Counselors in Oklahoma:

Oklahoma LPC licensure requires a passing score on the National Counselor Examination for Licensure and Certification and the Oklahoma Legal and Ethical Responsibilities Examination. The NCE is a 200-question, multiple-choice examination administered by the National Board for Certified Counselors. It assesses knowledge, skills and abilities in effective counseling services.

The Oklahoma Legal and Ethical Responsibilities Examination (OLERE): OLERE is a one-hour-long, multiple-choice jurisprudence exam that covers the LPC Act and Regulations. It is administered by Oklahoma CareerTech.

NCC (National Certified Counselor): The NCC is a certification for counselors who have met national standards in education, experience, and ethics. It shows that the counselor has been recognized as qualified by a professional body to provide counseling services.

NBCC (National Board for Certified Counselors): The NBCC is the organization that certifies counselors and oversees the National Certified Counselor (NCC) credential. They set standards for counselor certification and ensure that certified counselors adhere to professional ethics.

NCE (National Counselor Examination): The NCE is an exam required for obtaining the NCC certification. It assesses a counselor's knowledge and skills in the field, covering various areas like human growth, counseling theories, and ethics. Many states also use this exam for licensure.

To begin the accrual of supervised experience hours the LPC Board must confirm the candidate for licensure has a completed application on file, a passing result on the jurisprudence exam, and a passing result on the national exam. In addition, the candidate must also submit a W-4 confirming their status as an employee of the agency where they intend to accrue supervised experience and a completed Supervision Agreement. For more information on the LPC process, visit: <https://oklahoma.gov/behavioralhealth.html>

LPC Supervision:

After graduating from our counseling program and completing the LPC coursework, candidates must complete 3,000 hours of supervised clinical experience to qualify for full licensure as an LPC in Oklahoma. This supervision must be conducted under a Board-approved LPC supervisor to ensure the candidate's competency in providing independent counseling services. To begin the accrual of supervised experience hours the Board must confirm the candidate for licensure has a completed application on file, a passing result on the jurisprudence exam, and a passing result on the national exam. In addition, the **candidate must also submit a W-4 confirming** their status as an **employee of the agency where they intend to accrue supervised experience** and a completed Supervision Agreement. Please be advised that some LPC-S charge an hourly rate for supervision meetings.

Oklahoma requires candidates to make application and follow these steps:

- **Step 1: Criminal Background Check**
 - As of January 1, 2024, the Board will require all new applicants for licensure to obtain an OSBI fingerprint-based background check and an FBI fingerprint-based background check. Background checks and/or criminal history stamped/processed more than 30 days beyond the date of application will not be considered.
- **Step 2: Academic Review and Requirements**
 - The Board must receive an official transcript to verify the academic requirements.
- **Step 3: Internship/Practicum Requirements**
 - New applicants for licensure must verify they completed a minimum of 300 hours of internship and/or practicum as a component of their qualifying graduate program. This will be an assignment in your internship class.

- **Step 4: National Examination and Oklahoma Jurisprudence**

- To receive Board approval to register for the required examination(s) you must submit a complete application with the Board. Once the application review and the academic review have been completed and approved, the Board will issue an exam eligibility period. The notice of exam eligibility will provide the instructions needed to register for the required examination.
- When you successfully pass the NCE, after receiving a Board approved eligibility period, the exam result will be uploaded to the Oklahoma exam result portal on or about the 30th day of the month following the month the exam was completed.

- **Step 5: Portal Registration**

Use the following link to access the applicant portal: Applicant Portal
(<https://obbhl.us.thentiacloud.net/webs/obbhl/application/#/login>)

ACADEMIC POLICIES AND PROCEDURES

Program Retention:

According to the SWOSU Graduate Catalog, “a minimum graduate grade point average of 3.0 (B) is required in all Master’s degree programs” (p.20). Graduate students are expected to carry grades that are reflective of excellent work, including engagement in discussions, completed readings, full participation, ensuring deadlines are met, and above all, distinguished performance.

According to University policy, the expectation is that a student should not receive more than two grades of “C” throughout the entirety of their graduate program and must maintain a “B” or better in their respective Ethical/Legal/Professional Standards course specific to their major. For more information, please see page 20 of the Graduate Catalog under “Retention”.

Program Course Load Requirements:

With approval of the advisor, a student may take a maximum of 12 hours during a regular semester and 9 hours during a summer term. All students are required to follow their plans of study set forth by their program advisors.

