



Barry University

**College of Health Professions & Medical Sciences
School of Mental Health & Social Work
Department of Counseling and School Psychology**

COUNSELING PROGRAM MANUAL

MASTER OF SCIENCE DEGREES IN:

*Clinical Mental Health Counseling
Marital, Couple, and Family
Counseling School Counseling*

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WELCOME

We welcome you to the Counseling Program in the College of Health Professions & Medical Sciences, School of Mental Health and Social Work, and Department of Counseling and School Psychology at Barry University. As counselor educators, it is our ethical responsibility to acknowledge multiculturalism and diversity within our society, and to strive for social justice and the psychosocial health of all people. Assuming these ethical duties as professionals is contingent upon a positive change in political, social, professional, and personal arenas.

We are proud to offer students at Barry University three programs of study including: Clinical Mental Health Counseling; Marital, Couple, and Family Counseling; and School Counseling. By housing the three programs of study in one administrative unit, students have an opportunity to investigate the breadth of the counseling profession. By completing core coursework and specialty courses prior to practicum and internship, students can make informed choices about the kinds of settings and types of human concerns they wish to explore in greater depth.

The Counseling Program faculty strives to create an environment that is scholarly and rigorous. In-class activities blend the traditional didactic approach to teaching with experiential methods. Students are challenged to work independently as well as cooperatively on written projects and oral presentations. Role-play demonstrations, audio and video recordings of skill practice, and supervisory observation of counseling sessions encourage both professional and personal development. Faculty work together to create an atmosphere of caring, openness, and trust. Consistent with the mission of the University, we seek to provide a learning environment that encourages students to explore and accept intellectual, personal, ethical, spiritual, and social responsibilities.

Chi Sigma Iota—Beta Upsilon is an honor society and professional student and alumni association offering educational and social experiences. The Beta Upsilon chapter of Chi Sigma Iota is an award-winning international honor society of counseling professionals dedicated to excellence in scholarship, research, and clinical practice. Professional identity and contacts are enhanced by students' membership in the American Counseling Association (ACA), American Mental Health Counselors Association (AMHCA), International Association of Marriage and Family Counselors (IAMFC), and American School Counseling Association (ASCA). Students are encouraged to participate actively in national, state, and local professional organizations to keep abreast of and contribute to developments within the field. A description of the programs in the Counseling Program may be found at: <http://www.barry.edu/counseling>.

Through our work together, we strive to assist you in developing the knowledge, skills, and dispositions necessary to become a competent and effective counselor. As Faculty Advisors, we are available to you for professional direction and guidance. We look forward to working with you.

BARRY UNIVERSITY MISSION STATEMENT

Barry University is a Catholic institution of higher education founded in 1940 by the Adrian Dominican Sisters. Grounded in the liberal arts tradition, Barry University is a scholarly community committed to the highest academic standards in undergraduate, graduate, and professional education.

In the Catholic intellectual tradition, integration of study, reflection, and action inform the intellectual life. Faithful to this tradition, a Barry education and university experience foster individual and communal transformation where learning leads to knowledge and truth, reflection leads to informed action, and a commitment to social justice leads to collaborative service.

Barry University provides opportunities for affirming our Catholic identity, Dominican heritage, and collegiate traditions. Catholic beliefs and values are enriched by ecumenical and interfaith dialogue.

Through worship and ritual, we celebrate our religious identity while remaining a university community where all are welcome.

CORE COMMITMENTS

Catholic intellectual and religious traditions guide us in the fulfillment of our mission. The mission and values of the Adrian Dominican Sisters serve as the inspiration for our core commitments.

Knowledge and Truth

Barry promotes and supports the intellectual life, emphasizing lifelong learning, growth and development. The University pursues scholarly and critical analysis of fundamental questions of the human experience. In the pursuit of truth, the University advances the development of solutions that promote the common good and a more humane and just society.

Inclusive Community

Barry is a global, inclusive community characterized by interdependence, dignity and equality, compassion, and respect for self and others. Embracing a global worldview, the University nurtures and values cultural, social and intellectual diversity, and welcomes faculty, staff, and students of all faith traditions.

Social Justice

Barry expects all members of our community to accept social responsibility to foster peace and nonviolence, to strive for equality, to recognize the sacredness of Earth, and to engage in meaningful efforts toward social change. The University promotes social justice through teaching, research, and service.

Collaborative Service

Barry is committed to serving local and global communities through collaborative and mutually productive partnerships. The University accepts responsibility to engage with communities to pursue systemic, self-sustaining solutions to human, social, economic, and environmental problems.

Approved by the President and the Executive Committee of the Administration on May 15, 2008; approved by the Board of Trustees on May 30, 2008; submitted to the General Council of the Adrian Dominican Sisters for final approval; Council approval received via letter from Sister Rosa Monique Pena, OP on June 20, 2008.

THE COUNSELING PROFESSION

The American Counseling Association (ACA) defines counseling as “a professional relationship that empowers diverse individuals, families, and groups to accomplish mental health, wellness, education, and career goals.” Counselors recognize the importance of being open to more than one way of looking at any situation. With this perspective, counselors are encouraged to carefully listen to their clients, themselves as professionals, other counselors, and scholars. The process of counseling attempts to address human concerns in concrete, workable terms, selectively using all the theoretical models and intervention techniques available. Counselor education programs emphasize relationship and intervention skill development, as well as exposing students to a wide range of individual and systemic theoretical frameworks. Master's degree programs in counseling are most appropriately designed to expand knowledge and skill proficiency across a range of counseling perspectives, as well as to facilitate implementation of learning in applied settings. The Barry University Counseling Program is committed to the training of theoretically and technically competent counselors who are multiculturally-aware and proficient. The importance of relationship, context, and culture is emphasized throughout the Counseling curriculum.

COUNSELING PROGRAM STATEMENT OF PHILOSOPHY

The Counseling Program in the College of Health Professions & Medical Sciences | Department of Counseling and School Psychology, consistent with the mission of Barry University, is committed to providing excellence in professional graduate education designed to stimulate the professional and personal growth of counseling students. The Counseling Program strives to promote a learning environment that encourages students to explore and accept intellectual, ethical, spiritual, professional, and social responsibilities.

While striving to develop a professional identity, the Counseling Program encourages diversity and recognizes that social, cultural, and experiential differences enhance the quality of the learning experience for all. Students are challenged to work independently and cooperatively to become competent, flexible, and self-confident professionals. Instructional methods mirror our commitment to knowledge and skill acquisition through experiential learning.

Caring for self and others is a central theme in curricula, interpersonal interactions, and professional activities. Students are encouraged to demonstrate commitment to helping others inside and outside the classroom through community service. A fundamental belief in the capacity of people to grow and change is central to the clinical training of counselors. Clinical approaches that emphasize short-term goal attainment are emphasized.

ACCREDITATION

The Master's degree programs in Clinical Mental Health Counseling, Marital, Couple, and Family Counseling, and School Counseling are accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). Students should be aware that the faculty and accreditation bodies will survey your professional progress and seek feedback on the program on a scheduled basis.

All the degrees and programs of study offered at Barry University, including those in the Counseling Program, are accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACS). The Clinical Mental Health Counseling, Marital, Couple, and Family Counseling, and School Counseling specialties are additionally accredited by the Council for Accreditation of Counseling and

Related Educational Programs (CACREP) at the Master of Science (MS) degree level. CACREP accreditation is the premiere national accreditation for Counseling Programs and signifies that the accredited program meets the highest training standards of the counseling profession. Additionally, it is accepted as evidence of the high level of counseling education abroad.

Here is a link to view the most current professional counseling licensure information for Florida:
<https://floridasmentalhealthprofessions.gov/licensing/registered-marriage-family-therapist-intern/>
<https://floridasmentalhealthprofessions.gov/licensing/registered-mental-health-counselor-intern/>

COUNSELING PROGRAM DEGREES

The **Master of Science (M.S.) in Counseling** is awarded in three specialization areas:

Clinical Mental Health Counseling	60 credits
Marital, Couple, and Family Counseling	65 credits
School Counseling	60 credits

Please note:

Students may complete multiple specializations by completing the course work for each specialization (e.g., clinical mental health and marital, couple, and family counseling), as well as an internship in EACH specialization. Each counseling program area of specialty (i.e., “marital, couple, and family counseling,” “clinical mental health counseling,” and “school counseling”) requires completion of a clinical field experience—consisting of a practicum course completed in one semester, followed by an internship experience in a clinical setting appropriate for the student’s area of specialty. Internship may be completed in one semester for clinical mental health and school counseling students and two semesters for marital, couple, and family counseling students. Students pursuing multiple specializations are required to complete an internship in *each* of their specialty areas. The marital, couple, and family counseling internship may be completed in one semester by students pursuing multiple specializations. A Lab Fee and Insurance Fee are assessed for practicum and internship courses.

Clinical Mental Health Counseling, a CACREP-accredited specialty, provides intensive training in the prevention, assessment, and treatment of problems and issues in the mental health and wellness continuum across the life span. Clinical mental health counselors work in a variety of mental health and social service agencies, as well as private counseling practices. This curriculum offers intensive training in individual, group, and family counseling.

Marital, Couple, Family Counseling, a CACREP-accredited specialty, provides understanding of theory and practice in the field of Marital, Couple, Family Counseling. Students develop clinical skills necessary to help couples and families cope with relationship problems, life cycle and developmental crises, and other issues of family living. Emphasis is placed on helping couples and families to identify and access their own strengths and resources. Marital, couple, and family counselors work in a wide range of community mental health and social service agencies and in private practice.

School Counseling, a CACREP-accredited specialty, provides the knowledge and skills necessary for working with school-based populations. School counseling is multifaceted and can vary from vocational, decision-making, and career development to support students who are experiencing emotional and academic challenges. As trained mental health professionals specialized in school populations, school counselors deliver programs that have an impact on student growth in three domain areas: academic development, career development and social/emotional development (ASCA, 2019). Particular attention is given to understanding the multiple roles played by the school counselor within the school and the

responsibilities associated with these roles.

By meeting the coursework requirements for the licensure of mental health counselors (LMHC) and marriage and family therapists (LMFT) or the certification of national board certified counselors (NCC) or school counselors (CSC), the Counseling Program demonstrates its commitment to the development and attainment of professional standards and competencies.

MISSION AND GOALS OF THE COUNSELING PROGRAM

The mission of the Master's in Counseling programs at Barry University is to provide education and training in clinical assessment, leadership, and counseling practice. Consistent with this mission is the goal of graduating ethical professionals with expert knowledge and skills in counseling practice. The counseling programs espouse the four core values set forth in the mission of Barry University: knowledge and truth, inclusive community, social justice, and collaborative service. Our programs are communities of learners in which the study, development, and improvement of effective practice are promoted through scholarly and critical analysis. The programs foster an inclusive academic atmosphere that encourages collaboration, respect, and sharing of ideas. In keeping with the importance of diversity and multiculturalism, the programs expect students to accept social responsibility and place value on the function of social justice in the curriculum and society.

The programs are also committed to offering services to communities experiencing various human, social, economic, and environmental problems. Situated in South Florida, the Barry University Counseling Program serves the educational needs of students from all over the United States, North, Central, and South America, Bahamas, Jamaica, Hispaniola, other Caribbean Islands, and beyond. Respect for diversity and an emphasis on ethical practice are the guiding principles for all the course work and activities within the Counseling Program. The Dr. Maureen Duffy Family Enrichment Center, the on-campus training clinic of the Barry University Counseling Program, is housed within the CARE Center. The CARE center provides a clinical training center for students in the counseling program as well as providing clinical services and outreach to the surrounding diverse community. The common goals for professional growth and development of the counseling program and the specific goals of each of the specialties within the counseling program are as follows:

PROGRAM GOALS

1. Develop the knowledge of counseling theories and the respective skills and techniques, and their application in counseling relationships with individuals, couples, families, and groups within a variety of practice settings and contexts in a multicultural society.
2. Develop the knowledge and skills to interpret the results of clinical assessments, evaluate professional research, and apply them to counseling practice.
3. Develop a counselor professional identity, adhere to ethical counseling practice, and promote social justice, advocacy, and wellness.
4. Develop knowledge of social and cultural diversity, advocacy, human growth and development, career development, and group work, and to apply this knowledge to the counseling process.

Clinical Mental Health Counseling Specialty Goals

1. Describe historical perspectives and development of the clinical mental health counseling specialty.
2. Apply knowledge and skills to provide counseling in a clinical mental health setting or agency.
3. Distinguish the specific roles and functions of the clinical mental health counselor.
4. Apply the knowledge and skills necessary to function as part of a multi-disciplinary mental health team member in a community agency with other mental health service providers.
5. Develop a knowledge and understanding of psychopathology and psychopharmacological medications as applied to clinical mental health counseling.
6. Apply ethical, legal, and professional considerations related to the practice of clinical mental health counseling.

Marital, Couple, and Family Counseling Specialty Goals

1. Describe historical perspectives and development of marital, couple, and family counseling as a specialty.
2. Distinguish the specific roles and functions of the marital, couple, and family counselors.
3. Classify the influences of culture, family life cycle, diversity, and societal trends on the practice of marital, couple, and family counseling.
4. Apply a systemic perspective about client behaviors and the processes of problem-formation, problem-maintenance, and problem-resolution.
5. Define the major and emerging models and theories in marital, couple, and family counseling.
6. Demonstrate skills in marital, couple, and family counseling interviewing, assessment, and intervention.

School Counseling Specialty Goals

1. Develop knowledge, skills, and practices necessary to provide counseling and developmental guidance activities that promote academic, career, and personal/social development of all K–12 students.
2. Apply knowledge and skills of comprehensive developmental guidance programs in a K-12 school setting.
3. Distinguish the specific roles and functions of the school counselor.
4. Demonstrate knowledge of legal and ethical standards relevant to school counseling.
5. Demonstrate the knowledge and skills necessary to consult with teachers, administrators, parents, and other professionals within the school setting.
6. Apply appropriate processes and technology in comprehensive counseling program development, implementation, and evaluation that include counseling, prevention, intervention, diversity, and advocacy.

Faculty are available both within and outside the classroom to facilitate the attainment of these goals. Should students have concerns related to a specific course, they are encouraged to contact the course instructor. If concerns arise that are programmatic, students are urged to contact their Faculty Advisor. Student evaluation of the curricula and instructors is solicited on an ongoing basis via course evaluations, advisor surveys, and program surveys.

Students are expected to bring to their graduate studies such personal characteristics as intellectual curiosity, warmth, openness, self-directedness, and honesty. The development of professional identity and mature ethical responsibility is paramount. Your professional development throughout your program of study will be tracked continuously.

ADDITIONAL GRADUATION REQUIREMENTS

Students are recommended for graduation upon successful completion of the entire curriculum for their respective specialty area (Core curriculum + Specialty = Graduation). Plus, the following additional requirements as indicated below:

- Passing comprehensive examinations (see page 53).

ETHICAL AND PROFESSIONAL STANDARDS FOR MATRICULATION AND GRADUATION IN THE COUNSELING PROGRAM

All students are expected to uphold personal and professional ethical standards and practices both inside and outside of the classroom. Adherence to such personal and professional ethical standards is an intrinsic and essential component of the professional standards of the counseling field. All students must adhere to the American Counseling Association's (ACA) Code of Ethics (2014):

<https://www.counseling.org/docs/default-source/default-document-library/ethics/2014-aca-code-of-ethics.pdf>

The Counseling Program faculty has a responsibility to society and the profession to matriculate and graduate only ethical and competent counseling professionals. Therefore, the following professional standards are required for matriculation and graduation from the Counseling Program:

- The student must be able to participate in oral demonstrations, presentations, and role-plays of counseling situations and be digitally recorded for the purposes of developing skills and receiving feedback.
- Because counseling professionals must be able to respond immediately in counseling and crisis situations, the student must be able to participate in role-plays or other practice simulations as a counselor without advance knowledge of the scenario or preparation for the role-play.
- The student must be able to conduct a counseling session with real clients under live or recorded supervision.
- The student must be able to communicate and interact respectfully and sensitively with clients.
- The student must be able to communicate effectively in oral and written form with all referral sources (e.g., court and community agencies).
- The student must be able to communicate effectively in oral and written form with all members of a health care team.

- The student must possess the emotional and mental health needed for the full use of one's intellect, perception, and sound judgment. Such emotional and mental health is required for the efficient completion of all responsibilities related to diagnosis, treatment, and referral of clients and to the communication with others in the mental health care network.

The faculty in the Counseling Program reserves the right to recommend entry into personal counseling or psychotherapy for assessment and/or treatment as a condition of continuation in the Counseling Program. Graduation from the program is recommended when students are determined by the College of Health Professions & Medical Sciences | Department of Counseling and School Psychology to be personally, academically, and clinically ready for entry into the counseling profession.

REQUIREMENTS AND EXPECTATIONS

STUDENT CONDUCT

Issues related to student conduct, including student dishonesty, will be handled in accordance with the procedures outlined in Barry University's *Student Handbook*. Plagiarism is a serious academic violation and is to be avoided at all costs. It is your responsibility as a graduate student to ensure that you are adhering to accepted academic practice when citing other sources in your oral and written work. The hallmark of scholarship is presentation and crediting of the scholarly work of others. It is your responsibility to know the difference between citations for direct quotes and citations when paraphrasing. It is not acceptable to change one or two words of another author and call it paraphrasing. Paraphrasing involves a substantial change of the original author's words and the use of proper citations.

Adherence to the Barry University (Dis)Honesty Policy as described in the Barry University *Student Handbook* is required. The cover sheet at the end of every syllabus will be used as the Certification of Authorship for any assignment submitted for that course. Each student is expected to certify that they are the author of any paper written for their class, and that any assistance they received in its preparation is fully acknowledged and disclosed in the paper. In addition, any sources from which a student used ideas or words, either quoted directly or paraphrased, should be cited in the paper. Each student will also certify that the paper was prepared by them specifically for use in this course and was not used in any other course and will not be used in any future courses taken at Barry University or elsewhere.

Rarely, do student papers or other written work become lost. It is the student's responsibility to keep copies of all written work submitted.

