



# Master of Arts in Psychology: Clinical Counseling Program

The Citadel

Program Handbook

2023-2024

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to the Department of Psychology. An extensive review of curriculum, accreditation standards, community needs, and employment issues was undertaken. It was determined that the title Clinical Counseling more accurately depicted the nature of the program and of services that students and graduates were providing in the community. Major curriculum changes were made during the 1994 - 1995 academic year to preserve the license eligibility of graduates and to conform to training standards set forth by CAMPP and endorsed by the NAMP. In 1997, the program degree was changed from a Master of Education to a Master of Arts in Psychology. The program was initially accredited by Masters in Psychology Accreditation council (MPAC) in 2002 and has been reaccredited by MPCAC (council changed its name) since 2012.

### Mission and Learning Objectives

The mission of the Clinical Counseling MA program is to prepare students to become ethical, multiculturally-competent, evidence-informed practitioners of psychological counseling in a variety of mental health settings.

The Program's training model emphasizes the application of theories of human development, psychopathology, multiculturalism and cognitive behavior change to psychosocial problems and advocates a scholarly perspective that integrates evidence-based and professional competencies with a compassionate, culturally sensitive and ethical orientation to clinical work. Through a blend of didactic and practice-based experiences, students will acquire an empirical and culturally competent approach to assessment, conceptualization, intervention, and evaluation of psychological services.

The objectives of the program are designed to enable the student to:

- Understand principles of psychology and their application to real world clinical situations and settings
- Recognize and appreciate the importance of a multicultural perspective
- Demonstrate understanding of professional and ethical principles as they apply to competent professional practice
- Understand evidence-based practice and function as scholarly practitioners when approaching assessment, conceptualization and intervention.
- Acquire assessment and intervention skills to be used with a diverse range of clients and problems.

### Enrollment

The most desirable approach to obtaining a graduate degree in psychology is full-time resident study with 9 credit hours per semester. Full-time study allows the student to focus time and energy on the important tasks of professional and personal development required to become a competent counselor. We recognize that students may have family and/or employment responsibilities that preclude full-time study, and many do complete the Program on a part-time basis with 3 to 6 credit hours per semester. Either form of enrollment requires that students

become actively involved in the rigors of graduate education and meet all academic requirements regardless of the nature of their other obligations.

### PROGRAM OVERVIEW

The Clinical Counseling curriculum provides instruction in the theory and practice of counseling from a psychological perspective. The emphasis of the program is to prepare students as mental health counselors. The program addresses the development of counseling skills in a variety of modalities, including individual, family and group. Students who successfully complete this program meet the educational requirements for licensure as a Professional Counselor (LPC) and may for an Addictions Counselor (LAC) in South Carolina. While some graduates have successfully pursued doctoral study, the program is designed as a terminal degree program.

The curriculum focuses on theoretical, practical, and legal/ethical issues that are essential for good clinical practice. Courses focus on creating a knowledge base for:

All students receive two supervised experiences as counselors during their field placement courses: practicum and internship. Students select from a list of approved sites within the Tri-county area. All field experiences are monitored jointly by Citadel faculty and an approved on-site supervisor. With permission, qualified students may take their internship experience at an approved site in another location.

Additionally, students have the opportunity to gain additional knowledge in specific areas of counseling by taking elective courses and selecting specific clinical placements (e.g. interventions with children, couples and families).

### Clinical Instruction

The Program includes courses that provide clinical instruction beginning with simulated role-playing exercises with other students and professional actors and progressing to training at practicum and internship sites. These courses and practical field experiences focus on the development of psychological counseling skills under the supervision of faculty and field placement supervisors. This clinical counseling instruction builds upon the core areas listed above.

### Course Progression

The MA in Psychology: Clinical Counseling is awarded after successful completion of 60 semester hours. It is the mission of this program to prepare students to function as scholarly-practitioners who use evidence-based practice. In order to achieve this goal, the program is divided into a progressive sequence of three blocks of courses.

The first core block focuses on training students as scholars and consists of courses designed to enhance student understanding of individual differences, theories of development and behavior change, and professional roles and functions from a scholarly perspective. To that end, courses address biological and environmental factors influencing normal and abnormal human development, theories of personality and counseling, learning theory and application, social/multicultural influences on behavior, psychopathology and diagnosis, case conceptualization and evidence-based practice, scientific approaches to understanding human behavior, psychometrics, and ethical/professional issues.