Transfer of Credit:

A maximum of nine (9) applicable semester hours of graduate credit from accredited colleges and universities may apply toward requirements of a graduate degree at Southwestern Oklahoma State University (SWOSU). Only coursework with grades of "A" and "B" is eligible for transfer. Hours of graduate credit may be subject to review by the student’s graduate committee, major professor, or the head of graduate studies if the course description from the candidate’s institution does not show sufficient reason to transfer the credit. All applicable graduate credit earned at SWOSU prior to admission into a degree program is considered as transfer credit.

Withdrawal from Courses:

Students may need to withdraw from an individual class or classes during a semester, or they may need to withdraw completely from all of their currently enrolled classes during the semester. To withdraw from an individual class, students should obtain and complete an add/drop form from their E-trieve account or drop from their self-service account. A total withdrawal from the University for the semester is accomplished by completing the following form:

<https://swosuokcentral.etrive.cloud/#/form/125>

Incomplete Grades:

Practicum in Counseling and Internship in Counseling are the only courses for which a grade of “Incomplete” is routinely awarded as a part of how the courses are structured. For all other program coursework, it is at the discretion of the instructor whether a student who does not complete course requirements within the grading period will be awarded an “Incomplete” as a course grade. A grade of “Incomplete” is not allowed unless circumstances beyond the student’s control result in inability to complete course requirements. It is the student’s responsibility to meet with the instructor of record to determine the requirements necessary to complete the course. If the course is not completed within a year, the “Incomplete” grade will turn to an “F.” In that eventuality, in order to receive credit for the course, the student must reregister for the course, pay tuition, and fulfill the requirements outlined by the instructor of record. At that point, the instructor of record may require the student to attend all class sessions and complete all course requirements to receive credit.

Readmission to SWOSU School Counseling Program:

Former students that desire to be readmitted to the Community Counseling program will use the following link (<https://www.swosu.edu/graduate-school/admissions/index.php>) to re-apply to the graduate program. The Counseling and School Psychology Program Committee will review applications for re-admission and make individually based decisions.

Grievance Procedures:

The route of appeals of any nature within the Community Counseling Program begins with the instructor in those cases where a student has a complaint relative to a specific course. Subsequent, sequential steps in the appeal process within the department are as follows: Program Director, Department Chair, Associate Dean for Graduate Studies. In all endeavors, it is encouraged that any grievances or concerns be resolved on an informal basis and in a personal manner. In the case of a committee decision (like admissions and comprehensive examination results), the route of appeal begins with that committee. Subsequent appeal can be made to the Department Chair and to the Associate Dean of College of Professional and Graduate Studies. The SWOSU Student Handbook outlines the procedure for handling a grievance, which must be presented in writing. For information regarding SWOSU’s Grievance Procedure, see the Student Handbook at <http://www.swosu.edu/students/index.asp>

SWOSU Student Code of Conduct and Student Handbook:

Graduate students in the School Counseling master’s degree program are first admitted to SWOSU and must adhere to all policies, procedures, and deadlines. It is helpful to be familiar

with student information, including policies and handbook information found at:
<https://bulldog.swosu.edu/publications/handbooks/student/code-of-conduct.php>

Student Organizations and Professional Associations

As a counselor, you deserve a professional environment where you can foster a sense of community, expand your knowledge, and strengthen your dedication to enriching lives and enhancing societal well-being. Belonging to professional organizations as a Licensed Professional Counselor (LPC) is essential for several reasons:

1. **Professional Development:** Membership provides access to continuing education opportunities, workshops, seminars, and conferences that help counselors stay updated on the latest research, techniques, and best practices in the field.
2. **Networking:** Professional organizations offer a platform to connect with other counselors and professionals in related fields, facilitating the exchange of ideas, collaboration on projects, and support from peers.
3. **Resources and Support:** Members have access to a wealth of resources, including journals, publications, ethical guidelines, and professional liability insurance, which can be invaluable in their practice.