Cheating and Plagiarism

Students are required to adhere to Barry University's Academic (Dis)Honesty Policy which addresses Plagiarism and Cheating. The policy can be found in the Student Handbook at:

<https://barry.smartcatalogiq.com/en/2023-2024/undergraduate-catalog/policies-and-procedures/academic-dishonesty-policy/>

Responsibilities of Student

- Students are responsible for knowing the policies regarding cheating and plagiarism and the penalties for such behavior. Failure of an individual faculty member to remind the student as to what constitutes cheating and plagiarism does not relieve the student of this responsibility.

- Students must take care not to provide opportunities for others to cheat.
- Students must inform the faculty member if cheating or plagiarism is taking place.

Professional Conduct

As maturing professionals, each student is expected to display a professional demeanor in the classroom, in the field, and towards each other. Professionalism is displayed by actions, exemplified through attendance, preparation, quality of participation, and responsibilities toward assignments, work, and clinical/field experiences. Students are expected to observe and adhere to both program and university policies regarding student behavior and classroom protocol, as well as those guidelines of ethical behavior set forth by professional organizations and the State of Florida.

Ethical Behavior

In addition, all students are expected to uphold personal and professional ethical standards of conduct and practice, both inside and outside of the classroom, as set forth by the professional organizations and related legal statutes in their specific field of study. Adherence to such personal and professional ethical standards is an intrinsic and essential component of the professional standards of the counseling field. These organizations include, but are not limited to: the American Counseling Association (ACA), Chapter 491 Florida Counseling licensing laws governing the mental health counseling/marriage and family therapy profession, and The Florida Department of Education. It is the student's responsibility to be aware of and in compliance with these standards, as applicable. Any student who identifies and/or demonstrates difficulties in maintaining these personal and professional beliefs, attitudes, and/or behaviors may be required to implement a remediation plan or be dismissed from the program.

Student Behavior

All Barry University students are expected to behave according to accepted norms that ensure a climate wherein all can exercise their right to learn. Such norms are set forth in the Barry University *Student Handbook* in the Student Life section. Please be sure that you have read and understood that section. No faculty member will tolerate classroom behavior that violates these norms. Such behavior will be grounds for withdrawal from the class, judicial proceedings, or failure of the course. If warranted, students engaging in such behavior will be removed from class by security personnel and may be required to undergo counseling.

Classroom Protocol

Respect for the learning environment should include, but is not limited to the following:

- Cell phones must be turned off during class.
- Laptop computers may be used for note taking and web surfing that are directly related to class content and discussion. If at any point the use of laptops becomes distracting or in any manner an impediment to the classroom learning environment, their use will be discontinued.
- Participation in classroom discussions and activities (including Canvas discussions) is required for successful completion of courses. Communication with and between the instructor and the students both in class, in small groups, one on one, and electronically should be open and respectful. This type of interaction is essential for the creation of a supportive and engaging learning community.

Online Class Participation Safety Policy

To ensure a safe, professional, and effective learning environment, students are expected to participate in synchronous online classes from a stationary, distraction-free setting. Students are expected to be full present and actively engaged for the duration of every class session.

Students **may not attend or participate in class while driving, operating a vehicle, or engaging in any activity that compromises personal safety or attention** (e.g., driving, riding in a rideshare while actively participating, working, exercising, or multitasking in ways that limit engagement).

Participation while driving or otherwise distracted:

- creates safety risks,
- limits attention and learning,
- disrupts class engagement and discussion, and
- does not reflect the professional standards expected of counselors-in-training.

Any student found participating while driving or in an unsafe or distracting setting will be instructed to leave the session and will be recorded as absent.

If a student is unable to attend class from an appropriate environment, they should notify the instructor in advance and make arrangements according to course attendance policies.

Faculty are expected to uphold this standard consistently across courses to maintain a safe and respectful learning space for all.

Attendance

Prompt, regular attendance is required for all courses in the Counseling Program. Due to the applied nature of our discipline, class participation is absolutely essential to your training, both for your own benefit as well as for the benefit of your classmates. MORE THAN THREE ABSENCES during the semester will result in a failure to pass the course. For the practicum and internship classes, MORE THAN TWO ABSENCES will result in a failure to pass the course. Late arrival or early departure from class may be considered an absence. Please note that attendance and punctuality are figured into final grades. Instructors may assign additional work for ANY absences. For purposes of this policy, ALL assigned hours are considered class periods, including assigned clinic and practicum, and internship hours. (*During the condensed summer semester, more than one absence, especially if unexcused, may result in failure).

The Implementation of this policy is not intended to be punitive, but rather to ensure that as counselors, and as a Program, we fulfill our clinical, moral, and ethical obligations to our present and future clients by providing the very best training environment possible. The class activities and assignments are designed to develop competencies in the areas of counseling theories and techniques identified by the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

ACCESSIBILITY STATEMENT

The Office of Accessibility Services provides information, advocacy, and academic accommodations to students with documented disabilities. To register, call (305) 899-3488.

Barry University is committed to ensuring that students with physical and learning disabilities receive protections and equal access to programs and services as outlined by the 1990 Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973. This policy includes the design and delivery of online courses so that the access to a curriculum of learning for a student with a diverse ability is reasonably equivalent to that which is provided for the non-diverse-ability student.

To be eligible for disability-related services, students must have a documented disability as defined by the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973. Students must request assistance first from Barry University's Office of Accessibility Services. <http://www.barry.edu/accessibility-services>

The Office of Accessibility Services at Barry University will arrange for any accommodations that are reasonable and do not compromise academic standards or place a prohibitive financial burden on the University. Accommodations might include:

- Adaptive technology
- Enlargers
- Textbook scanning
- E-book adaptation

ACCESSIBILITY SERVICES AND REASONABLE ACCOMMODATIONS

The Office of Disability Services determines reasonable accommodations in accordance with federal and state law.

Program faculty implement approved accommodations as directed by the Office of Accessibility. Students are encouraged to initiate accommodation requests early to ensure timely support.

Barry University is committed to providing equal educational access for students with disabilities.

Students seeking accommodations must:

- Contact the Office of Accessibility Services.
- Provide appropriate documentation to instructors.
- Engage in the interactive accommodation process.

GRADING/STUDENT PROGRESS

Grades of A, B, C, and F, are assigned for graduate courses. A student must maintain a 3.0 G.P.A. in order to graduate. If a student's G.P.A. falls below 3.0, they will have two 15-week semesters in which to attain a 3.0. If the student fails to do so, they will be terminated from the program. Courses may be retaken only once for a change of grade with the permission of their Faculty Advisor. In addition to the GPA requirement, students must earn As and Bs and no more than two Cs in all courses. As and Bs must be earned in practicum and internship in order to graduate.

If a student has a grievance concerning a grade or other course-related matter, the issue should first be taken to the instructor and then, if unresolved, to the Faculty Advisor prior to initiation of the formal grievance procedure.

Grade Appeals

If a student chooses to challenge a grade received, they must first discuss the issue with the course instructor and seek resolution. If no mutually satisfactory resolution is reached, then the student must submit to the Program Director, within 30 business days of the grade submission, in writing, the challenge of the grade, including the basis for the challenge with any supporting documentation. The Program Director will investigate and propose a resolution to the grade challenge within 30 business days of receipt of the written challenge. If the student is still not satisfied, the student may submit the written appeal to the Dean or designee for resolution no later than five working days after receiving the Program Director's decision. The Dean or designee will investigate and propose a resolution to the grade challenge within 30 business days of receipt of the written challenge. If the student is still not satisfied, then the student will follow the University's procedure for appeal of grades, as stated in the Graduate Catalog.

STUDENT ASSESSMENT PROCEDURES, KEY PERFORMANCE INDICATORS, AND PROFESSIONAL DISPOSITION

Individual Student Assessment Procedures and Key Performance Indicators

The Barry University Counseling Program uses a comprehensive student assessment process to evaluate academic performance, clinical competence, and professional development. This process ensures that students acquire the knowledge, skills, and professional dispositions necessary for professional counseling practice and licensure.

Key Performance Indicators (KPIs)

Key Performance Indicators (KPIs) are specific, measurable assessments used to evaluate student learning and competence throughout the program. KPIs are aligned with program objectives and CACREP standards and assess areas including:

- Professional Counseling Orientation and Ethical Practice
- Social and Cultural Diversity
- Human Growth and Development
- Career Development
- Counseling and Helping Relationships
- Group Counseling and Group Work
- Assessment and Testing
- Research and Program Evaluation

KPIs are also evaluated for specialization areas: clinical mental health counseling, marital, couple, and family counseling, and school counseling.

Methods of Assessment

Student progress is evaluated using multiple methods, including:

- Course assignments, exams, and major projects
- Skills demonstrations
- Clinical documentation and case conceptualizations
- Practicum and internship supervisor evaluations
- Comprehensive exam (CPCE)

Minimum Performance Expectations

Students are expected to demonstrate competency in all KPIs and program requirements. This includes:

- Earning grades of B or higher in required coursework
- Demonstrating satisfactory clinical and professional performance
- Meeting practicum and internship expectations
- Demonstrating ethical and professional conduct

Review, Feedback, and Remediation

Faculty regularly review student progress and provide feedback through coursework, supervision, and advising. Students who do not meet performance expectations may be placed on a plan designed to support their development.

Successful completion of all KPIs and program requirements is necessary for progression and graduation.

PROFESSIONAL PERFORMANCE REVIEW POLICY

In addition to meeting the academic standards set forth in the Counseling Program, students are expected to conduct themselves in an ethical, responsible, and professional manner. They must be knowledgeable of, and always adhere to, the general standards of professional ethics and practice set forth by the American Counseling Association (ACA). The general and specific ACA standards for ethical practice are listed on the ACA website at www.counseling.org and are also infused across the program curriculum. At the outset of their academic program, students are directed to review these standards and seek any clarification needed from their respective advisors.

The Counseling Program faculty expect counseling professionals trained at Barry University to be concerned and responsive to others, to engage in ethical and professional behaviors according to the programs' standards (as defined in this document), and to be capable of sustaining professional relationships. As students in the Barry University Counseling Program, they are expected to be able to willingly receive feedback from peers and faculty regarding their professional skills and to demonstrate change in response to that feedback. They must also be able to provide constructive feedback to other students regarding clinical skills and professional or ethical behaviors. Finally, the faculty expect students to commit to continued professional development and to demonstrate that commitment through self-reflection and responsiveness to supervision in all activities related to their degree program. The faculty believe that it is ethically imperative that counselors be willing to do in their own lives what they ask their clients to do in theirs.

For all the reasons cited above, the faculty will regularly monitor not only students' academic progress but also their professional behaviors that will affect their performance as counselors. The purpose of monitoring process is to ensure that all graduates of the Barry University Counseling Program demonstrate behaviors that reflect professionalism and effective helping practices. Following are a set of expected behaviors that will be used as a guideline in monitoring student progress, based upon nationally accredited programs and academic literature regarding the Counseling profession.

The Professional Performance Review Policy applied by the Counseling Program at Barry University is adapted from the theoretical and empirical literature as cited below. Much of this model is based on policies noted as exemplary by the Council for Accreditation of Counseling and Related Educational

Programs (CACREP) and predicated upon other models currently in use in counseling programs across the nation.

The Policy will be applied multiple times to students in various settings; the exact times are:

- At new student orientation, students will be presented with the model explaining general performance goals and expectations.
- At the completion of the CSL 652: Individual Counseling Procedures course the faculty instructor will complete the competency review for each student enrolled in the course.
- At the completion of the CSL 658: Group Counseling course the faculty instructor will complete the competency review for each student enrolled in the course.
- At the completion of the CSL 694: Counseling Practicum, the faculty instructor will complete the competency review for each student enrolled in the course.

(Please note: All attempts will be made to ensure students are evaluated by different faculty members throughout the review process, however, this is not a guarantee.)

- Students who require remediation will receive formal documentation noting each step of the remediation procedure.
- Such documentation includes faculty members' initial determination and definition of the problem and specific requirements for remediation.
- The Faculty Advisor will present such documentation to the student in verbal and written form.
- Students will be provided an opportunity to appeal the faculty's decision by providing a written statement within 10 working days to the Program Director.

Corrective direction and recommendations will be provided to demonstrate a student's reasonable opportunity to correct deficiencies:

- Faculty will provide a student with specific ways to correct identified performance deficiencies and document this remediation plan in the student's file.
- A student's Faculty Advisor will provide regular formative feedback with regard to identified problems and progress.
- Remediation outcome: Students who do not demonstrate improvement according to the stated specific goals of the remediation plan may be required to leave the program.

Remediation may include intensified supervision and/or behavioral development:

- Intensified Supervision (e.g. additional clinical recordings for supervision and review; extra supervision sessions; repeating course work; and/or reassignment to another supervisor; written plan or contract detailing specific behaviors to be addressed or assignments to be completed to allow matriculation); or other remediation as determined by the student's Professional Performance Committee, which will be composed of Program Faculty.
- Behavioral development (e.g. remediation may include requirements that facilitate change in students' professional behaviors, such as (a) leave of absence, (b) personal counseling, and (c) academic advising regarding their status within the program or encouragement to withdraw from the program); or other remediation as determined by the Counseling Program Faculty.

Professional Performance Standards

Below are seven professional performance standards expected of counseling students while in the Barry University Counseling Program. These standards have been drawn from the national literature, as well as

from standards set forth by other nationally accredited counseling programs.

1. Openness and Flexibility
2. Cooperation
3. Responsibility
4. Communication
5. Emotional Regulation
6. Ethical and Legal Considerations
7. Multicultural Competence

STUDENT ISSUES, DOCUMENTATION, REVIEW, REMEDIATION PROCEDURES

To further support the Professional Performance Review Policy and to ensure fairness, transparency, and due process, the Counseling Program maintains a formal process for identifying, documenting, addressing, and monitoring student concerns related to academic, professional, ethical, behavioral, interpersonal, or clinical functioning.

This process is intended to be developmental and supportive, with the primary goal of promoting student growth, protecting clients and the public, and ensuring that graduates meet the professional competencies and ethical standards of the counseling profession.

Purpose

The Student Issue Documentation and Review Procedures provide a consistent and ethical framework for:

- early identification of potential concerns,
- timely feedback and intervention,
- structured remediation when appropriate,
- and documentation sufficient to demonstrate responsible and professional decision-making consistent with ACA, CACREP, and University standards.

Scope

These procedures apply to all Counseling Program faculty (including adjunct faculty), supervisors, staff, and administrators involved in instruction, advising, supervision, and evaluation of students in the MS and PhD Counseling programs.

Documentation of Concerns

When concerns arise regarding a student's academic performance, professional conduct, ethical decision-making, clinical competence, or fitness for professional practice, faculty or supervisors will complete a Student Issue Documentation Form.

Documentation must:

- focus on specific, observable behaviors,
- include dates, contexts, and impacts,
- avoid speculation regarding motives or diagnoses,
- and be completed as soon as reasonably possible after the concern is identified.

Examples of behaviors that may warrant documentation include, but are not limited to:

- repeated classroom disruptions or unprofessional communication,
- failure to follow supervisory guidance or ethical standards,
- breaches of confidentiality or professional boundaries,
- persistent disengagement or inability to accept feedback,
- behaviors suggesting impaired professional functioning,
- patterns of conduct that may impact client, peer, or public safety.

Review and Response Process

Concerns are reviewed by the Student Evaluation Committee, which is comprised of full-time program faculty, who may determine one or more of the following actions:

- Informal feedback and monitoring
- Formal written feedback
- A structured remediation or support plan
- Increased supervision or additional training
- Referral to support services
- Escalation consistent with University policy (e.g., probation, suspension, or dismissal)

Students will be informed in writing and/or through a meeting addressing:

- the nature of the concern(s),
- the relevant professional or ethical standards,
- expectations for improvement,
- and any required next steps.

Remediation

When indicated, a written remediation or support plan will be developed that:

- specifies targeted behaviors or competencies,
- outlines measurable goals,
- establishes timelines,
- and identifies supports or interventions.

Students are expected to engage in remediation efforts in good faith. Progress will be monitored and documented.

Appeals

Students may appeal decisions related to professional performance concerns according to the procedures outlined in this Handbook and applicable University policies.

Confidentiality and Recordkeeping

Documentation related to student concerns is maintained in secure student files. Access is limited to authorized personnel.

GRIEVANCE PROCEDURES

Any other grievance is subject to the program policy as stated in the “General Forms and Guidelines” section of this Manual.

TECHNOLOGY RESOURCES AND COMPETENCE

Online Student Orientation

All students are strongly encouraged to visit Barry University’s Online Orientation site at <http://www.barry.edu/online-orientation/>. If you are a new student to online learning, new to Canvas, or want to get reacquainted with online learning, you should explore the site and complete the Online Orientation Canvas Quiz. Many faculty will be requiring you to complete this the first week of class regardless of your online learning experience.

During this self-paced orientation, you will explore the history and legacy of Barry University as well as our expectations of you as a student and scholar. In addition, you will learn how to best use Canvas, our online learning platform, as well as how to communicate with your professors, submit assignments, check your grades, and participate in class. Upon completion, you will be able to download a certificate that you will be able to email to your instructor for proof of completion.

Technical Assistance and Support

Barry University has prepared a Student Support Resource Guide for Remote Learning to assist you issues that you might have regarding your online learning experience.

Here are some common issues that students may experience:

- Having trouble logging in? Please contact the Barry IT Support Desk at 1-305-899-3604 (Office Hours - Monday – Friday 7:30 am – 6:30 pm). You can also submit a help desk ticket at <https://barryit.teamdynamix.com/TDClient/Requests/ServiceDet?ID=2704>
- If you have problems with Canvas, there are multiple ways to get support for Canvas-related issues or questions.
- If you are having problems within Canvas such as course navigation, assignment submissions, discussion posts or other issues with Canvas there are several ways to get assistance.
- Student support for Canvas is available 24x7, 365 days a year by calling our toll free number at 1-855-976-8669
- Chat Live with the Canvas Support Hotline: <https://cases.canvaslms.com/liveagentchat?chattype>
- Call Barry’s IT Support Desk at 1-305-899-3604 (Office Hours - Monday – Friday 8:30 am – 6:30 pm).
- If you are logged into Canvas click on the Help icon at the bottom left corner, under the global menu for additional options.

You should always feel comfortable in contacting your instructor if your problems are not quickly resolved by contacting Canvas.