All courses emphasize an empirical approach toward the acquisition and evaluation of knowledge. Students completing this core of courses should have a firm theoretical grasp of normal and abnormal development and of factors influencing such development. They should understand the major theories of personality and behavior change, and ways of measuring these constructs. Students will be expected to demonstrate knowledge of foundations of psychology and counseling, basic assessment and conceptualization skills, and good communication and listening skills. Additionally, students will appreciate the importance and utility of the scientific method for advancing knowledge and clinical practice. Finally, students will have a firm grasp of ethical/legal and other issues essential to professional practice.

*Block I -- Core Courses*

PSYC-500 Human Growth and Development

PSYC-501 Principles of Cognitive and Behavioral Change

PSYC-507 General Psychopathology

PSYC-508 Counseling and Personality Theories

PSYC-514 Ethics and

*Block III -- Field Placements*

PSYC-629 Practicum (completed or concurrent enrollment in PSYC 643 & PSYC 644)

PSYC-651/652 Internship: Clinical Counseling (total of six credit hours)

*Other Required Courses*

PSYC-540 Theories & Biology of Addictions (prerequisites: 500, 501, 507)

EDUC-550 Career Counseling

*Electives (5 hours required):*

PSYC-527 Child Psychopathology & Treatment

PSYC-553 Family Dynamics

PSYC-555 Special Topics in Psychology (multiple 1-credit course options will be available)

PSYC-570 Social & Cognitive Foundations

PSYC-602 Social and Biological Basis of Child and Adolescent Behavior

PSYC-609 Evidence-Based Treatment of Addictions

Course descriptions can be found in the latest version of the Citadel Graduate College Catalog.

## PROGRAM PROGRESS

### Program of Studies

In Appendix B of this Handbook is a copy of a Planning your Program of Studies form, which functions as a worksheet to ensure that students complete all requirements of the program.

**Students are required to complete this form with their advisor during their first semester of classes.** Students are encouraged to review this form on a regular basis with their advisor to plan and track progress.

### Time to complete program

Scheduling of courses in the Program is designed to accommodate full-time and part-time students. Those completing three courses per semester will require approximately 3 years. Students completing two courses per semester will require approximately 3-1/2 years to complete all requirements. Most students complete the program in 3 years. Students have a **maximum of 5 years** to complete all requirements. Students unable to complete all requirements within five years of registering for their first Clinical Counseling course will be released from the program. If any student requires an extension, a formal written request to the Program Director must be made, which will be reviewed by all program faculty at the next faculty meeting. Students who do not enroll in classes for two consecutive semesters without having notified their advisor or program coordinator of plans for an extended leave of absence will be assumed to





of 100 hours of work at the agency consisting of at least 40 hours of direct counseling experience (individual, family) and 60 hours of other types of experience (supervision, observing others conducting counseling, in-service training, paperwork, etc.). Additionally, students must complete a minimum of 25 group counseling hours over the course of their practicum and internship experiences that may be divided up between these two experiences.

Students in practicum also attend a three-hour per week seminar course conducted on campus by a faculty member. These seminars involve group discussion of counseling issues, logistics of conducting counseling in a community agency, and identification of challenges to beginning counselors. Additionally, the course instructor individually evaluates recordings of student counseling sessions.

Students who are not successful in their first attempt at practicum (i.e., receive a grade of IP/F) *may* be permitted to retake the course, following discussion with their practicum course instructor and with approval of the Program Director and Department Head. Students who are not successful after repeating the practicum course will be released from the program.

### Internship Requirements

To enroll in the Internship course, students must have successfully completed Practicum and must have attained at least a grade of **B** in PSYC643 (Advanced Clinical Counseling: Assessment), PSYC644 (Advanced Clinical Counseling: Intervention), and PSYC645 (Advanced Clinical Counseling: Group) to be permitted to advance to internship. Students who receive a **C** or lower in any advanced course and whose overall academic performance is within an acceptable level based upon CGC requirements (see the Graduate Catalog) may be permitted a





their internship caseload. In addition, students will submit a recording of a counseling session with the case study client (with appropriate permission from the client). Students will be asked questions about their approach by the committee and will be expected to support their course of action in the treatment of the client.

At the start of each semester, students completing their internship that semester will be given a list of potential dates and times to sign-up for their presentation. Students are responsible for sharing this date and time with their site supervisor so they can attend. **Panel members should be provided all case study materials at least 2 weeks prior to the case presentation.**



# Clinical Counseling Handbook

These procedural guidelines may be enacted in the event that a student's performance interferes with their ability to function competently in an academic and/or professional capacity. They are implemented cautiously and judiciously, for the student's benefit, after careful consideration by all Clinical-Counseling faculty. Importantly, these guidelines are in addition to all other policies of The Citadel, which address disciplinary procedures or students' ability to safely participate in Citadel programs.