The Oklahoma Counseling Association (OCA)

OCA's vision is to be the most supportive and cooperative force in advancing and enhancing the counseling profession in Oklahoma. <https://oklahomacounseling.org/>

American Counseling Association (ACA)

The ACA is the world's largest organization representing professional counselors in various practice settings. Student rates are available. <https://www.counseling.org/membership/tiers>

American Mental Health Counselors Association (AMHCA)

The AMHCA represents clinical mental health counselors and promotes the profession through advocacy, education, and professional development. <https://www.amhca.org/joinamhca>

SWOSU Graduate Counseling and School Psychology Club

The SWOSU Graduate Counseling and School Psychology Club provides a platform for graduate students to network and build professionalism. Information regarding the Psychology Club can be found on Facebook: <http://www.facebook.com/groups/365861990133692/>

ADDITIONAL UNIVERSITY SERVICES

SWOSU Tuition and Fees

<https://www.swosu.edu/paying-for-swosu/tuition-and-fees/index.php>

SWOSU Financial Aid Services

<https://bulldog.swosu.edu/student-services/financial-aid/index.php>

(580) 774 - 3786

SWOSU Bursar's Office

<https://bulldog.swosu.edu/student-services/bursar/>

(580) 774 - 3019

SWOSU Information Technology (IT)

<https://bulldog.swosu.edu/administrative-services/information-technology/index.php>

(580) 774 - 7070

Center for Excellence in Teaching and Learning (CETL)

<https://bulldog.swosu.edu/administrative-services/cetl/index.php>

(580) 774 - 3149

SWOSU Bookstore

<https://www.swosu.edu/bookstore/index.php>

(580) 774 - 3245

Find Your Textbooks Online

https://bncvirtual.com/vb_buy2.php?FVCUSNO=6808&ACTION=chooseCourses

SWOSU Center for Health and Well-Being

<https://bulldog.swosu.edu/student-services/health-counseling/index.php>

COMMUNITY COUNSELING PROGRAM FAQ

Can you provide an overview of the coursework offered in the Community Counseling Program?

The Community Counseling Program requires 33 hours of coursework and leads to the Master of Science (M.S.) degree. There are no electives. At this time, many classes can be completed online. See pages 31-32 of the SWOSU Graduate Degree Catalog for a listing of required courses. Completion of the Master of Science Degree in Community Counseling is applicable toward eligibility requirements for the Licensed Professional Counselor (LPC) Act.

Is the SWOSU Community Counseling Program offered online or in class?

The SWOSU Community Counseling Program primarily offers classes via Zoom and online, providing students with the opportunity for face-to-face interaction with faculty and peers.

Is the program accelerated, or does it follow a standard pace?

The program follows a standard pace, allowing students to progress through the curriculum at a thorough and comprehensive rate rather than being accelerated.

What is the minimum number of credit hours I can take per semester?

The minimum credit hours per semester may vary, but students typically have the flexibility to enroll in a part-time course load based on individual preferences and circumstances. Most of our students enroll in 6-9 credit hours. The duration of the program may vary based on individual progress and course load. Typically, students can complete the MS in Community Counseling within 4-6 semesters. It is recommended to consult with academic advisors for personalized timelines.

Are classes available every semester, or are they offered at specific times?

Classes are typically available every semester, providing students with consistent opportunities to progress through the program. It is advisable to consult the program schedule for specific course availability. Most courses are offered Monday through Thursday 5:15 – 10:30 pm.

Are there opportunities for hands-on experience and practicum placements in the program?

Yes, the practicum serves as a pivotal component of our counseling program, offering you the opportunity to bridge theoretical knowledge with real-world application. It is designed to immerse you in a practical setting where you can apply counseling techniques, interventions, and ethical considerations in a supervised and supportive environment. This 150-hour hands-on experience will undoubtedly contribute significantly to your development as a skilled and compassionate counselor. For LPC students, a 300-hour internship is also required. The program actively supports students in securing internship

placements. Faculty and staff work closely with students to identify suitable opportunities aligned with their career goals.

How does SWOSU prepare students for licensure in the field of counseling?

The program aligns with licensure requirements and includes coursework and guidance to help students navigate the path toward becoming Licensed Professional Counselors (LPCs). To graduate with the Master of Science (M.S.) degree you must complete 11 courses (33 hours). Upon completion of the master's degree, students wishing to earn their LPC will complete an additional 15 hours of core LPC coursework and 12 hours of electives totaling 60 credit hours. In general, to meet the qualifying degree requirements for Licensed Professional Counselor (LPC) you must be able to demonstrate that you have earned a Board approved sixty (60) semester credit hour graduate degree in counseling, including internship, from a regionally accredited college or university.

How does the program support diversity, equity, and inclusion in counseling practices?

The program is committed to fostering diversity, equity, and inclusion. Coursework and training address cultural competence, and students are encouraged to engage with diverse populations.

Is a background in Psychology required to pursue the MS in Community Counseling?

While a background in Psychology can be beneficial, it is not mandatory. The program is designed to accommodate students with diverse academic backgrounds who are passionate about pursuing a master's degree in community counseling. A bachelor's degree from a college or university accredited by a regional accrediting association is required.

How does SWOSU stay current with industry trends and best practices in counseling?

The program maintains connections with professional organizations, updates curriculum based on industry trends and encourages faculty involvement in ongoing research and professional development.

Can you provide information about the supervised experience requirements for LPC licensure in Oklahoma?

In Oklahoma, you need to complete 3,000 hours of post-master's supervised experience, with at least 1,500 hours of direct client contact. This experience is typically gained under the supervision of a licensed mental health professional.

What is the National Counselor Examination (NCE), and when should I take it?

The NCE is a standardized exam used for counselor licensure. It is advisable to take the NCE after completing your master's degree and before applying for licensure. In addition to the NCE, you may be required to take the Oklahoma Legal and Ethical Responsibilities Examination (OLERE) as part of the licensure process.

What steps do I need to take to become a Licensed Professional Counselor (LPC) in Oklahoma?

The steps typically include completing a master's degree, gaining supervised experience, passing the National Counselor Examination (NCE), and applying for state licensure through the Oklahoma State Board of Behavioral Health. The SWOSU Community Counseling Program provides support and resources to help students prepare for board exams, including guidance on exam content and study materials.

Is SWOSU CACREP-accredited? If not, will this hurt my future employment options?

No, SWOSU is not CACREP-accredited. The accreditation status of a graduate counseling program can have implications for employment in the counseling field, but it may not be an absolute barrier. The Council for Accreditation of Counseling and Related Educational Programs (CACREP) accreditation is often preferred and, in some cases, required by employers, licensing boards, and professional organizations. Some states have specific licensing requirements that mandate graduation from a CACREP-accredited program. If you plan to work in a state with such requirements, it's essential to check the licensing regulations.

Will this degree allow me to pursue licensure in any state?

After earning a counseling degree, counselors must obtain their state licensure to legally practice counseling. The requirements for a counseling license are state-specific and include additional post-master's supervised clinical hours and examination. Licensure requirements differ from state to state, and some state licensing boards require a master's degree from a CACREP- or CORE-accredited program. We encourage students to research the requirements specific to each state.

Can you provide me with student feedback about your program?

“When I began this internship, I thought I had a pretty good grasp on counseling because of my job as a School Counselor. I’ve seen many students in situations where they need counseling. However, when I got there and began observing I learned that when you do actual therapy instead of just short counseling sessions it becomes different in many ways. I realized that I am going to have to work on picking out pieces of conversations that focus on feelings and obstacles and how the client can overcome them. I gained a lot of insight this week as to how I need to start thinking in the mindset of therapist vs school counselor. As a school counselor I am there to provide insight, guidance, offer advice, and help children achieve their goals. I do recognize these are similar roles as a therapist, I think the giving advice aspect plays out more in a school counselor role than it needs to in a therapist role. I realized that I need to be thinking in the mindset of trying to guide clients to their own advice and personal goals, not provide my own advice on how they should get there. Overall, my biggest take away on my personal growth is that I need to change my mind set when talking with clients from what I’m used to doing.”