Software and Hardware Requirements

Barry University provides Microsoft Office to every student, faculty and staff free of charge!! As long as you're a student, faculty and staff here at Barry University, you will be able to use the software for free.

More information can be found at: <https://barryit.teamdynamix.com/TDClient/KB/ArticleDet?ID=2677>

Below are the recommended specifications to support distance learning courses and mobile devices:

- Windows Personal Computer
- Processor Speed: 3 GHz or better
- Processor Type: Intel i5 or better
- Operating System: Windows 10 Home or Pro
- Disk space: 256 GB Solid State Hard Drive minimum
- Memory (RAM): 8 GB minimum
- Web Camera: 720p resolution, front-facing with integrated microphone (built into laptop screen) or USB with microphone (for desktops)
- Macintosh Personal Computer
- Processor Speed: 2.7 GHz or better
- Processor Type: Intel i5 or better
- Operating System: Mountain Lion (10.8) minimum, High Sierra (10.13.x) recommended
- Disk space: 256 GB Solid State Hard Drive minimum
- Memory (RAM): 8 GB minimum
- Web Camera: 720p resolution, front-facing with integrated microphone (built into laptop screen) or USB with microphone (for desktops)
- iOS Devices (iPod, iPad, iPhone)
 - Operating System: iOS 9.x minimum, iOS 11.x recommended
 - Network: 3G/4G/LTE (Optional)
- Android
 - Processor Speed: 1.9Ghz or better
 - Processor Type: Octa-core (Samsung Galaxy Tab S2) or better
 - Operating System: Android 6.0 (Marshmallow) minimum, 8.x (Oreo) recommended
 - Network: 3G/4G/LTE (Optional)
 - Want to purchase a new desktop or laptop? Barry University students are eligible for special discounts through Dell's Education Purchase Program (EPP). Check out the information at: <https://barryit.teamdynamix.com/TDClient/KB/ArticleDet?ID=28472>

Technology Resources and Competence Requirements

The Counseling Program utilizes multiple instructional, assessment, and clinical technology platforms across in-person and hybrid delivery formats. Students are expected to demonstrate the technological competence necessary to successfully complete all academic and clinical requirements of the program.

Required Technology Access

Students must maintain consistent access to:

- A reliable computer (laptop or desktop) capable of running current operating systems
- High-speed internet access
- Webcam and microphone functionality
- Microsoft Office or equivalent software

- Secure access to Canvas (Learning Management System)
- Secure telehealth platforms (e.g., Zoom or institutionally approved platform)
- Clinical documentation software (e.g., PyraMed or equivalent)
- Clinical recording software (e.g., VALT or equivalent)
- Technology Competence Expectations

Students are expected to:

- Participate in synchronous and asynchronous online instruction
- Submit assignments electronically
- Record and upload clinical sessions securely
- Use electronic health record systems appropriately
- Maintain confidentiality when using digital platforms
- Troubleshoot basic technical issues independently
- Students who experience technology barriers are encouraged to contact the university's Information Technology Department promptly. Technology support resources are available to all students across delivery types.
- Failure to maintain minimum technology competence may impact a student's ability to meet program requirements.

Canvas Learning System

Students are required to use the Canvas Learning System to access additional resources and assignments for this course. Canvas is an online educational software application. Canvas can be accessed by logging into <https://go.barry.edu> and selecting the Canvas tile, or by entering your Barry University username and password at <https://barry.instructure.com/>. If you do not know your Barry University username and password, then immediately visit <https://www.barry.edu/doit/support/>. After logging into the Canvas site, click on the designated course link. For user guides on the use of Canvas, please visit <https://community.canvaslms.com/community/answers/guides/>. Tutorials on the use of Canvas are available through the Department of Information Technology (DoIT) website. For technical assistance visit <https://www.barry.edu/doit/support>.

Experiential Learning Cloud

All students must purchase a subscription to Experiential Learning Cloud (formerly Tevera) during the first semester of learning. Experiential Learning Cloud (formerly Tevera) is used by the University to demonstrate the quality of our academic programs, improve the teaching and learning process, and maintain accreditation. You can purchase your membership from the University Bookstore or online at: barry.tevera.app

Experiential Learning Cloud (formerly Tevera) will be a required resource in all courses throughout your program. You only need to purchase the account one time. Students can learn about the use of Experiential Learning Cloud (formerly Tevera) at: https://community.lumivero.com/s/elc-knowledge-base?language=en_US.

Electronic Resources

All syllabi include a section with the heading *Web-based, Digital, and other Media Resources*. Faculty include relevant internet sites and web-based tools, not only as supplements to textbooks and other print materials, but also to enhance course content and delivery.

Electronic Communication

Faculty will only send emails to the student's Barry University email address. In addition, students are required to send emails to the faculty from their Barry University email address. The faculty will not accept email from students from an email address other than a Barry University email address. Students may have their Barry University email account forwarded to their preferred or private email address.

PROFESSIONAL LIABILITY INSURANCE

All students completing fieldwork requirements in their training program will receive liability coverage through Barry University. The fee for this coverage is \$50.00 per year and **is in addition to the student professional liability insurance requirement**. The fee is payable to Barry University and will be automatically charged to the student account upon approval and registration for practicum.

Students in practicum and internship must carry their own professional liability insurance in addition to the insurance provided by the University. This is available for free through the American Counseling Association (ACA) if you are a student member, and other professional counseling organizations. Students are encouraged to become ACA members.

FINANCIAL AID AND SUPPORT INFORMATION

A number of sources of financial aid are available to qualified students, including federal and state loans, grants, scholarships, and discounts. For detailed and the most up to date information, please contact the Graduate Financial Aid Office directly at (305) 899-3673. The State of Florida has in the past, and may still, offer a number of financial assistance programs to graduate students, such as,

- 1) NBCC Foundation Scholars and Fellows
 - a. <https://www.nbccf.org/programs/scholarships>
- 2) National Pathfinder Scholarship
 - a. <http://www.nfrw.org/pathfinder>
- 3) The Hispanic Scholarship Fund College Scholarships
 - a. https://www.hsf.net/en_US/scholarship
- 4) American Indian College Fund Think Scholarships
 - a. <https://collegefund.org/student-resources/scholarships/scholarship-programs/>
- 5) AAMFT Minority Fellowship Program
 - a. https://www.aamftfoundation.org/Foundation/What_We_Do/MFP/Application_Information/Application_Information.aspx
- 6) Scholarships for Children of Deceased or Disabled Veterans
 - a. <https://www.floridastudentfinancialaidsg.org/PDF/factsheets/CSDDV.pdf>
- 7) Jose Marti Scholarship Challenge Grant Fund
 - a. <https://www.floridastudentfinancialaidsg.org/PDF/factsheets/JoseMarti.pdf>

For more information on these programs, please contact the Graduate Financial Aid Office. Barry University offers Professional Scholarships to members of religious orders and full-time public school educators. Students seeking more information on Professional Scholarships should contact their Faculty Advisor and/or the University Business Office. Further information on available scholarships is available at <https://www.barry.edu/scholarships/>.

Information on the application process for Federal or State Financial Aid can be obtained from the Barry Office of Financial Aid. Please contact them at (305) 899-3673 or 1-800-695-2279 for an Application Packet.

There are a limited number of Graduate Assistantships available in the Counseling Program. Students should submit a letter of interest and a current vita to the Program Director to apply for a position.

Forms/Guidelines

In the Appendices section of this Manual are:

- A checklist for monitoring progress through the program
- Copies of relevant forms, and, where appropriate
- Guidelines for their completion

STUDENTS ARE RESPONSIBLE TO MEET DEADLINES FOR SUBMISSION OF FORMS FOR ADMISSION, REGISTRATION, PRACTICUM/INTERNSHIP, COMPREHENSIVE EXAMINATION, AND GRADUATION. FAILURE TO DO SO MAY DELAY GRADUATION.

Students should meet with a Faculty Advisor and complete a Plan of Study prior to the second semester of their program. This ensures the availability of classes and that students will be able to secure financial aid.

COUNSELING SERVICES BY PROVIDERS OUTSIDE OF THE PROGRAM

Student Self-Care

A very important consideration as a counselor, leader, and an advocate is to adopt and maintain regular self-care practices. In this class, students are encouraged to seek opportunities to address personal issues they may face. It is also recommended for students to seek personal counseling through the Center for Counseling and Psychological Services at Barry University.

Center for Counseling and Psychological Services

The Center for Counseling and Psychological Services provides psychological services to registered students experiencing personal issues that interfere with their academic performance, personal development, and sense of well-being. The services offered by the Center for Counseling and Psychological Services help students address emotional concerns, come to a greater understanding of themselves, and develop effective strategies for dealing with life's challenges. Services are not only for students experiencing difficulties, but also for those who are striving for self-improvement.

Counselors are available to treat a wide-variety of mental health concerns including, but not limited to academic concerns, trauma, depression, anxiety, and substance use disorders. With a few legal exceptions, counseling services are protected by law and are strictly confidential. *Counseling services are provided with no extra fee to currently enrolled Barry University undergraduate and graduate students.* When requested or appropriate, referrals are made to the Center's consulting psychiatrist; there is a fee for psychiatric appointments.

Walk-in appointments are available for students experiencing a mental health crisis requiring immediate attention during regular business hours. If there is a psychological crisis after-hours, resident students may contact the Resident Assistant on duty to reach an on-call counselor. The Center for Counseling and Psychological Center also offers workshops and campus events to help educate and increase awareness on a variety of topics pertaining to college mental health and academic success.

Landon Student Union 105 Phone number: 305 899-3950 e-mail:
counselingservices@mail.barry.edu Web page: <http://www.barry.edu/counseling-services/>

COUNSELING PROGRAM STUDENT ORGANIZATIONS

The Barry University Counseling Program sponsors and supports the following student counseling organization:

BETA UPSILON CHAPTER – CHI SIGMA IOTA

Chi Sigma Iota is an International Academic and Professional Honor Society, open to counselors-in-training, counselor educators, and professional counselors. The mission of Chi Sigma Iota is to promote scholarship, research, professionalism, leadership, and excellence in counseling, and to recognize high attainment in the pursuit of academic and clinical excellence in the field of counseling. The Beta Upsilon chapter of Chi Sigma Iota is an award-winning international honor society of counseling professionals dedicated to excellence in scholarship, research, and clinical practice.

This Chapter has received multiple times the award for Outstanding Chapter, which is given to recognize an outstanding international chapter regarding: activities, individual programs of study, recruitment strategies, growth, planning, networking, and professional development; Outstanding Chapter Newsletter Award, which is given to recognize a chapter's regular publication schedule, established record of publication, format and graphics, content, types of articles and regular columns, distribution, scope, and involvement of chapter members in production; Outstanding Research, which is given to recognize and honor a member who has recently completed exemplary research investigations most representative of the international honor society; Outstanding Entry Level (Master's) Student, which is given to an individual member of the Honor Society who has most excelled in scholarship, extracurricular involvements, service to the profession and evidence of excellence and commitment; Outstanding Service to the Chapter Fellowship Award, which is used to recognize leaders and future leaders who are developing skills and competencies for leadership within the counseling profession; Advocacy Project Poster Showcase International Award for Excellence, which recognizes an advocacy project on international scope; and Outstanding Faculty Advisor Award, which recognizes the contributions of Chapter Faculty Advisors.

PROFESSIONAL ASSOCIATIONS

An essential component of professional development for counselors is membership and participation in national and state professional counseling associations. Students are strongly encouraged to join the American Counseling Association (ACA), the American Mental Health Counseling Association (AMHCA), the International Association of Marriage and Family Counselors (IAMFC), the American

School Counselor Association (ASCA), and the Florida Counseling Association (FCA). Membership dues in ACA, IAMFC, ASCA, FCA, and their various divisions are very reasonable for graduate students. To join ACA and its divisions visit the website at www.counseling.org or call 800-347-6647. To join IAMFC and its divisions visit the website <http://www.iamfc.org>. To join ASCA visit the website at www.schoolcounselor.org or call 800-306-4722. To join FCA and its divisions visit the website <http://flacounseling.org>. Membership benefits include regular newsletters updating members on events vital to the counseling profession, professional scholarly journals, and information on workshops and conferences. In addition, the associations work to promote the profession of counseling, and all counselors benefit from the work of these associations. Students are encouraged to join at least one and, perhaps, several divisions in ACA, IAMFC, ASCA, AAMFT, AMHCA and FCA, according to their specialty and areas of interest.

Other professional development activities, include:

- Reading journals and newsletters published by the American Counseling Association, American Association for Marriage and Family Therapy, and the American School Counseling Association.
- Attending the Florida state and national conferences of the American Counseling Association, American Association for Marriage and Family Therapy, and the American School Counseling Association.
- Attending workshops, seminars, and student conferences sponsored by Chi Sigma Iota-Beta Upsilon Chapter, Counseling Program, the CARE Center, and Barry University.
- Participating in professional service activities, such as, volunteering at civic or social services agencies or participating in service activities sponsored by the Counseling Program and/or Counseling Program student organizations.
- Completing in-service on-line trainings

PROGRAM OUTLINE

All counseling specialties require the completion of 45 semester hours of core courses plus the required courses for each specialty. Students' interests and career choices are expressed in selection of a 15-18 credit area of specialty. Choice of multiple areas of specialty is possible; however, students must complete the specialty courses in each area, as well as an internship in each area of specialty prior to graduation to have the faculty endorse them for further study or employment in their chosen area of specialty.

CORE COURSES (45 credits)

CSL 501 Orientation to the Counseling Profession*
CSL 588 Crisis Intervention
CSL 600 Legal & Ethical Issues in Counseling*
CSL 601 Methodology of Research**
CSL 605 Treatment of Substance Abuse in Counseling
CSL 610 Human Growth and Development*
CSL 621 Psychological Measurements
CSL 629 Social and Cultural Issues in Counseling
CSL 652 Individual Counseling Procedures*
CSL 653 Career Development and Life Work Planning
CSL 658 Group Counseling Procedures
CSL 680 Family Counseling*
CSL 686 Counseling Theories and Interventions*
CSL 694 Counseling Practicum

AREAS OF SPECIALTY: The counseling specialties require the following:

Clinical Mental Health Counseling (15 credits)

Clinical Mental Health Counseling provides the course work necessary for functioning as a Clinical Mental Health Counselor in applied settings and addresses the academic requirements for licensure as a Licensed Mental Health Counselor (LMHC) in the State of Florida.

CSL 569 Psychopathology: Diagnosis and Treatment in Counseling

CSL 589 Foundations of Mental Health Counseling

CSL 650 Human Sexuality

CSL 695 Internship in Clinical Mental Health Counseling (6 credits)

Marital, Couple, And Family Counseling (20 credits)

Marital, Couple, Family Counseling provides the course work necessary for functioning as a Marital, Couples and Family Counselor in applied settings, and addresses the academic requirements for licensure as a Licensed Marriage and Family Therapist (LMFT) in the State of Florida. The curriculum focuses on brief, ecologically-oriented perspectives for understanding and working with couples and families.

CSL 569 Psychopathology: Diagnosis and Treatment in Counseling

CSL 650 Human Sexuality

CSL 687 Marriage and Family Systems

CSL 690 Couples Counseling in the Context of the Family Life Cycle

CSL 696 Internship in Marital, Couple, and Family Counseling I (4 credits)

CSL 696 Internship in Marital, Couple, and Family Counseling II (4credits)

School Counseling (15 Credits)

The School Counseling specialty program in counseling meets the academic requirements for certification as a school counselor (CSC) in the State of Florida.

CSL 586 Organization & Administration of School Counseling Programs

CSL 613 Counseling Children and Adolescents

CSL 682 Family, School Collaboration and Consultation

CSL 693 Internship in School Counseling (6 credits)

NOTE: Courses designated with a “” are courses that should be taken during the first year of a student’s program of study.

**NOTE: CSL 601 is a research course that should be taken after at least 6 credit hours but within the first 18 credit hours of a student’s program of study.

Students seeking Guidance and Counseling certification in Florida are responsible for monitoring certification requirements and ensuring that they meet all requirements.

Students in all specialties must pass comprehensive examinations.

Additional Specialties and Licensure/Certification Information

A student may complete more than one area of specialty by completing all program specialty courses, practicum, and an internship in each specialty. Only students who have completed the licensure/certification requirements for a given specialty will be endorsed for employment in that area. It is the sole responsibility of the student to comply with the requirements for licensure in the State of Florida (and other states, as appropriate) and to keep up to date with any changes in licensure and/or certification requirements that may take effect during their program of study.

Course Times and Formats

Since Fall 2021, the MS in Counseling program has been offered in a hybrid format. MS in Counseling courses are offered in-person on the Miami Shores campus, and/or in a distance (online) learning format. Synchronous online courses are offered in a 15-week synchronous format in fall and spring and a 12-week or 7-week synchronous format in the summer. Asynchronous online courses are offered as 7-week Fall A, Fall B, Spring A, Spring B, Summer I, and Summer II courses.

CSL 694 Counseling Practicum, as well as CSL 693 School Counseling Internship, CSL 695 Clinical Mental Health Counseling Internship, and CSL 696 Marital, Couple and Family Counseling Internship will be offered with the option of an online, synchronous Telehealth live supervision clinic experience, in addition to the traditional, on-campus live supervision clinic experience. Students in the tri-county area are expected to attend in person at the Miami Shores Campus location. Practicum and internship students will continue to work under the live supervision of a faculty supervisor with a clinical team of peers. They will counsel clients from the community, either on-campus in the CARE Center or connect with their clinical team and clients and provide Telemental health services via Zoom or Microsoft Teams.

This hybrid program offering gives students the option to complete their program fully online or as a blend of distance learning and on-campus courses.

The synchronous online and on-campus courses on the Miami Shores campus are typically offered in 4:00–7:00 p.m. and 7:00–10:00 p.m. time slots (Monday–Thursday). Classes offered in the Bahamas cohort are typically taught in an intensive weekend format—every other weekend—over an eight-week term. Summer classes typically meet twice per week for 3.5 hours over two (2) seven-week terms (Summer I & Summer II) from 6:00 p.m. – 9:30 p.m. Course rotations change based upon student need and course availability. A current course rotation will be made available upon request from your faculty advisor or the program director.