In those instances where the student's performance has been evaluated as substandard due to reasons of academic or professional suitability (including, but not limited to an inability to perform at the skill level required or an inability to meet the training rigor of the program), the Program will initiate steps to assess the presence and degree of impairment and to effect remediation when necessary. The student will be informed of any claims of such substandard performance and be given the opportunity to address them. Concerns regarding performance may be presented by members of the faculty/staff of The Citadel, field placement supervisors, or students. These concerns should be presented to the student's advisor and Program Director, and then reviewed by all Clinical-Counseling faculty.

When the student's behavior problems are potentially serious enough to jeopardize client/patient welfare at a field placement site, to damage the reputation of The Citadel, and/or to warrant serious disciplinary action (such as limitation of clinical activity, suspension, or termination), the claim will be reported immediately to both the Program director and Department Head. If, at any time, the student's supervisor or Program Director believes that the behavior interferes with the student's ability to complete assigned duties in a professional manner, they may immediately suspend the student from his/her duties and classroom activities and immediately notify the Program Director and Department Head.

When the student's behavior problems are significant but not to the degree described above, an attempt will be made to resolve the situation without disruption of the student's progress through the program. Should problems persist, escalate, or create a risk for the student, classmates, clients, or faculty member, a more formal remediation agreement will be developed to address remediation.

The formal remediation agreement will be created in conjunction with the student and will



shared with the Clinical Counseling program faculty only to the extent necessary to provide information regarding the student's progress toward appropriate remediation and to plan, if necessary, specific educational and training aspects to enhance the student's professional development in light of noted concerns.

Recommendation of additional coursework, practicum/internship experience, or more intensive supervision

Recommendation of written assignments and/or reflective work

Recommendation of a leave of absence

Recommendation of a career shift

Termination from the program

When the student has resolved the concern(s) they will present a written request for completion of the remediation process to Program Faculty. Following a favorable review, the student will resume normal standing and progression through the program. If the student is unable to complete the remediation agreement within the agreed upon timeline, the student will be terminated from the program.

A student who wishes to appeal this procedure should contact the Department Head who will review the matter. If this does not result in satisfaction, the student should contact the Dean of the Citadel Graduate College. If this still does not result in satisfaction, the student should contact the Provost. The decision of the Provost is final.

### Support Services

Under the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation act of 1973, individuals with disabilities are guaranteed certain protections and rights to equal access of programs and services. The Citadel is committed to providing equal access opportunities for individuals with disabilities. Students with disabilities who are in need of academic adjustments and accommodations must contact the Student Success Center on campus (Thompson Hall, Room 107 or 953-1820) to register for services and coordinate all appropriate academic adjustments and accommodations. Students with disabilities who choose not to declare their disability and register with the center waive their rights to academic adjustments and accommodations.

### DEPARTMENTAL COMMUNICATION

All students will receive a Citadel email address and program-wide emails will be sent through the CCP Student Resources course in Canvas. Students are expected to check their e-mail regularly for communication from faculty, including important program-related meetings, course offerings, employment and volunteer opportunities, and upcoming educational meetings (e.g., workshops). This distribution list also can be used by students to communicate with their peers.

If any student has a physical disability that makes it impossible to comply with electronic communication requirements (e.g., blindness/visual impairment, inability to type due to physical



Many students desire to obtain licensure as a Licensed Professional Counselor (LPC) and/or Licensed Addictions Counselor (LAC) upon graduation. The practice of professional counseling in a private, for-fee practice is controlled by the Board of Examiners of Counselors, which is responsible for awarding this license.

Upon graduation students will meet the requirements for a license as a Professional Counselor (LPC) and may as a Licensed Addictions Counselor (LAC) in South Carolina. If a student has the intention of seeking employment or licensure outside of South Carolina, the student is strongly encouraged to investigate licensure requirements for that state, as requirements vary from state to state.

Students initiate the licensure process upon completion of their degree by submitting an application and a request to take the licensing exam. The application is available on the state licensure website ([www.llr.state.sc.us/POL/Counselors/](http://www.llr.state.sc.us/POL/Counselors/)), and students should contact the licensing board prior to graduation with questions so that they can be ready to submit their application after completion of their degree. Review and approval of an application and licensure requirements typically takes 4-6 weeks. Upon approval, students may take the licensure exam. Following successful completion of the examination and submission of a supervision plan, the graduate receives the designation Licensed Professional Counselor Associate (LPC-A). The LPC-A works under supervision and must complete a total of 1500 clinical hours to include 100 supervision hours over a minimum of a two-year period. Upon successful completion of the supervised work, the LPC-A receives full licensure as a professional counselor. Students should contact the licensing board directly with specific questions:

Department of Labor, License and Regulations  
Board of Examiners for Counselors  
110 Centerview Drive  
Columbia, SC 29210  
803-896-4300  
[www.llr.state.sc.us/POL/Counselors/](http://www.llr.state.sc.us/POL/Counselors/)

#### Professional Associations

Students are strongly encouraged to become student members of professional organizations related to counseling and psychology, as engagement in these organizations is important for awareness, advocacy, and professional development now and moving forward.