Alison Kincannon, SWOSU Counseling Student

APPENDIX A SAMPLE PLAN OF STUDY

COURSES IN BLUE INDICATE LPC COURSE

Semester		Course	Day	Time
SPRING	2024			
COUN	5543	Theo/Tech of Counseling	Tuesdays (rotates)	5:15 pm - 7:45 pm
COUN	5513	Intro to Counseling	Mondays	8:00 pm - 10:30 pm
EDPSY	5633	Adv Abnormal Psychology	Tuesdays (rotates)	5:15 pm - 7:45 pm
SUMMER	2024			
EDUC	5113	Intro to Research	Online or May Intercession	
COUN	5553	Theo/Tech Group Counseling	Monda, Tues, or Wed	
COUN	5213	Community Counseling	May Intercession	
FALL	2024			
COUN	5893	Eth/Leg/Prof Standards	Mondays	5:15-7:45 pm
EDPSY	5743	Lifespan Development	Online August Intercession	
COUN	5523	Career Counseling	Tuesday	8-10:30 pm
SPRING	2025			
COUN	5593	Adv. Tests & Measurements	Mondays	5:15 pm - 7:45 pm
COUN	5373	Theo/Tech of Family Counseling	Tuesdays	8:00 pm - 10:30 pm
COUN	5563	Practicum in Counseling	Thursdays	8:00 pm - 10:30 pm
EDUC	5950	Capstone	One day exam	
APPLY FOR GRADUATION				
SUMMER	2025			
EDPSY	5883	Adv Psych Testing	Thursdays (rotates)	5:15 pm - 7:45 pm
EDPSY	5223	Techniques of Psychotherapy	Thursdays (rotates)	5:15 pm - 7:45 pm
EDPSY	5133	Crisis Intervention	May Intercession	
Fall	2025			
COUN	5613	Internship in Counseling	Fall	Online
EDPSY	5613	Clinical Supervision	August Intercession	
COUN	5423	Multicultural Concepts	Thursdays	5:15 pm - 7:45 pm
CHOICES TO MAKE				
EDPSY	5723	Advanced Psych of Learning	August Intercession OR Spring 2026	
EDPSY	5703	Behavioral Intervention Strat	Online Fall 2024 or Sprin 2026	

APPENDIX B

TABLE OF PRACTICUM AND INTERNSHIP ACTIVITIES

Activity Category	Examples of Activities
Direct Client Interaction	1. Conduct intake assessments and screenings for new clients.
	2. Facilitate individual counseling sessions under supervision.
	3. Lead psychoeducational or support groups.
	4. Co-facilitate family or couples counseling sessions.
Program Development	1. Assist in developing and implementing new counseling programs.
	2. Contribute to the design and planning of workshops or events.
	3. Develop educational materials for clients or the community.
Community Outreach	1. Represent the organization at community events and fairs.
	2. Collaborate with local agencies and community partners.
	3. Conduct presentations or workshops on mental health topics.
Case Management	1. Participate in case conferences and collaborate with multidisciplinary teams.
	2. Assist clients in accessing community resources and support services.
	3. Develop and update individualized treatment plans.
Administrative Tasks	1. Maintain client records, ensuring confidentiality and accuracy.
	2. Attend staff meetings and contribute to discussions on client cases.
	3. Assist in data collection and program evaluation activities.

Activity Category	Examples of Activities
Professional Development	1. Attend training sessions and workshops related to counseling skills.
	2. Receive supervision and feedback on counseling techniques.
	3. Engage in self-reflection and participate in case consultations.
Research and Evaluation	1. Contribute to ongoing research projects within the organization.
	2. Assist in evaluating the effectiveness of counseling programs.
Crisis Intervention	1. Receive training in crisis intervention and respond to crisis situations.
	2. Collaborate with crisis intervention teams within the organization.
	3. Provide support and resources to clients in crisis.
Community Education	1. Develop and deliver educational materials on mental health awareness.
	2. Organize and participate in community awareness campaigns.
	3. Offer mental health first aid training to community members.

**APPENDIX C
PRACTICUM LETTER OF UNDERSTANDING**

It is agreed that this affiliation will consist of a Counseling Practicum that is designed to be educational for the student and of service to the agency/school. The student will observe and participate in activities appropriate to and within the limits set by the agency/school.

The SWOSU Counseling Program agrees to provide:

1. Program coordination with agency/school personnel.
2. Individualized consultation with the student.
3. Regular classroom instruction related to the practicum experience.
4. Termination of the practicum assignment should the student fail to comply with the agency's requirements.

The agency agrees to make available:

1. Facilities and such learning experiences as are appropriate to the course of study.
2. Supervision of student activities.
3. Provision for an evaluation of student performance that will be shared with:
 - a. the student for his/her/their benefit, and
 - b. the course instructor for grading purposes.

The student agrees to:

1. Participate in the practicum program for a minimum of 150 hours during the semester in which he/she/they are enrolled.
2. Abide by all agency policies and regulations, with special emphasis on confidentiality of information.
3. Supervision by the agency/school staff.

Practicum Director: Amy Martin, LPC
Address: 100 Campus Drive
Weatherford, OK 73096
E-mail: amy.martin@swosu.edu
Phone (580) 774-3169
Fax: (580) 774-7100

Site Supervisor: _____
Agency Name: _____
Address: _____
E-mail: _____
Phone: _____
Fax: _____

APPENDIX D
INTERNSHIP LETTER OF UNDERSTANDING

It is agreed that this affiliation will consist of a Counseling Internship that is designed to be educational for the student and of service to the agency/school. The student will observe and participate in activities appropriate to and within the limits set by the agency/school.

The SWOSU Counseling Program agrees to provide:

- 5. Program coordination with agency/school personnel.
- 6. Individualized consultation with the student.
- 7. Regular classroom instruction related to the Internship experience.
- 8. Termination of the Internship assignment should the student fail to comply with the agency's requirements.

The agency agrees to make available:

- 4. Facilities and such learning experiences as are appropriate to the course of study.
- 5. Supervision of student activities.
- 6. Provision for an evaluation of student performance that will be shared with:
 - a. the student for his/her/their benefit, and
 - b. the course instructor for grading purposes.

The student agrees to:

- 4. Participate in the Internship program for a minimum of 300 hours during the semester in which he/she/they are enrolled, with 100 hours direct client contact.
- 5. Abide by all agency policies and regulations, with special emphasis on confidentiality of information.
- 6. Supervision by the agency/school staff.

Internship Director: Amy Martin, LPC
Address: 100 Campus Drive
Weatherford, OK 73096
E-mail: amy.martin@swosu.edu
Phone: (580) 774-3169
Fax: (580) 774-7100

Site Supervisor: _____
Agency Name: _____
Address: _____
E-mail: _____
Phone: _____
Fax: _____

SWOSU Internship Director

Internship Site Supervisor

SWOSU Internship Student

Date

Overview of the Counseling Internship: Our counseling program places a strong emphasis on the practical application of theoretical knowledge and the development of counseling skills. Internship is a crucial component of our students' training, providing them with the opportunity to integrate classroom learning with real-world experiences under the supervision of qualified professionals.

Expectations for the Internship Placement:

1. Client Contact and Counseling Services:

Our internship students will engage in direct, indirect, and group client contact, providing counseling services to individuals or groups as determined by the agency's needs and policies.

2. Supervision:

We expect that our students will receive regular and ongoing supervision from a qualified supervisor at your agency. Supervision sessions will include case discussions, feedback on counseling skills, and guidance on ethical considerations.

3. Professional Development:

Our students are committed to engaging in ongoing professional development opportunities provided by the agency. This may include attending relevant training sessions, workshops, or staff meetings. Open lines of communication are vital for the success of this internship placement. We encourage regular feedback from the agency regarding our students' progress and any areas of growth or development.

4. Adherence to Ethical Standards:

Our students are expected to adhere to the ethical guidelines and standards set forth by professional counseling organizations, as well as any specific ethical policies established by your agency.

5. Collaboration with Agency Staff:

We encourage collaboration and open communication between our students and agency staff. This includes regular check-ins with agency supervisors, participation in team meetings, and effective communication regarding any client-related concerns.

6. Cultural Competence and Sensitivity:

Our students are committed to promoting cultural competence and sensitivity in their counseling practice. They will actively work to understand and respect the diverse backgrounds and experiences of clients served at your agency.

7. Documentation and Record-Keeping:

Our students will maintain accurate and timely documentation of client sessions and other relevant information, following the agency's established procedures for record-keeping.

8. Flexible and Adaptable:

We expect our students to be flexible and adaptable to the agency's needs and policies. This includes a willingness to learn and integrate feedback, as well as adjust their counseling approach based on the agency's population and goals.

**INTERNSHIP IN COUNSELING
CHECKLIST FOR MINIMUM REQUIREMENTS**

***Individual Counseling and Therapy:**

- | | |
|--|----------------|
| 1. Observe 2 intake sessions. | 4 hours |
| 2. Conduct 1 intake session while supervised . | 2 hours |
| 3. Observe 2 individual sessions with new clients. | 2 hours |
| 4. Complete 4 counseling sessions and practice establishing rapport. | 4 hours |

***Group Counseling and Therapy:**

- | | |
|--|----------------|
| 1. Observe 6 group therapy sessions. | 6 hours |
| 2. Observe 6 independent living skills groups. | 6 hours |
| 3. Facilitate or co-facilitate 4 independent living skills groups. | 4 hours |
| 4. Write a progress note for each session you complete. | 2 hours |

***Assessment and Evaluation:**

- | | |
|--|----------------|
| 1. Conduct or observe 2 different assessments which you are trained. I.e., Beck Depression Inventory, Behavioral Observation, etc. | 4 hours |
|--|----------------|

***Consultation and Collaboration:**

- | | |
|--|-----------------|
| 1. Observe the “treatment team” process or staff meetings. | 12 hours |
|--|-----------------|

***File Reviews:**

- | | |
|---|-----------------|
| 1. Review case files including psychological evaluations. | 20 hours |
|---|-----------------|

***Networking and Continuing Education:**

- | | |
|--|-----------------|
| 1. Join a counseling association of your choice (in addition to the required American Counseling Association Membership. Research the options and bring proof of membership. | 1 hour |
| 2. Attend a conference. Examples include:
OCA Fall Conference
Zarrow Mental Health Symposium | 16 hours |
| 3. Attend State Board of Behavioral Health Licensure Board Meeting. Check website for dates: http://www.ok.gov/behavioralhealth/ | 4 hours |

***Total Required Service Hours:**

1. Complete a minimum of 300 hours of counseling services.
2. Ensure that your activities are diverse and relevant, contributing to your development as a counselor.
3. Maintain accurate logs of all counseling-related tasks, direct client contact, and supervision.
4. Example timelines provided are for reference only; you are expected to report according to your actual activities and experiences.

APPENDIX E
PRACTICUM/INTERNSHIP AGENCY AND SUPERVISOR EVALUATION
SWOSU COMMUNITY COUNSELING PROGRAM
 TO BE COMPLETED BY STUDENT

This form is used to evaluate practicum and internship sites/agencies and supervisors. Please rate the following aspects of the practicum/internship site based on your experience using the scale below.

STRONGLY DISAGREE DISAGREE AGREE STRONGLY AGREE NEVER OBSERVED
1 2 3 4 5

SITE NAME:	
-------------------	--

QUESTION	1	2	3	4	5	NA
Overall, I would rate this site as effective						
The orientation of the organization was helpful						
The site provided sufficient opportunity to learn about policies and rules						
The student was provided opportunities for skill development/hands-on experiences						
The site provided sufficient opportunities for learning required paperwork						
The site's activities were conducive to acquiring and strengthening counseling skills						
The student was encouraged to observe/observe shadow various counseling interventions						
The student was provided opportunities to work with diverse cultural backgrounds						
Opportunities for collaboration with other professionals was provided						
Adherence to ethical guidelines and professional standards were followed						
The site's expectations of the student were appropriate						
Support and responsiveness to student inquiries or concerns was timely and effective						

Would you recommend this site/agency to other students?	YES	NO
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Please answer the following questions about your supervisor on site:

QUESTION	1	2	3	4	5	NA
Overall, I would rate this supervisor as effective						
The supervisor spent time and energy discussing my responsibilities						
The supervisor recognized and encouraged further development of my strengths and capabilities						
My supervisor demonstrated competence in counseling techniques and interventions						
My supervisor respected confidentiality and privacy of client information						
Supervisor showed sensitivity to cultural differences and diversity issues						
The supervisor provided constructive feedback and met with me weekly						
The supervisor was respectful and receptive to my questions						
The supervisor adhered to ethical guidelines and professional standards						
The supervisor demonstrated flexibility in teaching different counseling approaches to the student, depending on the situation						
The supervisor helped me define and achieve specific goals for the profession and myself						

Do you feel this site/agency helped you develop as a counselor? If so, how? If not, how could they have contributed more to your job functioning and counselor development?

Please provide any additional comments, feedback, or suggestions for improvement regarding your experience with your supervisor:

APPENDIX F
FIELD PLACEMENT EVALUATION
SWOSU COMMUNITY COUNSELING PROGRAM

Directions: This form is utilized to help supervisors evaluate and provide feedback about the performance of the student. Please use the definitions of the descriptors listed below to aid in your evaluation. To receive a rating of Satisfactory, it is expected that 80% (32 items) or more of the ratings are at the proficient level or higher. This form is to be completed by the site supervisor and discussed with the counseling student. Upon completion, the counseling student must provide a copy to the University supervisor/instructor.

(N/O) Not Observed: The student has not had a chance to perform this skill or task.

(1) Unacceptable: The student consistently fails to meet the minimum expectations in knowledge, skills, or professionalism required for effective client care and ethical practice in a clinical setting.

(2) Emerging: Student demonstrates a developing understanding of counseling skills, knowledge, and professionalism, showing progress but still requiring guidance and improvement to meet internship expectations.

(3) Proficient: Student consistently meets expectations, demonstrating solid skills, knowledge, and professionalism that supports effective client care and ethical practice in a clinical setting.

(4) Advanced: Student exceeds expectations, demonstrating exceptional skills, knowledge, and professionalism, with the ability to independently apply advanced counseling techniques and ethical practices to support client care effectively.

Professionalism	N/O	1	2	3	4
The student demonstrates professionalism by arriving punctually, dressing appropriately, and consistently preparing for all client sessions and supervisory meetings.					
Contributes meaningfully to the agency environment through appropriate interactions with all agency personnel					
Accepts and uses constructive criticism to enhance self-development and counseling skills					
Engages in open, comfortable, and clear communication with peers and supervisors.					
Respects multiple perspectives (clients, supervisors, other professional practitioners)					
Demonstrates an awareness of personal values, attitudes, and beliefs as they affect professional activities					
Differentiates between supervision and personal therapy (e.g., maintains appropriate level of self-disclosure, makes appropriate requests of supervisor					

Ethical Sensitivity and Self Awareness	N/O	1	2	3	4
Demonstrates a working knowledge of and adheres to ethical guidelines and standards					
Completes commitments in a prompt and professional manner					
Shows an awareness of and ability to cope with personal issues which might interfere with professional duties, services and/or relationships					
Seeks consultation on ethical, legal, and medical matters					
Regularly attends and is punctual for any required agency meetings					
Demonstrates ability to accept constructive feedback					
Understands own strengths and limitations in the role of supervision					
The student shows a strong commitment to their role, maintaining a positive and respectful attitude toward clients, colleagues, and supervisors.					
Is mindful of their emotional reactions during client sessions and seeks supervision as needed to ensure personal feelings do not interfere with client care					
Consistently follows confidentiality and documentation requirements, demonstrating respect for client privacy and adherence to professional standards					

Demonstrates consistent self-awareness by actively reflecting on their strengths and areas for growth, incorporating feedback to improve their counseling practice					
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Basic Counseling Skills	N/O	1	2	3	4
Explains therapeutic rules, including confidentiality, rights, and fee structures					
Sets appropriate boundaries with client(s)					
Communicates interest in and acceptance of the client					
Facilitates client expression of concerns and feelings, including client feedback					
Demonstrates an understanding of the dynamics associated with career and vocational counseling/guidance					
Identifies client's strengths, resilience, and resources					
Demonstrates an understanding of the dynamics associated with group process and development					
Effectively utilizes open-ended questions to encourage client self-expression, facilitating a deeper exploration of clients' thoughts and feelings.					
Provides psychoeducation to clients and families when appropriate					
Understands and maintains confidentiality of client information at appropriate times.					
Completes case reports and records punctually and conscientiously					
Explains the nature and objectives of counseling/therapy when appropriate					
Understands basic case management (scheduling with client, following up on no shows, etc.)					
Demonstrates empathy by accurately reflecting client emotions and validating their experiences, creating a supportive and safe therapeutic environment.					
Shows growing proficiency in summarizing and paraphrasing client statements, helping clients clarify and gain insight into their own thoughts and feelings.					
Appropriate understanding of and use of self-disclosure					
Uses appropriate silence and pacing during sessions, allowing clients time to process and respond thoughtfully, which enhances therapeutic rapport and trust.					
Demonstrates active listening skills by maintaining eye contact, nodding appropriately, and using verbal encouragers to show clients they are fully engaged in the session.					

Diversity and Advocacy	N/O	1	2	3	4
Promotes optimal human development, wellness, and mental health through prevention, education, and advocacy activities					
Matches counseling approach according to the needs, goals, and values of the client					
Demonstrates sensitivity to client's culture, ethnicity, nationality, gender, sexual orientation, physical challenge, religion, age, size and other aspects of human diversity, to the therapeutic relationship					
Demonstrates an awareness of own bias, attitudes and limitations, and how these affect the counseling process					

What areas ("grows") do you feel the student should focus on to further develop their effectiveness as a counselor?

- I believe this student is prepared to move toward licensure and furthering their professional development as a counselor.**

- I have concerns about this person entering the counseling profession.**

Signature of Site Supervisor/Date:

Student Signature/Date: My signature indicates that I have read the above evaluation and have discussed the content with my site supervisor. It does not indicate agreement.

Thank you for your dedication and guidance in supervising our counseling students during their field experience. Your expertise, mentorship, and support play a crucial role in shaping the next generation of counselors and is deeply appreciated.

PLEASE RETURN TO:

Amy Martin, LPC

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