***Please reference the current course rotation for details regarding specific course offerings.

PRACTICUM AND INTERNSHIP

This section of the manual is designed to provide students with the information necessary for the successful completion of the Counseling Program practicum and internship experience and provide information about the Dr Maureen Duffy Family Enrichment Center (FEC) that is housed in the CARE Center, Barry's state-of-the-art training facility.

Practicum and internship are highly individualized and comprehensive tutorial instructional experiences designed to foster the Counselor-in-Training's development as a professional counseling practitioner. Counselors-in-Training will be exposed to models of counseling that are consistent with current professional research and practice in the field, so they can begin to develop a personal model of counseling. Practicum and Internship are opportunities to integrate and apply in practice the clinical counseling skills and counselor characteristics and behaviors that influence the helping process; the essential interviewing and counseling skills; knowledge of counseling theories that provide the Counselor-in-Training with consistent models to conceptualize client presentation and select appropriate counseling interventions; a systems perspective that provides an understanding of family and other systems theories and major models of family and related interventions; and a general framework for understanding and practicing consultation knowledge gained through the program of graduate training. Moreover, each may serve as a valuable reference for the Counselor-in-Training's future career endeavors.

Preparing to enter Counseling Practicum and Internship represents a major milestone in the Counselor-in-Training's professional clinical development. Counselors-in-Training have finished all coursework and are now ready to function as counselors-in-training in the Dr. Maureen Duffy Family Enrichment CARE Center and in the field. Practicum and Internship experiences are qualitatively different from most academic courses in the program. All clinical work has a primary and central focus on the care of clients who will be consulting about problems and concerns in their lives. Working with clients under faculty supervision is the culminating and critical set of experiences in the Counselor-in-Training's professional training here at Barry University. This experiential portion of learning represents a significant time commitment and may require additional specific trainings as part of the CARE center with an out of pocket expense.

Practicum and Internship courses are 6 credits each and require 5 contact hours per week in the "clinic" (CARE Center) from 4 p.m. – 9 p.m. This has many advantages—creation of a cohesive clinical working team that has continuity; deepening familiarity with the cases that are assigned for the 5-hour block each week; and the development of strong collaborative relationships with the faculty supervisor and peers in the practicum or internship class. While in the CARE Center, counselors-in-training receive live supervision from a faculty supervisor. Faculty Supervisors and peers will serve as a feedback team during group supervision, reflecting the content within session. When possible, a doctoral student will also be part of the clinical team. Counselors-in-Training will also be required to complete the remaining requisite hours at an off-campus placement site. More information on this requirement is presented below.

APPLYING FOR PRACTICUM AND INTERNSHIP

Applying for practicum is a process that begins three semesters prior to the actual enrollment in practicum so Counselors-in-Training have the time they need to meet all requirements and to interview and identify an off-campus field placement site. Academic advisors, as well as the Practicum and Internship Coordinator, are available to provide assistance in the selection of a practicum and internship site that best meets a Counselor-in-Training's educational and professional needs. **It is expected that when Counselors-in- Training begin their practicum they will then continue into internship in the following semester. It is the Counselor-in-Training's responsibility to notify their Faculty Supervisor and the Practicum and Internship Coordinator if they are unable to do so.**

Below are the application steps:

1. **Complete all core and specialty coursework.** Counselors-in-Training may not have more than two grades of C and no F's on their transcript to begin Practicum and must be in good standing with a minimum 3.0 GPA.
2. It is the Counselor-in-Training's responsibility to respond to all email requests sent by the Practicum and Internship Coordinator to indicate the counselor-in-training's plan to engage in Practicum/Internship. Practicum students must attend a mandatory practicum orientation two semesters in advance of their practicum enrollment.
3. Practicum and Internship hours are to be completed in an Agency, Hospital, or at a School consistent with the students' area(s) of specialization. It is recommended for field site placements to be in-person. The site selection is subject to approval by the Practicum/Internship Coordinator and must be a program-approved site that meets CACREP requirements.
4. Additionally, Counselors-in-Training planning to register for a site placement in a school are required to submit an application (Appendix B: Agreement to Accept an Intern/Practicum Intern for School Counseling) to the District Liaison (Field Experience Coordinator) working with the District Schools. When a school has been identified, the Counselor-in-Training is responsible for completing the site application process in Experiential Learning Cloud (formerly Tevera). This process will invite the identified supervisor to join Experiential Learning Cloud (formerly Tevera) and will give them the opportunity to complete all application documentation. This includes the completion of Appendix H (Affiliation Agreement). The completed Appendix H must then be approved by the Practicum and Internship Coordinator and finally, the Dean through Experiential Learning Cloud (formerly Tevera).
5. Counselors in training are to review the Practicum and Internship Field Experience Manual at the following: <https://www.barry.edu/en/academics/education/counseling-ms/practicum-and-internship>
6. Counselors-in-Training will receive an email when they have been cleared for Practicum/Internship. If not approved, students will be notified by the Practicum and Internship Coordinator and advised on any additional steps to be taken for approval.
7. All Counselors-in-Training must attend a mandatory practicum and internship orientation meeting. This orientation meeting is offered every semester. However, students must attend it two semesters prior to the start of their practicum and internship experience.
8. In addition to the practicum and internship orientation, all Counselors-in-Training must attend a mandatory orientation to the CARE Center. The orientation meeting is held during the week before classes begin (CSL 694: Counseling Practicum, CSL 693 School Counseling Internship, CSL 695 Clinical Mental Health Counseling Internship, and CSL 696A, CSL 696B, and CSL 696 Marital, Couple and Family Counseling Internships).
9. Counselors-in-Training will be assigned a designated Practicum/Internship Faculty Supervisor. All questions and concerns about Practicum/Internship should initially be addressed to this assigned faculty.
10. Counselors-in-Training are required to have purchased Experiential Learning Cloud (formerly Tevera) to complete documentation of the practicum/internship experience. All evaluations of Counselors-in-Training, faculty supervisors, site supervisors and sites are included in the Experiential Learning Cloud (formerly Tevera) class shell created for each practicum or internship placement. The site placement option in Experiential Learning Cloud (formerly Tevera) provides students with the information on currently approved sites. It also provides the option of starting the approval process for a new site. Once the Counselor-in-Training is accepted as an intern at an existing or new site, they are to start the site

placement process in Experiential Learning Cloud (formerly Tevera). All necessary information on how to complete P&I requirements in Experiential Learning Cloud (formerly Tevera) can be found through the Experiential Learning Cloud (formerly Tevera) Learning Hub at https://community.lumivero.com/s/elc-knowledge-base?language=en_US.

11. Counselors-in-Training must purchase professional liability insurance. The liability insurance can be obtained through any recognized insurance company or through a counseling-related professional organization such as the American Counseling Association. **The original certificate of insurance coverage must be uploaded to the Counselor-in-Training's Experiential Learning Cloud (formerly Tevera) account prior to the commencement of Practicum/Internship.** Insurance coverage should begin the first day of class and continue through the entire Practicum/Internship experience.
12. All practicum and internship Counselors-in-Training receive University liability coverage, which is covered by the course fees.
13. **Counselors-in-Training are not permitted to complete their practicum or internship hours at their place of employment in the same capacity of their current role and/or under supervision of their current work supervisor. Counselors-in-training must obtain special permission to complete their P&I hours at their current place of employment.**

GENERAL GUIDELINES FOR PRACTICUM AND INTERNSHIP STUDENTS

The faculty of the Barry University Counseling Program reflect a range of clinical theoretical modalities and epistemological stances. This diversity represents an excellent opportunity for Counselors-in-Training to study and learn multiple clinical models and techniques and the theories underlying them. To optimize the clinical learning environment and to reduce possible sources of confusion about how to do counseling from a certain theoretical model or perspective, the faculty have instituted several structures. The following outline will help Counselors-in-Training understand what these structures are and how they will be implemented:

1. Counselors-in-Training will be assigned to one class with one faculty supervisor for the duration of a practicum or internship course. The course may also include a doctoral supervisor.
2. A course syllabus will be provided by the faculty member (Faculty Supervisor) designated to instruct and supervise the practicum or internship section in which the Counselor-in-Training will be enrolled and will establish more specific and/or additional requirements.
3. Samples of forms necessary for documenting the week-to-week requirements for the practicum and internship experience are available on Canvas for information purposes. These forms are to be completed in Experiential Learning Cloud (formerly Tevera) in electronic form. **Counselors-in-Training are responsible for becoming familiar with all P&I forms used.**
4. Possible theoretical models that may guide the training and practice in the practicum and supervision class may include, but are not limited to client-centered, solution-focused, cognitive-behavior therapy, MRI, trauma focused cognitive behavioral therapy, narrative, structural, strategic, emotionally-focused therapy, Bowenian, or an integrative model that is clearly described.
5. Models that have not been the focus of significant academic coursework during the program will not be used to provide a framework for practicum or internship.
6. The ethical principle of "informed consent" will ensure the practicum or internship faculty supervisor clearly and fully describes the clinical models informing their clinical and supervision practices.
7. Practicum and internship CARE Center site placement days are organized months in advance and determined by CACREP standards. Any individualized student needs are to be communicated in advance via email to the P&I Coordinator.

SITE PLACEMENTS

All MS in Counseling practicum and internship students will have two site placements. All MS in counseling students will be placed in the CARE Center, in addition to a second off-campus site. CARE Center placements will be offered with the option of an online, synchronous Telehealth live supervision clinic experience, in addition to the traditional, on-campus live supervision clinic experience. Students in the tri-county area are expected to attend in person at the Miami Shores, FL location. Practicum and internship students will work under the live supervision of a faculty supervisor with a clinical team of peers. They will counsel clients from the community, either on-campus in the CARE Center or connect with their clinical team and clients and provide Telemental health services via Zoom or TEAMS. It is the Counselor-in-Training's responsibility to survey local human service agencies and schools offering counseling services and to arrange for a site placement. If a Counselor-in-Training identifies an agency that is not identified on the Experiential Learning Cloud (formerly Tevera) site, they may request that the site be evaluated to determine its appropriateness as a site placement by contacting the Practicum and Internship Coordinator with the contact information of the site and appropriately credentialed site supervisor. Each agency completes an Agency Profile. Next, the Practicum and Internship Coordinator will schedule a visit with the site to determine if it meets the criteria required for an approved site placement. The general process for approval of a new site for P&I placement is:

The general process for approval of a new site for P&I placement is:

1. Identify a suitable site placement in the community according to CACREP requirements (i.e., qualified site supervisor willing to provide at least one hour of individual supervision per week and opportunities to complete required hours of experience providing counseling services)
2. Complete the site enrollment process in Experiential Learning Cloud (formerly Tevera).
3. Once these steps are complete, send the site placement for approval to the Practicum and Internship Coordinator with site supervisor contact information, supervisor credentials, site name and website, site placement address, student specialization, and the semester in which the student plans to begin practicum
4. Once accepted as a P&I student and approved by the P&I Coordinator, start the site placement process in Experiential Learning Cloud (formerly Tevera). The site placement process requires you to
 - o attest attendance to the P&I orientation,
 - o complete an affiliation agreement with the site (sent through Experiential Learning Cloud (formerly Tevera)
 - o Ask the site supervisor to complete the site profile form and supervisor profile form.
 - o Student completes supervision dates according to academic calendar dates for practicum and internship semesters
5. Once these steps are complete, you can send the site placement process for approval to the Practicum and Internship Coordinator via Experiential Learning Cloud (formerly Tevera).

The Practicum/Internship Coordinator facilitates the development of field sites and placement of Counselors-in-Training in consultation with the Program Director. However, during the time of enrollment in the Practicum or Internship course, the individual faculty who is designated as the Faculty Course Supervisor for Counseling Practicum or Counseling Internship is responsible to oversee Counselor-in-Training site placements, provide supervision in the CARE Center, and to communicate with the Site Supervisor on an on-going basis. Should any issues or concerns arise, the student or Site Supervisor is encouraged to contact their Counselor-in-Training's Faculty Course Supervisor. The Practicum and Internship Coordinator is also available for consultation.

Practicum

Counselors-in-Training must complete supervised practicum experiences that total a minimum of 100 clock hours for a six-credit practicum.

The Counselor-in-Training's practicum includes all of the following:

1. 40 hours of direct service with clients for clinical mental health and school counseling students and 60 hour of direct service with clients for marital, couple, and family counseling students, including experience in individual, couples, or family counseling and group work and 60 hours of indirect service for clinical mental health and school counseling students and 40 hour of indirect service for marital, couple, and family counseling students;
2. weekly interaction with an average of one (1) hour per week of individual and/or triadic supervision (using digital recordings, and/or direct observation) which occurs regularly over a minimum of one academic term by a Faculty Course Supervisor, Individual Supervisor, or the Site Supervisor;
3. an average of one and a half (1 ½) hours per week of group supervision that is provided on a regular schedule over the course of the Counselor-in-Training's practicum by a Faculty Course Supervisor;
4. opportunity for the Counselor-in-Training to become familiar with a variety of professional activities in addition to direct service (e.g., record keeping, supervision, referral, in-service, third party reimbursement, technology in counseling and staff meetings);
5. opportunity for the Counselor-in-training to work with a variety of clients including group counseling, family counseling, couples counseling and individual counseling.
6. the opportunity for the Counselor-in-Training to develop program-appropriate audio/video recordings and/or live supervision of the Counselor-in-Training's interactions with clients for use in supervision; and
7. a formal evaluation of the Counselor-in-Training's performance throughout the practicum including a formal evaluation at the midpoint of the semester and after the Counselor-in-Training completes the practicum.

NOTE: Counselors-in-Training who do not complete a minimum of 100 hours in their practicum experience or do not complete their practicum documentation (assignments) or course hours of experience requirements will be required to register for CSL 700 (Continuous Enrollment) for one credit to meet the remaining hours and or requirements. CSL 700 is a full-semester course and Counselor-in-Training will be required to remain in their placements and serve as a counselor-in-training regardless of how quickly they complete the remaining hours of their practicum or the missing practicum documentation requirements.

Internship

Counselors-in-Training must complete supervised internship experiences that total a minimum of 600 clock hours for a six-credit internship, that is begun after successful completion of the Counselor-in-Training's practicum. The Internship is specific to the Counselor-in-Training's area(s) of specialization. The internship provides the comprehensive work experience of a professional counselor. The Counselor-in-Training's internship includes the following:

1. 240 hours of direct service with clients, including experience in individual, couples, or family counseling and group work and 360 hours of indirect service;

2. weekly interaction with an average of one (1) hour per week of individual and/or triadic supervision (using digital recordings, and/or direct observation) throughout the internship by the Faculty Course Supervisor, Individual Supervisor, or the Site Supervisor;
3. an average of one and one half (1 ½) hours per week of group supervision that is provided on a regular schedule throughout the internship by a Faculty Course Supervisor;
4. the opportunity for the Counselor-in-Training to become familiar with a variety of professional activities in addition to direct service (e.g., record keeping, supervision, referral, in-service, third party reimbursement, use of counseling technology and staff meetings);
5. opportunity for the Counselor-in-training to work with a variety of clients including group counseling, family counseling, couples counseling and individual counseling.
6. the opportunity for the Counselor-in-Training to develop program-appropriate audio/video recording and/or live supervision of the Counselor-in-Training's interactions with clients for use in supervision;
7. the opportunity for the Counselor-in-Training to gain supervised experience in the use of a variety of professional resources, such as: assessment instruments, technologies, print and non-print media, professional literature, and research; and
8. a formal evaluation of the Counselor-in-Training's performance throughout the internship including a formal evaluation midpoint of semester and again after the Counselor-in-Training completes internship.

NOTE: Counselors-in-Training who do not complete a minimum of 600 hours in their internship experience or do not complete the internship documentation (assignments) will be required to register for CSL 700 (Continuous Enrollment) to meet the remaining hours and or requirements. CSL 700 is a full-semester course and Counselor-in-Training will be required to remain in their placements and serve as a counselor-in-training regardless of how quickly they complete the remaining hours of their internship.

*****Per Florida licensure laws, students pursuing ONLY a specialization in marital, couple, and family counseling need to complete their practicum and internship over the course of three semesters. This is because Florida licensure laws require those pursuing licensure as a Licensed Marriage and Family Therapist (LMFT) to complete 12 months of clinical training in their master's program. As such, these students will register for CSL 696A following the completion of their practicum, and CSL 696B after completing CSL 696A. A total of 300 direct service hours with clients, with at least 200 of those hours being "relational," over the course of no less than 12 months is required.**

Both Practicum and Internship Counselor-in-Training are expected to do the following:

1. meet with their Faculty Advisor and the Practicum/Internship Coordinator the semester prior to enrollment in practicum or internship;
2. provide the Site Supervisor with an Affiliation Agreement (Appendix H) through Experiential Learning Cloud (formerly Tevera) no later than the first week of class;
3. promptly and regularly attend weekly group supervision for a minimum of one and a half (1 ½) hours per week during practicum or internship class under the supervision of the Faculty Course Supervisor;

4. complete 100 hours, including 40 client contact hours, in an agency/school setting for practicum and 600 hours, including 240 client contact hours, for internship. Counselors-in-Training are required to do both individual counseling and group work (see Appendix V). Additionally, Counselors-in-Training completing multiple specializations must complete a 600-hour internship in each specialization;
5. provide clients with quality counseling services;
6. develop professional counseling identity including clinical composition, conceptualization of clients, openness to Supervision feedback and adherence to policies and procedures
7. attend and be prepared for class and counseling sessions. Given the highly practical nature of the practicum and internship courses, as well as the length of these classes, if a Counselor-in-Training misses more than TWO class sessions the course will be considered as failed and the Counselor-in- Training must repeat it.
8. request additional supervision as needed;
9. adhere to the policies and procedures of the site placement agency or school, the Dr. Maureen Duffy Family Enrichment CARE Center and the College of Health Professional and Medical Sciences, School of Mental Health and Social Work, Department of Counseling.
10. every week, document direct and indirect hours and professional activities in Experiential Learning Cloud (formerly Tevera) for review by the site supervisor and/or faculty supervisor and/or individual supervisor. Complete weekly Site Supervision summaries for EACH clinical site (Appendix P) within the supervision notes section of group and individual supervision time logs;;
11. adhere to the Ethical Standards of the American Counseling Association (ACA) and codes established by the American Mental Health Counselors Association (AMHCA), the International Association of Marriage and Family Counselors (IAMFC), and the American School Counselor Association (ASCA).
12. be familiar with legal issues pertinent to the practice of counseling (e.g., confidentiality and privilege, duty to warn, malpractice, negligence, see Florida Statute Chapter 491, and associated Florida Rule Chapter 64B);
13. complete evaluations of supervision for your Site Supervisor, Faculty Course Supervisor, and/or Individual Supervisor, as well as a site evaluation; (Appendices S, T, U) according to the timetable established in the course syllabus;
14. cooperate in having performance evaluations done by various supervisors throughout practicum and internship, including a formal evaluation after the Counselor-in-Training completes the class; and
15. obtain a grade of B or higher for the course to be approved. If a Counselor-in-Training obtains a grade of C or lower in the practicum or internship course they must repeat the course.

Note: Students must complete all the required hours and documentation in the semester in which they enroll for practicum or internship. No carryover or banking of hours from practicum to internship is allowed.

THE CARE CENTER (DR. MAUREEN DUFFY FAMILY ENRICHMENT CENTER)

The Dr. Maureen Duffy Family Enrichment Center (FEC) is the on-campus, state-of-the-art counseling clinic with integrated, production-quality recording equipment. It is the branch of Barry University's CARE Center that offers counseling services. The purpose of the CARE Center's FEC is two-fold: (1) to provide counseling services to the community on a sliding fee basis; and (2) to provide on-campus training to Barry University Counseling Program students. The CARE Center FEC supports the mission of Barry University in providing professional clinical mental health services within a context of caring and service.

The FEC within the CARE Center is supervised by the faculty of the Counseling Program at Barry University. The faculty includes Licensed Marriage and Family Therapists, Licensed Clinical Mental Health Counselors, and Qualified Supervisors in Counseling who supervise Counselors-in-Training completing a Master's or Ph.D. degree in Counseling. Each faculty member who provides individual or group supervision has a doctoral degree and/or appropriate clinical preparation, preferably from an accredited program; relevant experience and demonstrated competence in counseling; and relevant training and supervision experiences.

The doctoral-level students serving as individual or group practicum/internship supervisors have completed counseling practicum and internship experiences equivalent to those within a Masters-level program; have completed or are receiving preparation in counseling supervision. All supervisors will orient Counselors-in-Training to their supervision models, practices, and processes. The in-person and telehealth counseling sessions may be recorded (with client consent) and are supervised live for the Counselor-in-Training's learning experience and to ensure quality care for clients. To further the Counselor-in-Trainings' learning experience, reflecting teams (when available) are used. A reflecting team guide to counselor participation, process, and procedures is provided (Appendix W).

Counseling services are offered to clients from preschool through late adulthood. Therefore, Counselors-in-Training have opportunities to counsel clients who represent the ethnic and demographic diversity of the South Florida community. The counseling services include individual, family, marital, and couples counseling. Consultation services are available. Workshops and trainings tailored to individual needs are also available.

The CARE Center provides an instructional environment that is conducive to modeling, demonstration, and training. The clinical instruction environment includes settings for individual counseling, couple counseling, family counseling, and group counseling with assured privacy and sufficient space for appropriate equipment. The CARE Center has the necessary and appropriate technology to assist learning and has procedures that ensure the client's confidentiality and legal rights are protected.

The faculty conducts a developmental, systematic assessment of each student's progress throughout the practicum and internship experience, including academic performance, professional development, and personal development. Consistent with established institutional due process policy and ACA Ethical Standards, when evaluations indicate that a Counselor-in-Training needs remediation or is not appropriate for the program, faculty assist in developing and implementing a remediation plan or facilitating the Counselor-in-Training's transition out of the program and, if possible, into a more appropriate area of study. The Counselors-in-Training have regular and systematic opportunities to formally evaluate faculty and supervisors of clinical experiences.

The Counselors-in-Training will have the opportunity to become familiar with and demonstrate mastery of a variety of professional activities in addition to direct services (e.g., record keeping, supervision, referral, in-service, and staff meetings). Counselors-in-Training will have the opportunity to gain supervised experience in the use of a variety of professional resources such as assessment instruments,

technologies, print and non-print media, professional literature, and research.

CLINICAL INSTRUCTION

The Counselor-in-Training

Upon completion of coursework, students will begin working with clients in a clinical setting as a Counselor-in-Training. Clients will bring counselors-in-training problems that they have been unable to resolve and for which they need assistance. The quality of the counselor-in-training's work will have important ramifications for the clients.

Students are not eligible for practicum until all of their core and specialty courses have been completed. Students must apply for practicum/internship two semesters before they intend to register for CSL 694 Counseling Practicum. Students approved for practicum/internship will be notified by the Practicum/Internship Coordinator. During practicum and internship, Counselors-in-Training must complete five hours a week in one day in the CARE Center.

Requirements for Practicum/Internship

The practicum and internship are structured, tutorial forms of instruction and work experience. Practicum and internship provide Counselors-in-Training with the opportunity to apply theory and develop counseling skills under supervision. The CARE Center and practicum and internship field site placements provide Counselors-in-Training with the chance to counsel clients who represent the ethnic and demographic diversity of the South Florida community.

SUPERVISION

The Supervision Plan

It is the Counselor-in-Training's responsibility to establish goals for practicum and internship supervision in collaboration with the Site Supervisor with support from Faculty Course Supervisor or Individual Supervisor.

Supervision goals are important for several reasons. First, establishing clear goals is the basis for the development of the supervisory relationship. Second, the collaborative effort required to establish and agree upon goals facilitates a working relationship between the student and supervisor. Mutual commitment to the supervisory process is a requirement for the professional development of supervisees (Borders & Leddick, 2005). Third, goals articulated in achievable steps can be a significant source of motivation (Borders & Leddick, 2005). Fourth, clear and specific goals can facilitate the evaluation of the Counselor-in-Training's progress. Fifth, the specification of goals individualizes the practicum and internship for each Counselor-in-Training. And sixth, the process of defining clear and specific goals for supervision provides a model for the Counselor-in-Training in defining goals with clients in counseling (Mead, 1990).

To assist Counselors-in-Training in focusing on and articulating supervision goals, a Counselor-in-Training Practicum/Internship Self-Assessment Instrument (Appendix M) is completed by the Counselor-in-Training and available for the Site Supervisor in Experiential Learning Cloud (formerly Tevera). This instrument is to facilitate development of an appropriate Supervision Plan. Periodic reassessment of counseling skills is a valuable adjunct in the reformulation of supervision goals.

A Practicum/Internship Supervision Plan (Appendix L) has been designed for the purpose of writing individualized instructional goals. Counselors-in-Training are encouraged to complete the Counselor-in-Training Practicum/Internship Self-Assessment (Appendix M) prior to discussion and approval of the Practicum/Internship Supervision Plan. Written supervision goals have three components: (1) clearly stated, observable objectives, (2) specific action steps necessary to reach each goal, and (3) specific procedures to evaluate each outcome (Borders & Leddick, 2005).

These components correspond to the first three sections enumerated in the Practicum/Internship Supervision Plan form (Appendix L).

Short-term and long-term goal statements can be formulated within the categories of performance skills, cognitive skills, and developmental level. These goal statements then become the context within which the professional development of the student can be interpreted. Progress toward goals can be reviewed at the midpoint and completion of each term. Goals can also be renegotiated at the midpoint review to adjust for any special circumstances (Boylan et al., 2015 p. 199).

Each component of an effective supervision goal is discussed briefly below.

Stating goals. Goals should be stated in clear, specific, and observable terms (Borders & Leddick, 1987; Mead, 1990). For example, as a Site Supervisor you might observe that your supervisee needs to improve their response to clients' emotional expressions. Thus, you and the supervisee might agree that an important goal is to focus on affect by responding to the affective content of client statements.

Establishing action steps. Action steps also should be clear, specific, and observable. With reference to the goal above, an action step might be stated as follows: *Each time I hear an emotion word in the client's statement, I will respond with a statement that reflects that feeling.*

Depending on the complexity of a stated goal, several action steps may be required for successful attainment. In addition, steps themselves often must be broken down into more readily achievable components.

Evaluation of goal achievement. A final component of goal setting is identifying ways to evaluate the outcome. Evidence of successful achievement of the goal stated above might be stated as follows: *Upon analysis of a digital recording, I will have responded to 80 percent of the emotion words stated by the client.*

As supervisees achieve their goals, their counseling is likely to be more rewarding and successful. Confidence should be enhanced. Motivation, too, should be high. Both the supervisee and site supervisor may be ready to reformulate goals or develop new supervision goals.

The agency, hospital, or school has the responsibility for making work assignments which will best meet the needs of the Counselor-in-Training and the agency/school. This involves, among other factors, the readiness of the Counselor-in-Training and the degree of responsibility they can assume; the personality characteristics of both the Counselor-in-Training and the site supervisor to whom they will be assigned; and a recognition that reasonable and appropriate caseloads with associated supervision should be assigned.

Monitoring of the Counselor-in-Training's progress involves daily (or as scheduled) contact with a site supervisor, evaluation of report-writing and case notes, and an opportunity for the Counselor-in-Training and site supervisor to meet at least once weekly to discuss clinical practice, case material, and to review digital recordings of the Counselor-in-Training's counseling sessions. Adequate participation in the daily function of the agency, hospital, or school should also be a responsibility of the Counselor-in-Training. One of the goals of supervised clinical practice is to foster Counselor-in-Training awareness of the

strengths and limitations of the respective agencies, hospitals, and schools. All Counselors-in-Training are required to familiarize themselves with the record keeping and supervision requirements contained in Florida Chapter 491 and Rule Chapter 64B.

Evaluation is always a joint responsibility of the Counseling Program and the agency, hospital, or school which is providing the field placement. Ideally, the Counselor-in-Training is encouraged to participate in an appraisal of their work performance and counseling skills. Evaluation can take several forms, but even in the most structured evaluation process, there should be an opportunity for modification to meet the Counselor-in-Training's needs. It may be necessary, for example, to have an evaluation session after the first week of an unsatisfactory field placement experience. Formal evaluation of the Counselor-in-Training's progress is required at mid-term and at the conclusion of the academic term using the assigned evaluations identified in Experiential Learning Cloud (formerly Tevera) (Appendices Q & R).

In both practicum and internship, it is important to recognize that the Faculty Course Supervisor, Individual Supervisor, and the Site Supervisor have a joint responsibility to monitor the Counselor-in-Training's clinical progress. The goal of supervision, and of the entire site placement program, is to help the Counselor-in-Training develop a professional attitude and approach to counseling. In the supervision relationship, the Site supervisor, the Faculty Course Supervisor, and the Individual Supervisor share with the Counselor-in-Training their knowledge and skills gained through years of experience in the field. Throughout the field experience, the agency, hospital, or school and Faculty Course Supervisor and Individual Supervisors need to be aware of their strengths and limitations in order to enhance the Counselor-in-Training's professional development.

RECORD KEEPING AND EVALUATION

The Counseling Program uses the software Experiential Learning Cloud (formerly Tevera) to track Counselor-in-Training hours and supervisor evaluations, demonstrate the quality of our academic programs, improve the teaching and learning process, and maintain accreditation. Counselors-in-Training are responsible for uploading and completing all practicum and internship forms and assignments in Experiential Learning Cloud (formerly Tevera). The Faculty Course Supervisor monitors the timely submission of forms and approves hours by signing bi-weekly hours logs.

Practicum and Internship Portfolio (Assignments)

Because of national accreditation (CACREP) guidelines, as well as state licensure and certification requirements, a necessary procedure is to document the total number of hours in practicum and internship, and total number of hours in specific practicum/internship activities. Students are responsible for maintaining an Activity Log as part of their Practicum/internship Portfolio. Practicum/internship portfolio is similar to those used by art students to demonstrate their abilities and illustrate their best work. Practicum/internship portfolio is a compilation of the Counselor-in-Training's Supervision Plan, Self-Assessments, hour/activity reports, supervision summaries for individual (Off-campus site) and group supervision (with faculty supervisor), supervisory evaluations, and other documentation of Counselor-in-Training's practicum/internship experience. Counselor-in-Training's portfolio (assignments) will be completed using Experiential Learning Cloud (formerly Tevera). Students are expected to complete a practicum portfolio on Experiential Learning Cloud (formerly Tevera) that includes PDF or online versions of the following documents:

Due Date	For All Students – Internship	Method of Submission
1 st day of classes	Appendix A: Required hours for specialization	Barry University Course Manual
1 st day of classes or prior	Appendix B: Obtaining field placement Process	Experiential Learning Cloud
Before 1 st day of classes	Appendix C: Course Registration	Student Planning
1 st day of classes or prior	Appendix D- EXPERIENTIAL LEARNING CLOUD-CANVAS Integration	Complete in Canvas
1 st day of classes or prior	Appendix E: Add site placement process in Experiential Learning Cloud	Complete in Experiential Learning Cloud
1 st day of classes or prior	Appendix F: CARE Center trainings	Upload pdfs in Experiential Learning Cloud & Canvas
1 st day of classes or prior	Appendix G: Liability Insurance	Upload PDF to Experiential Learning Cloud– Clinic Placement
1 st day of classes	Appendix H: Affiliation Agreement (2) 1. CARE Center site placement Field Site placement	Experiential Learning Cloud – Clinic Site Placement Process x 2
Every week	Appendix I: Checklist for portfolio requirements	MS Counselor Field Experience Manual
Week 6 of classes	Appendix J: Midpoint Faculty and Site supervisor face to face check in	ON Site at field site placement for all in-person courses
Midpoint of semester	Appendix K: Midterm Audit of Experiential Learning Cloud, Canvas, Pyra Med	Experiential Learning Cloud, Canvas, Pyra Med

2 nd week of classes	Appendix L - Internship Supervision Plan (Complete with the Site Supervisor)	Complete form on Experiential Learning Cloud
1 st week of classes	Appendix M - Student Intern Internship: Self-Assessment	Complete Assessment on Experiential Learning Cloud
Every two Weeks	Appendix N: Bi-weekly Hour Report Internship Field site placement and the CARE Center hours reported separately including notes from Supervision recommendations	Experiential Learning Cloud - Clinic and Site Placement as appropriate
Every Day & Every two Weeks	Appendix O: Daily documentation of practicum/internship hours as they occur.	Experiential Learning Cloud - Clinic and Site Placement as appropriate
Every week	Appendix P- Individual and Group Supervision time recorded & recommendations/feedback/ summary in notes of hours log	Experiential Learning Cloud – Individual and Group Supervision hours and supervision recommendations recorded under NOTES section
Midsemester week	Appendix Q - Midterm Site Supervisor Evaluation of Student Intern Form	Site supervisor completes assessment on Experiential Learning Cloud
Last week of classes	Appendix Q - Final Site Supervisor Evaluation of Student Intern Form	Site supervisor completes assessment on Experiential Learning Cloud
Midsemester Week	Appendix R - Midterm Faculty Course/ Individual Supervisor Evaluation of Counselor-in-Training Form	Faculty completes assessment on Experiential Learning Cloud
Last week of classes	Appendix R - Final Faculty Course/ Individual Supervisor Evaluation of Counselor-in-Training Form	Faculty completes assessment on Experiential Learning Cloud
Last week of classes	Appendix S - Student Intern Counselor Evaluation of Site Supervision	Student completes assessment on Experiential Learning Cloud
Last week of classes	Appendix T - Counselor-in-Training Evaluation of Faculty Course/ Individual Supervision	Student completes assessment on Experiential Learning Cloud

Last week of classes	Appendix U - Site Evaluation Form (By student)	Student completes assessment on Experiential Learning Cloud
Last week of classes	Appendix V – Site Placement Monitoring Form (By faculty supervisor)	Faculty supervisor completes form on Experiential Learning Cloud
Last week of classes	Appendix W- Professional Performance Review (by faculty)	Faculty supervisor completes form on Experiential Learning Cloud
Last week of classes	Appendix X: FINAL Hours reports with both placement sites	Student completes report on Experiential Learning Cloud

Weekly Practicum/Internship Site Supervision Summary

Counselors-in-Training are required to document weekly activities in Experiential Learning Cloud (formerly Tevera). These documented hours will be reviewed and approved by the Faculty Supervisor, Site Supervisor, and/or Individual Supervisor. Hours are to be documented via Experiential Learning Cloud (formerly Tevera) weekly by Counselors-in-Training and submitted for signature bi-weekly in the ‘bi-weekly hours log reports.’

Counselors-in-Training are required to complete the Supervision Summary (Appendix P) with their Site, Individual and Faculty Supervisor for each weekly supervision session. The summaries may be completed in Experiential Learning Cloud (formerly Tevera) every week with the corresponding logs for each clinical site under the notes session with clinical summary, feedback and recommendations.

Client History and Case Progress Notes

Documentation must be completed and maintained in the prescribed format of the CARE Center. The CARE Center uses PyraMed for all clinical documentation.

Students will be graded on the completion of clinical paperwork through Pyra Med, according to the following rubric:

ACA CODE OF ETHICS - A.1.b. Counselors create, safeguard, and maintain documentation necessary for rendering professional services. Regardless of the medium, counselors include sufficient and timely documentation to facilitate delivery and continuity of services. Counselors take reasonable steps to ensure that documentation accurately reflects client progress and services provided. If amendments are made to records and documentation, counselors take steps to properly note the amendments according to agency or institutional policies.

Criteria	Met	Approaching	Not met
Biopsychosocial preliminary Completed no later than the end of the 2nd session	Complete biopsychosocial, including dates, problem identification (I), family/social/childhood history (II), trauma history (III), medical history (IV), substance abuse history (V), legal history (VI), mental status exam (VII), diagnostic information (VIII), clinical impressions (IX). All signatures are provided.	Mostly complete biopsychosocial. Some sections are not complete. Some information may be inaccurate. All signatures are provided.	Biopsychosocial is incomplete. Many sections are not completed or have inaccurate information. Missing signatures
Biopsychosocial Addendum Completed no later than the end of the 2nd session	Complete problem identification (I), trauma history (III), medical history (IV), legal history (VI), diagnostic information (VIII), clinical impressions (IX) All signatures are provided	Mostly complete biopsychosocial addendum. Applicable sections are not complete. Some information may be inaccurate. All signatures are provided.	Biopsychosocial is incomplete. Applicable sections are not completed or have inaccurate information. Missing signatures
Treatment plan preliminary Draft completed at 1st session for review with the client at the 2nd session	A complete, dated, treatment plan is provided including the long-term and short-term goals, problem descriptions, objectives, and interventions. Information is clear and complete. All signatures are complete.	Most of the information in the treatment plan is provided. Only a few items are missing or unclear. All signatures are complete.	Some information in the treatment plan is provided. But significant information is missing. Missing signatures
Treatment plan review Draft completed at 1st session for review with the client at the 2nd session	A complete, dated treatment plan review is provided, including the long-term and short-term goals, problem descriptions, objectives, and interventions. Information is clear and complete. All signatures are complete.	Most of the information in the treatment plan review is provided. Only a few items are missing or unclear. All signatures are complete.	Some information in the treatment plan review is provided, but significant information is missing. Missing signatures
Progress notes Due same day of service-after each session Subjective Objective Assessment Plan	Progress notes are clear and complete using SOAP criteria. The platform for the session is documented as face-to-face or telehealth. The client's location Is Identified. Progress notes are completed same day of session and signed within 24 hours of services for the faculty Supervisor/s to co-sign.	Progress notes are mostly clear and complete using SOAP criteria. The platform for the session is documented as face-to-face or telehealth. The client's location is identified Progress notes are completed within time requirement.	Progress notes are vague and unclear. SOAP criteria are minimally addressed. No Indication of the platform and client's location Progress notes are not completed within time requirement (same day of sessions and signed within 24

			hours of services).
Transfer/ Discharge Summary	A complete, dated Transfer/ Discharge Summary review is provided, including details pertaining to the client. Information is clear and complete. Summary is completed by end of session date and signed within 24 hours of services for telemental health, or before leaving the clinic for in-person services. All signatures are complete.	An almost complete, dated Transfer/ Discharge Summary review is provided, including details pertaining to the client. Information is mostly clear. Summary is completed by end of session date and signed within 24 hours of services for telemental health, or before leaving the clinic for in-person services. All signatures are complete.	Transfer/ Discharge Summary review is provided, including details pertaining to the client. Information is missing or not clear. Summary is not completed and signed within 24 hours of services for telemental health, or before leaving the clinic for in-person services. Missing signatures.

Recordings

Counseling Sessions at the CARE Center are recorded for supervision with client consent. In addition to the CARE Center, the practicum and/or internship off-site placement will have policies and procedures that are to be followed to ensure the informed consent of the client. If, due to practicum site constraints, it is not possible to record sessions, sessions at the CARE Center are recorded for supervision. Other sessions may be supervised live. Counselors-in-Training will review recorded sessions on an on-going basis and present to the Faculty Course Supervisor or Individual Supervisor during individual or group supervision for feedback and evaluation. Telemental health counseling sessions are not recorded.

Evaluation of the Counselor-in-Training

The School of Education, Leadership and Human Development's policies require that Counselors-in-Training be assigned a letter grade at the conclusion of each unit of supervised field placement. The assignment of the final grade is the responsibility of the Faculty Course Supervisor. **The evaluation by the Site Supervisor and the Individual Supervisor will be sought to assist in the grade determination. If students do not complete all practicum and internship requirements, they will receive a grade of IP (in process). They are to enroll in CSL 700 for 1 credit during the next semester to complete any missing requirements.**

The evaluation process is a joint one participated in by the Counselor-in-Training, the Site Supervisor, the Faculty Course Supervisor, and the Individual Supervisor. Together, they evaluate the Counselor-in-Training's readiness to enter the profession, including needs for further training, coursework, and/or supervised clinical practice. The evaluation also includes a focus on the Counselor-in-Training's demonstration of personal and professional ethics. The emphasis is on the Counselor-in-Training's individual growth toward professional maturity. It is recommended that the Faculty Course Supervisor, Individual Supervisor, and Site Supervisor continuously evaluate the Counselor-in-Training's progress as the training proceeds in various stages. The Site Supervisor Evaluation of Counselor-in-Training Form and the Faculty Course/Individual Supervisor Evaluation of Counselor-in-Training Form (Appendices Q and R) have both been developed for this purpose. The Counselor-in-Training is responsible for having the Site Supervisor complete this form in Experiential Learning Cloud (formerly Tevera) at mid-term and at the conclusion of the academic term. The Faculty Course Supervisor will be able to review the evaluation in Experiential Learning Cloud (formerly Tevera). The Faculty Course Supervisor will provide phone consultations and practicum/internship site visits to minimize the need for additional written communication.

Counselor-in-Training Evaluation of the Placement Site and Supervision

Feedback from the Counselor-in-Training concerning the learning opportunities and supervision offered by a site placement is important to the on-going development and monitoring of site experiences. The two forms, Counselor-in-Training Counselor Evaluation of Site Supervision and Site Evaluation Form (Appendices S and U) are used to obtain the Counselor-in-Training's feedback. Counselors-in-Training should discuss their assessments of their Site Supervisor and Site placement with the Faculty Course Supervisor and/or Individual Supervisor. Ongoing dialogue between the Site Supervisor and the Faculty Course Supervisor regarding matters contained in these forms is encouraged.

GENERAL FACULTY REQUIREMENTS

Clinical instruction includes supervised practicum and internships that have been completed within a Counselor-in-Training's program of study. Practicum and internship requirements are considered to be the most critical experiential elements in the program. All faculty, including clinical instruction faculty and supervisors, are clearly committed to preparing professional counselors and promoting the development of the Counselor-in-Training's professional counselor identity.

- A. Each regular or adjunct program faculty member who provides individual or group practicum and/or internship supervision must have:
 - 1. a doctoral degree and/or appropriate clinical preparation, preferably from an accredited counselor education program;
 - 2. relevant professional experience and demonstrated competence in counseling; and
 - 3. relevant training and supervision experience.
- B. The practicum and internship experiences are tutorial forms of instruction; therefore, when the individual supervision is provided by the Faculty Course Supervisor,
 - 1. the ratio of 9 Counselors-in-Training to 1 faculty member is considered equivalent to the teaching of one (1) three-semester hour course. Such a ratio is considered maximum per course.

Types of Supervisors

Counselors-in-Training in practicum and internship are supervised by a Site Supervisor, a Faculty Course Supervisor (the instructor of their practicum or internship class), and/or an Individual Supervisor (Doctoral Student Supervisor).

The Site Supervisor

The site supervisor must meet the following qualifications:

1. Be a Licensed Mental Health Professional with professional experience in the program area in which the Counselor-in-Training is completing clinical instruction. The Florida licensing board approves that a site supervisor's role can be fulfilled by a Licensed Clinical Mental Health Counselor; Licensed Clinical Social Worker; Licensed Marriage and Family Therapist, or a Licensed Psychologist. For students in the School Counseling specialization, the site supervisor is required to have the School Counseling Certification, as well as credentials as a School Counselor supervisor ;
2. A minimum of two years of pertinent professional experience in the program area in which the Counselor-in-Training is enrolled.
3. Knowledge of the program's expectations, requirements, and evaluation procedures for Counselor-in-Training.
4. Relevant training in counseling supervision. The Counseling Program faculty provides orientation, assistance, consultation, and professional development opportunities to site supervisors.

Practicum and internship provide counselors-in-training with an opportunity to work closely with an experienced counseling professional in a supervised context. This is also an opportunity to perform, on a limited basis and under supervision, some of the activities that a regularly employed staff member of the agency or school would be expected to carry out. A regularly employed staff member is regarded as a person occupying the professional role to which the Counselor-in-Training is aspiring.

The Site Supervisor is selected primarily by the site placement agency, hospital, or school based on experience and clinical ability. Nonetheless, an assessment of the Site Supervisor's qualifications and suitability for supervision should be the joint responsibility of the agency, hospital, or school, and the Counseling Program. Annual orientation and assistance, consultation, and professional development opportunities are provided by full-time counseling program faculty to site supervisors, as well as on an as-needed basis.

The Site Supervisor should have substantial experience providing direct services. In administering human service agencies or school counseling programs is also essential in order that the supervisor can assist the Counselor-in-Training in exploring reactions to the various roles, functions, and responsibilities that they may be asked to assume.

For students pursuing a Marriage, Couples and Family Counseling specialization, the licensure requirement states these students must be supervised by a Licensed Marriage and Family Therapist (LMFT) with the aforementioned credential.

Applied professional development primarily takes place through supervised site placement experiences. Supervision is the cornerstone of practicum and internship. Supervisory functions include consultation, counseling, training, evaluation, and research related to the direct services provided by the student counselor. The supervisor's role is to enhance the professional functioning of a supervisee and serve as a gatekeeper for those who are to enter the particular profession (Bernard & Goodyear, 2014).

The role of supervision in a supervised counseling site placement is a decisive factor in the success or failure of a Counselor-in-Training's experience. More specifically, supervision involves at least four

major activities: (1) planning, (2) assignment, (3) monitoring, and (4) evaluation.

Planning sessions should involve discussion of the training and activities that the agency or school is prepared to provide and a discussion of the respective roles of the Counseling Program and the agency or school in the evaluation of the Counselor-in-Training's progress. Planning includes a supervision schedule agreement between the Counselor-in-Training and Site Supervisor; and an agreement between the agency, hospital, or school and Barry University (Affiliation Agreement, Appendix H).

Site supervisors are expected to:

1. sign and return, through Experiential Learning Cloud (formerly Tevera), an Affiliation Agreement (Appendix H) that details the rights and responsibilities of the University, the site placement agency or school, and the student. Should any portions of the affiliation need to be altered, this will occur through the Legal Department of Barry University to approve any changes.
2. assign a variety of tasks and responsibilities commensurate with the Counselor-in-Training's level of skill.
3. provide an opportunity for **direct client contact** in individual, group, crisis, family, and/or couple counseling contexts. In Counseling Practicum, 40 hours of direct client contact are required for clinical mental health and school counseling students and 60 hours for marital, couple, and family counseling students. Counselors-in-Training enrolled in Counseling Internship are required to fulfill 240 hours of direct client contact.
4. provide opportunities in Counseling Practicum, for an additional 60 hours for clinical mental health and school counseling students and 40 hours for marital, couple, and family counseling of **indirect related activities** such as: staffing, case management, record keeping, orientation/training, or other relevant professional activity; and 360 hours of such activity in Counseling Internship.
5. provide a minimum of one hour of individual face-to-face supervision each week. Supervision includes orientation, agency or school specific training, one-on-one meetings to discuss the raw data obtained from a student's clinical work, review of written clinical records, staff consultations, direct observation and/or review of digital recordings, performance evaluation, and feedback. Weekly face-to-face supervisory conferences should occupy an integral part of the supervisor's assigned duties, rather than being subordinate to other clinical or administrative activities.
6. assist the Counselor-in-Training in the development of the Practicum/Internship Supervision Plan (Appendix L), which outlines specific, measurable goals and monitor the Counselor-in-Training's progress toward achievement of these goals.
7. if appropriate, permit digital recordings of at least one counseling session each week, as needed, having secured the appropriate client informed consent;
8. permit case recordings, as needed, to be reviewed by the Faculty Course Supervisor with identifying client data removed to protect confidentiality.
9. if case recordings are not permitted at the field site placement, 1 session of Live "In Vivo" supervision with a supervisor present in client session providing feedback and support throughout
10. adhere to the guidelines set forth by CACREP and the licensing boards of the state of license issuance
11. communicate with the Faculty Course Supervisor regarding the Counselor-in-Training's progress, on an as needed basis, through telephone consultations and site visits.

12. complete two evaluations of the Counselor-in-Training's progress in Experiential Learning Cloud (formerly Tevera), one at mid-term and the other at the conclusion of the semester (Site Supervisor Evaluation of Student Form Appendix Q);
13. maintain a supervision summary (see the Site Supervision Summary, Appendix P) and a file for each Counselor-in-Training; and
14. conduct weekly face-to-face supervisory meetings, scheduled in advance to ensure the following:
 - The Counselor-in-Training presents case materials and raises clinical questions of concern.
 - Digital recordings of the Counselor-in-Training's clinical work are reviewed and discussed, as needed.
 - Assignments of new cases are discussed.
 - Counselor-in-Training questions about agency procedure are answered.
 - New developments in counseling as they affect the Counselor-in-Training should be considered.
 - Supervision involves day-to-day responsibility for the Counselor-in-Training's activities depending on the degree of active responsibility the Counselor-in-Training is able to assume.

The Faculty Course Supervisor

The Faculty Course Supervisor is the instructor at the university who will teach the Practicum/Internship class on a weekly basis. The Faculty Course Supervisor is responsible for group supervision and live supervision during the Counselor-in-Training's attendance at the Practicum or Internship class in the CARE Center's FEC. The Faculty Course Supervisor also serves as a liaison between the Counselor-in-Training and the human service agency or school placement site.

Faculty Course Supervisors are expected to:

1. communicate expectations and requirements regarding practicum and internship to Counselors-in-Training and Site Supervisors;
2. conduct a minimum of 1 ½ hours of weekly supervision in a group format;
3. review with Counselors-in-Training the licensure and certification requirements in Florida;
4. solicit both verbal and written feedback regarding the Counselor-in-Training's performance and progress from the Site Supervisor. Faculty Supervisors are expected to document all communications with the site using the Site Placement Monitoring Form (Appendix V);
5. provide regular feedback to Counselors-in-Training regarding the impact of their counseling style, skill development, and progress;
6. visit agencies and schools in which Counselors-in-Training are completing the counseling practicum and internship. Faculty is expected to perform at least one site visit per semester and to document it in the Site Placement Monitoring Form (Appendix V);
7. review with Counselors-in-Training the legal issues and ethical responsibilities relevant to the practice of counseling;

8. ensure that Counselors-in-Training are receiving adequate site supervision and providing quality client care through orientation, assistance, and consultation with Site Supervisors and Individual Supervisors;
9. provide additional supervision as needed and requested;
10. regularly review the Counselor-in-Training's Supervision Plans, case records, digital recordings, logs, site supervisor evaluations, clinical hours identified in Experiential Learning Cloud (formerly Tevera) to ensure completion of required hours;
11. meet weekly with Counselors-in-Training. The purpose of these meetings will include:
 - a) assisting the Counselor-in-Training in integrating academic knowledge and theory with clinical practice;
 - b) providing an opportunity for the Counselor-in-Training to discuss his/her counseling experience with the Faculty Course Supervisor;
 - c) allowing the opportunity for the Faculty Course Supervisor to evaluate the Counselor-in-Training's effectiveness on an on-going basis; and
 - d) providing the opportunity for the Faculty Course Supervisor's assessment of how the Counselor-in-Training integrates self-of-therapist issues, academic training, and experiential learning.
12. gather information which may lead to revisions and modifications of the field placement program. Any information collected must be reported using the Site Placement Monitoring Form (Appendix V); and
13. complete two evaluations of Counselor-in-Training progress in Experiential Learning Cloud (formerly Tevera), one at mid-term and the other at the conclusion of the semester (see Faculty Course/Individual Supervisor Evaluation of Student Form, Appendix R).

During internship, the Faculty Course Supervisor will visit the field site for a scheduled conference or hold a video conference with the Counselor-in-Training and site supervisor whenever special problems arise. Such interaction allows the agency, hospital, or school personnel and faculty members to work together in an on-going effort to develop a more common understanding of field placement and to maintain an on-going evaluation of the field placement and the student. Such activities serve as a basis for the development of a more effective field placement program.

The Individual Supervisor

An Individual Supervisor is a supervisor in the CARE Center FEC who may or may not be the Counselor-in-Training's Faculty Course Supervisor. Typically, the role of Individual Supervisor is fulfilled by Barry University PhD in Counseling students.

Individual Supervisors are expected to do the following:

1. for practicum Counselors-in-Training and select internship Counselors-in-Training, conduct weekly, individual face-to-face supervision sessions having made a careful assessment of the needs of the supervisee and the client;
2. provide regular feedback to Counselors-in-Training regarding the impact of their counseling style, skill development, and progress;

3. review with Counselors-in-Training the legal issues and ethical responsibilities relevant to the practice of counseling;
4. provide additional supervision as needed and requested;
5. regularly review case records, digital recordings, and logs; and
6. meet weekly with Counselors-in-Training. The purpose of these meetings will include:
 - a) assisting the Counselor-in-Training in integrating academic knowledge and theory with clinical practice;
 - b) providing an opportunity for the Counselor-in-Training to discuss his/her counseling experience with the Individual Supervisor;
 - c) allowing the opportunity for the Individual Supervisor to evaluate the Counselor-in-Training's effectiveness on an on-going basis; and
 - d) providing the opportunity for the Individual Supervisor's assessment of how the Counselor-in-Training integrates self-of-therapist issues, academic training, and experiential learning.
7. gather information which may lead to revisions and modifications of the field placement program; Any information collected must be reported using the Site Placement Monitoring Form (Appendix V);
8. complete two written evaluations of Counselor-in-Training progress, one at mid-term and the other at the conclusion of the semester (see Faculty Course/ Individual Supervisor Evaluation of Counselor-in-Training Form, Appendix R).
9. Assist the Faculty Supervisor in the monitoring of Counselor-in-Training placements, as well as in performing other supervision duties, as needed. Individual Supervisors are expected to document all communications with the site using the Site Placement Monitoring Form (Appendix V);

An Individual Supervisor must:

1. Have completed a master's degree in counseling and or a mental health related field, as well as counseling practicum and internship; experiences equivalent to those in a CACREP-accredited entry-level program;
2. have completed, or are receiving, preparation in counseling supervision;
3. be supervised by program faculty, with a faculty-student ratio that does not exceed 1:6 and;
4. have knowledge of the program's expectations, requirements, and evaluation procedures for students.

References

- Bernard, J. M., & Goodyear, R. K. (2019). *Fundamentals of clinical supervision* (6th ed.). New York, NY: Pearson.
- Borders, D., & Ledick, G. R. (2005). *Handbook of counseling supervision*. Alexandria, VA: Association for Counselor Education and Supervision.
- Mead, D. E. (1990). *Effective supervision*. New York, NY: Brunner/Mazel, Inc.
- Scott, J., & Jungers, C. (2019). *Practicum and internship: Textbook and resource guide for counseling and psychotherapy* (6th ed.). New York, NY: Routledge.

COURSE ROTATION – MIAMI SHORES

The following course schedule is provided for planning. Actual schedules may deviate from this based on changing program needs. Contact your Faculty Advisor to be sure that a course will be offered as tentatively scheduled on the next page.

Days		Fall	Spring
Monday	4:00-7:00	CSL 600 Legal and Eth.* (LEC,OLCS) CSL 653 Career Development (LEC, OLCS)	CSL/SPY 652 Ind. CSL Procedures* (LEC, OLCS) CSL/SPY 613 CSL Children and Adolescents (OLCS)
	7:00-10:00	CSL 605 Treat. of Sub. Abuse (LEC, OLCS)	CSL 653 Career Development (LEC, OLCS) CSL 600 Legal and Eth.* (LEC)
	4:00-9:00	CSL 694 Counseling Practicum*** (LEC, OLCS) CSL 693 School Counseling Internship*** (LEC, OLCS) CSL 695 Clinical Mental health Counseling Internship*** (LEC, OLCS) CSL 696 Marriage, Couple and Family Counseling Internship*** (LEC, OLCS)	
Tuesday	4:00-7:00	CSL/SPY 686 CSL Theor. & Inter.* (LEC)	CSL 589 Foundations of MH CSL.(LEC, OLCS) CSL 687 Marriage and Family Systems (OLCS)
	7:00-10:00	CSL 652 Ind. CSL Procedures.*(LEC, OLCS) CSL 601 Method. of Research ** (LEC, OLCS)	CSL 686 CSL Theor. & Inter.* (LEC, OLCS) CSL 629 Soc. & Cult. Issues (LEC, OLCS)
	4:00-9:00	CSL 694 Counseling Practicum*** (LEC, OLCS) CSL 693 School Counseling Internship*** (LEC, OLCS) CSL 695 Clinical Mental health Counseling Internship*** (LEC, OLCS) CSL 696 Marriage, Couple and Family Counseling Internship*** (LEC, OLCS)	
Wednesday	4:00-7:00	CSL 629 Soc. & Cult. Issues CSL (LEC, OLCS) CSL/SPY 610 Human Growth* (LEC)	CSL 680 Family Counseling* (LEC, OLCS) CSL 650 Human Sexuality (LEC, OLCS) CSL 605 Treat. of Sub. Abuse (LEC, OLCS)
	7:00-10:00	658 Group Counseling (LEC, OLCS)	CSL 569 Psychopathology (LEC, OLCS) CSL 610 Human Growth* (LEC, OLCS)
	4:00-9:00	CSL 694 Counseling Practicum*** (LEC, OLCS) CSL 693 School Counseling Internship*** (LEC, OLCS) CSL 695 Clinical Mental health Counseling Internship*** (LEC, OLCS) CSL 696 Marriage, Couple and Family Counseling Internship*** (LEC, OLCS)	
Thursday	4:00-7:00	CSL 650 Human Sexuality (LEC, OLCS) CSL 588 Crisis Intervention (LEC, OLCS)	CSL 501 Orientation to CSL* (LEC, OLCS) CSL 621 Psych. Measurements (LEC, OLCS) CSL 601 Method. of Research** (LEC, OLCS)
	7:00-10:00	CSL 621 Psych. Measurements (LEC, OLCS) CSL 690 Couples CSL in Family Life Cycle (LEC, SO)	CSL/SPY 658 Group Counseling (LEC, OLCS) CSL 588 Crisis Intervention (LEC)
	4:00-9:00	CSL 694 Counseling Practicum*** (LEC, OLCS) CSL 693 School Counseling Internship*** (LEC, OLCS) CSL 695 Clinical Mental health Counseling Internship*** (LEC, OLCS) CSL 696 Marriage, Couple and Family Counseling Internship*** (LEC, OLCS)	

Summer IA, Summer IIA, Summer I & Summer II	
Summer IA (online synchronous, 7-week courses) (5:30-8:00)	
CSL 586 Org. & Admin. of School CSL Programs Tuesdays (OLCS)	
Summer IA (online synchronous, 7-week courses) (6-9:30)	Summer IIA (online synchronous, 7-week courses) (6-9:30)
CSL 501 Orientation to CSL* Mondays & Wednesdays (OLCS)	CSL 605 Treat. of Sub. Abuse Mondays & Wednesdays (OLCS)
CSL 589 Foundations of CMHC Mondays & Wednesdays (OLCS)	CSL 680 Family Counseling* Tuesdays & Thursdays (OLCS)
CSL 610 Human Growth* Tuesdays & Thursdays (OLCS)	
CSL 569 Psychopathology Tuesdays & Thursdays (OLCS)	
Summer I & Summer II (12-week courses) (6:00-9:30pm)	
CSL 652 Ind. CSL Procedures* Mondays (OLCS)	
CSL 658 Group Counseling Tuesdays (OLCS)	
CSL 629 Soc. & Cult. Issues Wednesdays (OLCS)	
Monday – Thursday (Friday, as needed) ***Practicum and Internship sections typically run Monday through Thursday and Friday as needed.	CSL 694 Counseling Practicum*** (LEC, OLCS) CSL 693 School Counseling Internship*** (LEC, OLCS) CSL 695 Clinical Mental health Counseling Internship*** (LEC, OLCS) CSL 696 Marriage, Couple and Family Counseling Internship*** (LEC, OLCS) CSL 700 Continuous Enrollment*** (LEC, OLCS)

Fully Online Courses (OLC) (asynchronous, 7-week courses)			
TERM	FALL	SPRING	SUMMER IA
A	CSL 589 Foundations of MH CSL (OLC)	CSL 650 Human Sexuality (OLC)	CSL 600 Legal and Eth.* (OLC)
	CSL 501 Orientation to CSL* (OLC)	CSL 601 Method. of Research** (OLC)	CSL 653 Career Development (OLC)
	CSL 687 Marriage and Family Systems (OLC)	CSL 610 Human Growth* (OLC)	CSL 601 Method. of Research** (OLC)
	CSL 686 CSL Theor. & Inter.* OLC)	CSL 600 Legal and Eth.* (OLC)	SUMMER IIA
B	CSL 569 Psychopathology (OLC)	CSL 605 Treat. of Sub. Abuse (OLC)	CSL 588 Crisis Intervention (OLC)
	CSL 680 Family Counseling* (OLC)	CSL 621 Psych. Measurements (OLC)	CSL 686 CSL Theor. & Inter.* OLC)
	CSL 613 CSL Children and Adolescents (OLC)	CSL 690 Couples CSL in Family Life Cycle (OLC)	CSL 682 Fam. & School Collab. & Consult. (OLC)
	CSL 610 Human Growth* (OLC)	CSL 588 Crisis Intervention (OLC)	CSL 650 Human Sexuality (OLC)
			CSL 621 Psych. Measurements (OLC)
* designates courses that should be taken in the first year of the student’s program of study ** designates courses that must be taken after at least 6 credit hours but within the first 18 credit hours ***Note that days and times of CSL 694 & CSL 693/695/696 are subject to change and contingent upon student enrollment ***Note that school counseling practicum and internship is typically not available in the summer. LEC: Lecture In Person OLC: designates Online asynchronous courses OLCS: designates Online Synchronous courses			

COUNSELING PROGRAM POLICIES

ENDORSEMENT/REFERENCE POLICY

Introduction: The Counseling Program faculty are deeply committed to assisting students in obtaining certifications, licenses, and/or professional positions commensurate with their demonstrated areas of competency. In order to receive an endorsement or referral letter, a student must have demonstrated adherence to personal and professional ethical standards, personal maturity essential for a counseling professional, and clinical and academic competence. Only students who have demonstrated the above qualities and clinical competencies through matriculation in the Counseling Program and through appropriate field experience in an appropriate specialized setting under the supervision of a properly credentialed supervisor will be provided with references for further graduate study or employment.

Content of endorsement: The endorsement will identify the degree received and the area of specialty. Specific comments about clinical competencies and academic accomplishments will be based on the practicum and internship evaluations by the student, the field supervisor, and the faculty. A faculty member's direct experience with the student inside and outside of the classroom will also be considered. Should students desire recommendations for graduate study or work outside their area(s) of expertise and demonstrated competencies, the faculty reserve the right not to endorse the student for the particular position or area of study. Similarly, the faculty will generally be reluctant to endorse a student who did not matriculate towards and receive a degree in one of the available areas of specialty (taking courses for certification and licensure resulting in too little contact with faculty for an endorsement to be offered). A member of the faculty has the right to refuse to endorse a student.

Endorsement requests: Generally, the practicum and internship field supervisors and faculty supervisors are the appropriate individuals to provide a detailed endorsement because of their direct observation of the student's clinical competencies. Should the faculty supervisor not be available to provide an endorsement, the Program Director will consult with the Counseling Program faculty and review available records in order to develop the endorsement. A request for endorsement must be submitted in writing by the student. A specific description of a job or training program may be required before an endorsement can be offered.

CERTIFICATION/LICENSURE

Students take sole responsibility for meeting credentialing (certification and/or licensure) requirements for Clinical Mental Health Counseling, Marital, Couple, and Family Counseling, and/or School Counseling. Please note that requirements for licensure and certification are subject to change. Students are responsible to contact certification and/or licensing bodies for applications and information about meeting current professional standards.

End of Internship protocols

As advised by the Licensure Board of the State of Florida, once a student has completed all requirements of the internship semester and is preparing to graduate, a student no longer with Barry University cannot see clients until registered with the state as an internship under appropriate corresponding Qualified Supervision and the degree has been conferred.

ENDORSEMENT AND RECOMMENDATION POLICY FOR CREDENTIALING AND EMPLOYMENT

The Counseling Program provides written endorsements for licensure, certification, employment, and professional credentialing when students and graduates have demonstrated professional competence, ethical behavior, and successful completion of program requirements.

Endorsements are provided at the discretion of program faculty and are based on:

- Successful completion of all academic coursework
- Successful completion of clinical training requirements
- Demonstration of professional dispositions and ethical conduct
- Compliance with remediation plans (if applicable)
- Alignment between the endorsement request and the student's area of preparation

Faculty will not endorse students for employment, licensure, or certification for which they have not been adequately trained or prepared.

If concerns exist regarding a student's readiness for endorsement, the student will be notified and provided an opportunity to discuss the matter with program faculty.

Endorsement decisions are consistent with ACA ethical standards and CACREP expectations.

MASTER FORMS AND GUIDELINES

COURSE DESCRIPTIONS

501 Orientation to the Counseling Profession (3)

Provides an overview of the counseling profession and serves as an introduction to the Clinical Mental Health Counseling, Marital, Couple, and Family Counseling, Clinical Rehabilitation Counseling, and School Counseling specialties. This course will familiarize students with the history and evolution of the counseling profession, its foundational principles, the scope of practice for each counseling specialization, the basic clinical and administrative components of the counseling process, as well as professional counselor identity.

569 Psychopathology: Diagnosis and Treatment in Counseling (3)

Examines diagnosis and treatment of psychopathology. Introduces the most current version of the *Diagnostic and Statistical Manual of Mental Disorders*; explores the dynamics of psychopathology and identifies the criteria associated with specific mental disorders; and considers the role of psychopharmacology in treatment. Students are expected to demonstrate knowledge and skills related to the use of the DSM and conducting diagnostic interviews, including the mental status examination, biopsychosocial history, and treatment planning.

586 Organization & Administration of School Counseling Programs (3)

Focuses on the theoretical, scientific, and practical issues in Professional School Counseling and their development within the framework of the U.S. public school systems. The impact of the development of the profession, of national organizations and accreditation, and ethical and legal guidelines of the professions will be examined. The structure of counseling programs within various school settings, with particular attention to the context of a multicultural urban educational setting, will be reviewed. The role of prevention/mental health programs within the U.S. public school will be explored.

588 Crisis Intervention (3)

Presents the major theories and techniques in crisis intervention and counseling. Topics include the history, models, current trends, and systemic issues of crisis counseling. Particular emphasis on trauma and crises will be examined as they relate to individuals, families, and communities (i.e., schools, cities, countries, cultural groups).

589 Foundations of Clinical Mental Health Counseling (3)

Surveys the roles and responsibilities of the mental health counselor, including ethical, legal, organizational, professional, and research considerations. Offers advanced training in clinical mental health counseling skills and documentation practices that prepares students to conduct comprehensive intake evaluations, assessments and develop clinical treatment plans. Offers advanced training in client case conceptualization. Prepares students to address special issues in clinical mental health counseling. Briefly examines the history, philosophy and theoretical components of clinical mental health counseling and professional identity within clinical mental health counseling.

600 Legal and Ethical Issues in Counseling (3)

Examines legal, ethical, and professional standards of practice of mental health, school, rehabilitation counseling, and marriage and family counseling, which includes goals and objectives of related professional organizations, codes of ethics, legal considerations, standards of preparation, state and national certifications, and state licensure. Examines the role of counselors and overviews the rights of consumers.

605 Treatment of Substance Abuse in Counseling (3)

Focuses on substance abuse assessment and treatment issues and practice, especially those relevant to marriage and family, clinical mental health, school, and clinical rehabilitation counseling settings. As this course is intended to prepare the counselor for clinical work in a variety of settings, extensive experiential practice in both assessment and intervention will be included. It will additionally provide an overview of the history, theory, and current research perspectives in the etiology, assessment and treatment of substance abuse, as they relate to the role of the professional counselor. Prerequisites: CSL 569 or permission of instructor.

610 Human Growth and Development (3)

Discusses life-span theories of development, models of moral, intellectual, and sexual development, normal and abnormal behavior and learning theories; addresses developmental interventions and relates them to the needs of specific client populations.

613 Counseling Children and Adolescents (3)

This course examines child development, counseling theories, and interventions for child and adolescent counseling. In addition, assessment and diagnosis of childhood and adolescence disorders. Classroom counseling and management strategies for children and adolescents, including those children with special needs and exceptionalities.

Prerequisite: CSL 610.

621 Psychological Measurement (3)

Examines the theory, administration, scoring, and interpretation of standardized intelligence, interest, personality, psychomotor, and aptitude testing. Students are expected to demonstrate competency in the administration and interpretation of a broad range of assessment tools, as well as the ability to integrate and present this information appropriately. Prerequisite: EDR 601.

629 Social and Cultural Issues in Counseling (3)

Identifies the needs and issues relevant to counseling special populations. This course will explore the influence of gender, age, race, ethnicity, culture, sexual orientation, socioeconomic status, and physical and mental disabilities in the counseling relationship. Counseling interventions appropriate for specific populations will be addressed.

650 Human Sexuality (3)

Examines theories and etiology of human sexuality, sexual development, and sexual role expectations. Particular attention is given to exploration of sexual attitudes, values, and behavior. The biological, psychological, cultural, and social implications of sexuality are discussed.

652 Individual Counseling Procedures (3)

Presents the major theories and practices in individual counseling. Topics include: case conceptualization; treatment planning; case management; relationship building; problem-solving; and outcome assessment. Emphasis is placed on development of counseling microskills within the context of the helping relationship.

653 Career Development and Life Work Planning (3)

Overviews the major theories and skill areas in educational planning, career development, and work motivation. Emphasis is placed on understanding career decision-making, using appropriate information and assessment techniques and applying knowledge and skills to planning and conducting career development activities in appropriate counseling settings. Resume development and job-seeking skills are taught.

658 Group Counseling Procedures (3)

Discusses major concepts in group counseling theory and practice. Students develop competence in group counseling relationship development and application of group counseling theory and practice in coordination of group work.

680 Family Counseling (3)

Investigates the theories and practices of family counseling. Current models of counseling are studied and applied in practice sessions. Emphasis is placed on the development of a systemic perspective.

682 Family, School Collaboration and Consultation (3)

Presents the principles and theories of consultation and examines the practices of the counselor as a consultant in schools and related settings. Process models of consultation are discussed.

686 Counseling Theories and Interventions (3)

Examines major and emerging counseling models and theories and interventions, and their application to the counseling process. Students are expected to begin to develop a personal model of counseling.

687 Marital and Family Systems (3)

Explores the systems approach to marital and family counseling and facilitates understanding of marital and family problems from a systems perspective. Prerequisite: CSL 680

690 Couples Counseling in the Context of the Family Life Cycle (3)

Examines the theory and techniques associated with marital and conjoint counseling from a family lifecycle perspective, as well as the life stage and developmental challenges that families face. Case examples are provided. **Prerequisite:** CSL 680

694 Counseling Practicum (6)

Requires a minimum of 100 hours of supervised field experience in a setting consistent with a student's area of specialization. Students are expected to demonstrate the knowledge and skills learned throughout the counselor education program. Individual and group supervisory meetings are required weekly.

Prerequisites: Students must complete all didactic coursework prior to beginning practicum. Three credit hours will be allowed with the permission from the faculty advisor in consultation with the practicum and internship coordinator. None of the core courses will be allowed in this exception. Any other arrangements will be allowed at the discretion of the advisor in consultation with the practicum and internship coordinator. Although students may demonstrate academic competency in their coursework, a grade of "C" does not meet the minimum standard of professional counseling competency for practicum. Students who earn a grade of C in practicum will be required to complete a remediation plan including repeating the practicum course and earning a grade of "B" or higher.

693 School Counseling Internship (6)

This course, CSL 693 School Counseling Internship, requires the completion of 600 clock hours of field experience in a primary or secondary school. Specific emphasis is placed on direct contact with consumers of counseling services. Weekly meetings with faculty and field supervisors are required. Case conceptualization, counseling skills and techniques and service delivery systems are discussed in weekly group sessions. **Prerequisites:** CSL 694.

695 Clinical Mental Health Counseling Internship (6)

This course, CSL 695 Clinical Mental Health Counseling Internship, requires the completion of 600 clock hours of field experience in community mental health organizations, human service organizations, and hospital behavioral medicine units. Specific emphasis is placed on direct contact with consumers of counseling services. Weekly meetings with faculty and field supervisors are required. Case conceptualization, counseling skills and techniques and service delivery systems are discussed in weekly group sessions. **Prerequisites:** CSL 694.

696A Marital, Couple, and Family Counseling Internship I (4)

This course, CSL 696A Marriage and Family Counseling Internship, is the first half of a two-semester internship that requires the completion of 300 clock hours of field experience in a marriage and family setting. Specific emphasis is placed on direct contact with consumers of counseling services. Weekly meetings with faculty and field supervisors are required. Case conceptualization, counseling skills and techniques and service delivery systems are discussed in weekly group sessions. **Prerequisites:** CSL 694.

696B Marital, Couple, and Family Counseling Internship II (4)

This course, CSL 696B Marriage and Family Counseling Internship, is the second half of a two-semester internship that requires the completion of 300 clock hours of field experience in a marriage and family setting. Specific emphasis is placed on direct contact with consumers of counseling services. Weekly meetings with faculty and field supervisors are required. Case conceptualization, counseling skills and techniques and service delivery systems are discussed in weekly group sessions. **Prerequisites:** CSL 694.

696 Marital, Couple, and Family Counseling Internship (6)

***This is the internship course ONLY for Marital, Couple, and Family Counseling students who are pursuing another specialization.** CSL 696 Marriage and Family Counseling Internship, requires the completion of 600 clock hours of field experience in a marriage and family setting. Specific emphasis is placed on direct contact with consumers of counseling services. Weekly meetings with faculty and field supervisors are required. Case conceptualization, counseling skills and techniques and service delivery systems are discussed in weekly group sessions. **Prerequisites:** CSL 694.

700 Continuous Enrollment (1)

Continuous Enrollment is required every Fall, Spring, and Summer until all clinical hour requirements have been met for either Practicum (CSL 694) or Internship (CSL 693, 695, or 696). **Prerequisite:** Student has not completed the required clinical hours for either Practicum (CSL 694) or Internship (CSL 693, 695, or 696) in the semester of enrollment and has a current grade of IP in the course.

PROGRAM CHECKLIST

INSTRUCTIONS: The following checklist presents each of the steps from admission through graduation in the counseling program. Students are responsible for initiating and completing each step in a timely fashion.

1. Develop a Plan of Study
CONTACT: Faculty Advisor
DEADLINE: Prior to second semester/term of enrollment.
2. Petition for re-admission after leaving in good standing or after academic deficiency. CONTACT: Faculty Advisor
DEADLINE: One month prior to registration.
NOTE: Use a Request for Change of Status or Re-Admission Form, which can be obtained in the counseling suite, Powers Hall 270.
3. Petition for change/addition of a specialization. CONTACT: Faculty Advisor
DEADLINE: Before registration for specialization courses
NOTE: Students may change or add specialization areas with the understanding that additional credits may be required. To add or remove a specialization, students must request the change in an email to their advisor. The advisor will then send the request to the program director. Once approved, the request is sent to the Registrar's office to formalize the change.
4. Prepare or update the Student Plan of Study on an ongoing basis. CONTACT: Faculty Advisor
DEADLINE: Prior to registration for each semester/term
NOTE: Students are expected to follow the plan once it is developed and approved. Deviations may lengthen time of study and need to be confirmed with your Faculty Advisor.
5. Complete prerequisites for PRACTICUM and INTERNSHIP and determine an appropriate site.
CONTACT: Practicum and Internship Coordinator
DEADLINE: One semester before beginning hours or registration for either course.
NOTE: Since these courses are limited in enrollment, the student must submit application in a timely manner.
6. Transfer graduate credits that match the course descriptions and competencies associated with a given curriculum.
CONTACT: Faculty Advisor
DEADLINE: At admission or when courses are taken with advanced permission of the Faculty Advisor.
NOTE: Students must submit a letter of request, which provides a rationale for transfer of the credits and demonstrates their consistency with course offerings or competencies associated with a specific curriculum. A copy of the catalog description and syllabus for the course to be transferred should be attached.

An original transcript must be sent to the Registrar in a timely manner so that graduation is not delayed.

7. Apply for COMPREHENSIVE EXAMINATION

CONTACT: Faculty Advisor

DEADLINE: An email will be sent to all students in practicum and internship requesting that they apply for and register for the comprehensive exam at the beginning of the semester. Students who do not register for the exam in a timely manner may not be able to take the exam and will need to wait until the next offering.

NOTE: The date is usually early in a semester/term. A registration form must be filled out when applying for the comprehensive exam and submitted to Administrative Assistant for the program. Registration forms will be submitted to the registrar's office.

8. Be sure to complete the degree in seven years. CONTACT: Faculty Advisor

DEADLINE: Backdate seven years from date of graduation. Credits earned before that date cannot be applied to the degree.

9. Make application for degree and register for graduation. CONTACT: Faculty Advisor

DEADLINE: Registration for graduation occurs early in the semester and students must register prior to the deadline to participate in graduation. Late registrations for graduation are not accepted.

NOTE: **THE COMPREHENSIVE EXAMINATION MUST BE SATISFACTORILY COMPLETED BEFORE GRADUATION. RE-REGISTRATION FOR GRADUATION IS REQUIRED IF THE STUDENT FAILS TO GRADUATE IN THE SEMESTER IN WHICH REGISTERED FOR GRADUATION.**

10. For Clinical Mental Health and Marital, Couple, Family, Counseling specialization majors, obtain intern registration material for registered clinical mental health intern status and marriage and family intern status.

CONTACT: **Florida Department of Health
Board of Clinical Social Work, Marriage and
Family Therapy, and Clinical Mental Health Counseling
Medical Quality Assurance
4052 Bald Cypress Way
Tallahassee, Florida 32399-3250
(850) 488-0595**

<https://floridasmentalhealthprofessions.gov/licensing/>

DEADLINE: Strongly encouraged **prior to** graduation and **must be done** (per Florida law) prior to commencing post-master's supervised clinical experience towards licensure

11. For School Counseling specialization majors interested in seeking the Certified School Counselor credential, obtain application form and verify credential requirements.

CONTACT: **Florida Department of Education
Bureau of Educator Certification
Room 201, Turlington Building
325 West Gaines Street
Tallahassee, Florida 32399-0400
Telephone: (800)445-6739**

<http://www.fldoe.org/teaching/certification/>

DEADLINE: Strongly encouraged **prior to** graduation and prior to commencing post-master's supervised clinical experience towards licensure

12. For any Counseling specialization majors interested in seeking the National Certified Counselor credential (only available for students in CMHC programs), obtain application form and verify credential requirements.

CONTACT: **National Board of Certified Counselors**
3 Terrace Way, Suite D
Greensboro, NC 27403
Telephone #: 1-336-547-0607
Website: <http://www.nbcc.org>

DEADLINE: Register to sit for exam while a practicum/internship student
Strongly encouraged **prior to** graduation.

**MS IN COUNSELING PROGRAM
PLAN OF STUDY**

Instructions: With the assistance of your Program Advisor, map out a **Plan of Study** which documents the order and timing of course registration. This is designed to assist you in meeting prerequisites and graduating in a timely fashion. This plan is subject to change, depending upon course availability and/or other scheduling changes. Modifications require permission of the Program Advisor.

**MARK COURSE TITLE AND NUMBER OF CREDITS IN SPACE PROVIDED.
FILL IN NAME, DATE, AND SPECIALTY.**

NAME: _____

ADMISSION DATE: _____ **DEGREE:** M.S.

Please Circle:

SPECIALTY: CMHC, SC, MCFC,

FALL 20__	SPRING 20__	SU I 20__	SU II 20__
CR:			
FALL 20__	SPRING 20__	SU I 20__	SU II 20__
CR:			
FALL 20__	SPRING 20__	SU I 20__	SU II 20__
CR:			TOTAL CR:

STUDENT SIGNATURE: _____

DATE: _____

ADVISOR SIGNATURE: _____

DATE: _____

MS IN COUNSELING PROGRAM

ADVISING SHEET

NAME:		PHONE:	
ADDRESS:		ID#	

SPECIALTY (Mark all that apply):

☐

MCFC

☐

CMHC

☐

SC

All specializations/Core Courses (45 credits)			
Sem./Term	Year	Course Code & Name	Credits
		CSL 501 Orientation to the Counseling Profession*	3
		CSL 588 Crisis Intervention*	3
		CSL 600 Legal & Ethical Issues in Counseling*	3
		CSL 601 Methodology of Research*	3
		CSL 605 Treatment of Substance Abuse in Counseling	3
		CSL 610 Human Growth & Development*	3
		CSL 621 Psychological Measurements	3
		CSL 629 Social & Cultural Issues in Counseling	3
		CSL 652 Individual Counseling Procedures*	3
		CSL 653 Career Development and Life Work Planning*	3
		CSL 658 Group Counseling Procedures	3
		CSL 680 Family Counseling*	3
		CSL 686 Counseling Theories & Interventions*	3
		CSL 694 Counseling Practicum**	6

Marital, Couples, & Family Counseling (MCFC) (20 credits)			
Sem./Term	Year	Course Code & Name	Credits
		CSL 569 Psychopathology: Diagnosis & Treatment in Counseling	3
		CSL 650 Human Sexuality	3
		CSL 687 Marriage & Family Systems	3
		CSL 690 Couples Counseling in the Context of the Family Life Cycle	3
		CSL 696A Marital, Couples, & Family Counseling Internship I	4
		CSL 696B Marital, Couples, & Family Counseling Internship II	4

Clinical Mental Health Counseling (CMHC) (15 credits)			
Sem./Term	Year	Course Code & Name	Credits
		CSL 569 Psychopathology: Diagnosis & Treatment in Counseling	3
		CSL 589 Foundations of Clinical Mental Health Counseling	3
		CSL 650 Human Sexuality	3
		CSL 695 Clinical Mental Health Counseling Internship	6
Total Credits Core + Specialty			60

School Counseling (SC) (15 credits)		
Year	Course Code & Name	Credits
	CSL 586 Organization & Administration of School Counseling Programs	3
	CSL 613 Counseling Children and Adolescents	3
	CSL 682 Family, School Collaboration and Consultation	3
	CSL 693 School Counseling Internship	6
Total Credits Core + Specialty		60

**LICENSURE CERTIFICATION/TRANSFER CREDIT
ACKNOWLEDGEMENT FORM
(For All Students)**

I understand that:

- 1.** Courses taken and/or transferred from other universities toward a **M.S.** may not meet academic requirements for licensure or certification.
- 2.** It is my responsibility as the student and not the University's to monitor licensure and certification standards and to ensure my compliance.
- 3.** Furthermore, I understand that it is my responsibility to make sure that all requirements for the appropriate degree are met in a timely fashion.
- 4.** Any courses taken outside of one's specialization for meeting additional licensure or certification standards do not apply toward the requirements for a degree in one's specialty unless written acceptance of these credits toward the degree is given by the Program Director.
- 5.** I have received a copy of the Counseling Program Manual.

Print Student's Name

Student's Signature

Date

Advisor's Signature

Date

COMPREHENSIVE EXAM GUIDE

The comprehensive examination is a cumulative examination which measures your level of proficiency within your chosen field of counseling after two to three years of coursework, education, training, and preparation. In order for you to work as a degreed professional and for this program and university to award you that degree, you must first demonstrate specific competencies that reflect your professional preparedness.

Comprehensive Examination Policy (Updated 2025)

Barry University requires the Counselor Preparation Comprehensive Examination (CPCE), administered by the Center for Credentialing & Education (CCE), a subsidiary of NBCC. The CPCE assesses student knowledge in the eight CACREP core areas and provides valuable feedback to both students and programs.

Examination Format

The CPCE consists of 160 multiple-choice questions (20 per CACREP area). 136 are scored and 24 are pretest (unscored). Students have 4 hours and 15 minutes to complete the exam.

Core Areas: Professional Counseling Orientation & Ethical Practice; Social and Cultural Diversity; Human Growth and Development; Career Development; Counseling & Helping Relationships; Group Counseling & Group Work; Assessment & Testing; Research & Program Evaluation. *The institution may wish to add components to the examination such as essay questions or questions from specialty areas (e.g., addictions counseling, mental health counseling). CCE leaves the responsibility for scoring additional sections to the institution. In addition, the institution is responsible for determining a minimum cut (passing) score for their students.*

Delivery Options

The CPCE through Barry University is offered through two Pearson VUE options: 1) CPCE-CBT (in-person at Pearson VUE test centers) and 2) CPCE-OnVUE (remote online proctoring from home).

Eligibility & Registration

Barry students must be enrolled in a practicum or internship, have completed all required coursework, and successfully complete the three-step registration process:

1. Register with the University via the Student Portal (e.g., MS-COMP-CO or MS-COMP-CBAH for Bahamas) by the posted deadline, and submit required forms.
2. Register with CCE using the emailed link provided by the University exam coordinator.
3. Register, schedule and pay with Pearson VUE after receiving the Authorization to Test (ATT) email. The CPCE is also available in Spanish, selectable during registration.

Attempts & Retakes

Students may attempt the CPCE up to two times within a six-month window, with at least 90 days between attempts. Candidates requiring further attempts must obtain approval from the Program Coordinator.

Preparation Resources

Barry students are encouraged to prepare using:

1. The Beta Upsilon Chapter of Chi Sigma Iota CPCE review workshops,
2. The CCE Academy practice exams (\$25, unlimited attempts, online).

Accommodations & Identification

Students needing accommodations must coordinate through Barry's Office of Accessibility Services and obtain approval from CCE/Pearson VUE. Two forms of valid ID are required at check-in (driver's license, state ID, military ID, or passport).

Scoring & Results

Final scores are reported to Barry University. Faculty determine the minimum passing score. Final pass/fail results are communicated by the Program Coordinator, typically within 45 days of exam completion.

Further information can be found at <https://www.cce-global.org/assessmentsandexams/cpce>, and on the Pearson VUE website, at <https://home.pearsonvue.com/cce/onvue>

JOB DESCRIPTION FOR GRADUATE ASSISTANTS

**M.S. IN COUNSELING
GRADUATE ASSISTANT JOB DESCRIPTION**

DUTIES

The Graduate Assistants working with the full-time faculty and adjuncts in the M.S. curricula in Counseling may perform, but are not limited to, the following activities:

1. Conduct library research and secure materials for faculty.
2. Assist faculty with class preparation to include creating PowerPoints and updating Canvas.
3. Assist faculty in keeping records on program operation for use in program development, evaluation, and accreditation.

COMPENSATION

Compensation for an assistantship consists of tuition remission for 3 credits per semester of graduate study for 10 hours per week of work over 16 weeks. During the summer, because of the shortened length of the semesters, Graduate Assistants must work 15 hours per week during the summer I and II terms. An assistant's scheduled hours on campus must be arranged with the Counseling Program Director or assigned full-time faculty. A timesheet must be submitted to the Program Director each week.

RECRUITMENT

Any student interested in this position may apply by submitting a letter of application to the Program Director at: Barry University, School of Education, Leadership and Human Development 11300 NE 2nd Avenue, Miami Shores, FL 33161. Items to be included in this application are: 1) a resume, 2) a letter detailing competencies and interests associated with the job requirements, and 3) names, addresses, and telephone numbers of two references (at least one professional). Candidates may be asked for an interview. Students who have held the assistantship for one year must re-apply after completing their initial two-semester assistantship. Applicants will be notified of hiring decisions as soon as possible.

SELECTION

Applicants for the graduate assistantship offered at the M.S. level in the Counseling Program will be selected based on the following criteria:

- 1) academic standing in the Counseling Program or prior academic program;
- 2) demonstrated history of performing tasks required of graduate assistants;
- 3) commitment to the counseling profession (i.e., professional memberships; certifications/licenses; volunteer or paid work experience);
- 4) experience in conducting library research;
- 5) ability to communicate effectively with others;
- 6) demonstrated motivation/work habits; and
- 7) personal maturity and adherence to personal and professional ethical standards.

COUNSELING PROGRAM GRIEVANCE PROCEDURES

The following grievance procedure is set forth by the Counseling Program, College of Health Professions & Medical Sciences | Department of Counseling and School Psychology at Barry University. Any graduate student currently matriculated in this program, and who believes that he or she has been treated improperly on an academic or programmatic matter, is entitled to a review of the complaint.

Grievance procedures apply only in those cases involving a perceived academic impropriety arising from an action taken by 1) an individual within the Counseling Program, or 2) the Counseling Program as a whole. **They do not pertain to complaints expressing dissatisfaction with a university policy of general application to all students, nor do they pertain to individual school or program policies, as long as those policies are consistent with general University policy.**

The grievance procedures are as follows:

1. The student shall first discuss the complaint with the individual(s) most directly involved and seek resolution.
2. If the student and the individual(s) most directly involved are not able to find resolution, the student shall present the complaint, in writing, to the individual(s) most directly involved for review and response.
3. If no resolution results, the student must then present to the Program Director, in writing, the substance of the complaint, the grounds on which the student is basing the complaint, and the efforts taken to date to resolve the matter. If the Program Director is named in the complaint, the document will be submitted to a Grievance Committee composed of two (2) faculty members within the Program.
4. The document should be filed within 30 business days of the end of the academic semester in which the complaint occurred or should reasonably have been discovered.
5. The grievance officer(s) (that is, the Counseling Program Director or members of the Grievance Committee) shall promptly initiate an independent investigation and prepare a report to be completed within 30 business days of receipt of the written complaint.
6. Upon completion of the investigation, the grievance officer(s) will prepare and transmit to the student, and to the party against whom the grievance is directed, written findings and a proposed disposition.

General Principles

1. All persons charged with responsibility under these procedures will discharge their obligations with fairness, objectivity, and rigor.
2. All activities under these procedures will be conducted with regard for the legitimate privacy and reputational interests of the complainant and respondent. It is expected that complaints and other activities under these procedures will be confidential. However, disclosure of otherwise confidential information may be made when necessary to protect the health, safety, or well-being of the complainant and others in the Barry University community, to comply with legal obligations of the University, or where, in the judgment of the Director, certain disclosure would be in the best interest of the parties of the University.

3. These are academic, not legal, procedures. Therefore, legal defense through use of attorneys or other legal professionals or paraprofessionals in these proceedings is not permitted. Any evidence that a factfinder or panel deems relevant and trustworthy may be considered. Formal rules of evidence do not apply.
4. A grievance procedure exercised under this policy in no way limits or interferes with rights of faculty or students as outlined, respectively, in the Barry University Faculty Handbook and the Barry University Student Handbook.