Students are encouraged to become members of the [American Counseling Association](#). Student members of ACA receive valuable information related to current issues in the counseling field through their membership in this organization. Further, students are encouraged to become student members of the state chapter: [South Carolina Counseling Association](#).

### Student Representatives

The Clinical Counseling Program will have a minimum of three student representatives. These students will attend monthly program meetings to engage in discussions concerning academic, institutional and social concerns, and meet with the Program Director when needed. These representatives provide a resource for students, help organize and participate in program admissions interviews, organize social events and professional opportunities, and keep the student body updated on academic issues. Any student can email ([CCP@citadel.edu](mailto:CCP@citadel.edu)) or meet with representatives with ideas, concerns, or for support. *If you are interested in becoming a CCP student representative, contact the Program Director.*

### Student Associations

#### Psi Chi

Psi Chi is the National Honor Society in Psychology, founded in 1929 for the purpose of encouraging, stimulating, and maintaining excellence in scholarship and advancing the science of psychology. Membership is open to graduate students who are making study of psychology one of their major interests and who meet the minimum qualifications. Psi Chi is a member of the Association of College Honor Societies (ACHS) and is an affiliate of the American Psychological Association (APA) and the American Psychological Society (APS).

Psi Chi serves two major goals. The first of these is the Society's obligation to provide academic recognition to its inductees by the mere fact of membership. The second goal is addressed by the dedication of the Society's local chapters to nurture students' academic accomplishments by offering a climate congenial to students' professional growth and development. To that end, The Citadel's chapter of Psi Chi sponsors programs that enhance the regular curriculum. To qualify for acceptance into Psi Chi graduate students must have completed a minimum of 12 hours in psychology courses and achieved a minimum grade point average of 3.7 (overall as well as in psychology courses). D7(l)-1yg47(m)7(u)-20(m)7( of 12 hours)d5rGBTd G{offe)6(ri)7(ng aot0(i)7(e)7(12 0 61

Graduate assistantships are available on campus f

Appendix A

**ELECTIVE COURSE OFFERINGS**

	PSYC 527-Child Psychopathology & Tx		
PSYC 553-Family Dynamics			
PSYC 570-Social & Cognitive Foundations	PSYC 570-Social & Cognitive Foundations		PSYC 570-Social & Cognitive Foundations
PSYC 609-Evidence Based Tx of Addictions		PSYC 602- Social & Biological Basis of Child & Adol Bx	







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Date \_\_\_\_\_

## Annual Student Performance Evaluation

**Student Name:** \_\_\_\_\_

**Enrollment Date:** \_\_\_\_\_

**Program Status:** Pre-comps \_\_\_\_\_ Adv. Classes \_\_\_\_\_ Field Placements \_\_\_\_\_

Coursework in the Clinical Counseling Program is designed to facilitate growth in core competencies and skills critical for effective professional and ethical applied practice. Students are evaluated by Clinical Counseling faculty annually based upon interactions both in and outside the classroom environment.

- b. Is sensitive to cultural differences
- c. Maintains appropriate boundaries

Date \_\_\_\_\_

4. Response to Feedback

- a. Open to Feedback in academic, clinical, and/or research contexts
- b. Able to assimilate and incorporate feedback

---

	1	2	3	NA
4a.				
4b.				

---

5. Ethical and Professional Conduct

- a. Behaves ethically and with integrity
- b. Adheres to timelines
- c. Acknowledges personal role in problems and assumes responsibility for resolutions

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	1	2	3	NA
5a.				
5b.				
5c.				

---

Comments:

Letter of concern sent to student    N    Y

Date: \_\_\_\_\_

Date of meeting \_\_\_\_\_

Faculty present (2 required) \_\_\_\_\_  
\_\_\_\_\_

Outcome and goals of meeting:

Appendix D

## Final Case Study Evaluation

Student: \_\_\_\_\_ Site: \_\_\_\_\_ Date of panel: \_\_\_\_\_

Members of panel: (1) \_\_\_\_\_ (2) \_\_\_\_\_ (3) \_\_\_\_\_

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WRITTEN CASE STUDY

1

2

3

PRESENTATION SKILLS

1

2

3

SESSION RECORDING CLINICAL SKILLS



Final Case Study Revision Information: