Introduction

Welcome to the UND Department of Counseling Psychology and Community Services! We are happy to have you join us as a new Master’s student and look forward to working with you.

The M.A. Program in Counseling reflects our commitment to provide training of professional counselors for work in a variety of settings. The program is appropriate for those who wish to become counselors in a range of community agencies, such as mental health centers, rehabilitation offices, addiction treatment clinics, and family service organizations. Our emphasis is on practitioner skills training within a broad theoretical foundation and exposure to the empirical bases of the profession.

The Department of Counseling Psychology and Community Services (CPCS) is also committed to seeking and valuing diversity in students and staff. Diversity, used here in a very broad sense, includes the variety of cultures, backgrounds, values, and experiences found among faculty and students; it also includes the diversity of our professional ways of practice, our ways of learning, and our personal and professional goals. In training, the M.A. Program curriculum works to integrate diversity awareness and appreciation into all course offerings, with the goal of encouraging students to explore and appreciate diversity in all situations. We are committed to training multiculturally competent counselors.

The University of North Dakota is fully accredited by the North Central Association of Colleges and Schools (NCA): http://www.northcentralassociation.org/. Therefore you are pursuing your M.A. degree at an accredited institution. In addition, the School Counseling Program in the Department is accredited through the National Council for the Accreditation of Teacher Education (NCATE). No other program emphases (i.e., Addictions, Community Agency, or Rehabilitation) are currently accredited, although we are currently pursuing accreditation as a masters of counseling (MCAC) program by the Master’s in Psychology and Counseling Accreditation Council (MPCAC). There is no guarantee that our program will be accredited by the time you finish your studies or any time in the future. Students will be updated by the Counseling Faculty of progress toward accreditation in other Program emphases.

The CPCS Department offers four degree programs:

- B.S. in Rehabilitation and Human Services (RHS)
- M.A. in Counseling (Addictions, Community Mental Health, or Rehabilitation emphases)
- M.A. in School Counseling, accredited by NCA
- Ph.D. in Counseling Psychology, accredited by the American Psychological Association

The faculty in the M.A. Program, referred to in this Handbook as the “Counseling Faculty”, is comprised of the following members: The faculty in the M.A. Program, referred to in this Handbook as the “Counseling Faculty” is comprised of the following members:
This Handbook contains information that we believe will help you move through the Master’s in Counseling Program with minimal confusion and concern. We have provided information on Program issues, tips from returning students, resources on campus, and Graduate School paperwork. In addition, students need to familiarize themselves with the Graduate Student Handbook: Master’s Degree, published by the Graduate School. It is very useful and the current version is available at http://graduateschool.und.edu/_files/docs/masters-handbook.pdf. It may also be available at the Graduate School in Montgomery 224. This Handbook is a “work in progress.” In that spirit, we have included a sheet at the very back, which asks for your suggestions for additional information. If there is something that you needed to know but could not locate here, let us know. The Handbook is updated and revised every year and your input is welcome in that process. This Handbook is a very useful tool for you during your Master’s experience, and should be your first stop should any questions arise. If you can’t find the answer in the handbook, or have any questions about what the handbook says, do not hesitate to ask your advisor, faculty members, returning students, and Graduate School personnel for further support and information.

Again, welcome to the Department! We hope your time here is enjoyable and productive.
<table>
<thead>
<tr>
<th>Section</th>
<th>Topic</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Program Requirements</td>
<td>6</td>
</tr>
<tr>
<td>2</td>
<td>Advising Relationships</td>
<td>19</td>
</tr>
<tr>
<td>3</td>
<td>Information on Internship and Independent Study</td>
<td>21</td>
</tr>
<tr>
<td>4</td>
<td>Department Climate and Activities</td>
<td>25</td>
</tr>
<tr>
<td>5</td>
<td>Helpful Tips from MA Students</td>
<td>27</td>
</tr>
<tr>
<td>6</td>
<td>Financial Resources</td>
<td>28</td>
</tr>
<tr>
<td>7</td>
<td>Campus Resources</td>
<td>31</td>
</tr>
<tr>
<td>8</td>
<td>New Professional Issues</td>
<td>46</td>
</tr>
<tr>
<td>9</td>
<td>Departmental Forms and Notes</td>
<td>40</td>
</tr>
<tr>
<td></td>
<td><strong>Appendices</strong></td>
<td></td>
</tr>
<tr>
<td>A</td>
<td>MA Program Requirements Checklist</td>
<td>41</td>
</tr>
<tr>
<td>B</td>
<td>Criminal Background Check Policy</td>
<td>48</td>
</tr>
<tr>
<td>C</td>
<td>Sample Independent Study Format</td>
<td>51</td>
</tr>
<tr>
<td>D</td>
<td>Comprehensive Examination Information</td>
<td>63</td>
</tr>
<tr>
<td>E</td>
<td>ND Century Code: Chapter 43-47: Counselors</td>
<td>67</td>
</tr>
</tbody>
</table>
Signature Page, Due September 15 Each Year

I, ________________________________, have read and have a good basic understanding of the contents of this MA Student Handbook. I agree to meet with my advisor for clarifications on Handbook contents and any other issues pertaining to my graduate education that may not be contained herein. I understand that the Handbook is updated and will be e-mailed to me annually throughout my program. Although the electronic version contains many useful links, Internet links may become obsolete at any time. I agree to keep an electronic copy of the most recent Handbook available throughout my program and will refer to it each semester as a guide toward graduation.

Finally, to enhance the Program’s understanding of its training outcomes, I agree to provide the Department the job title, employer name and address, and full-time/part-time status of my first job in the field after I graduate.

________________________________________  ________________________
Signature                                Date
Section 1: Program Requirements

The Master of Arts Degree Program consists of a minimum of 60 required semester credits. All master's degree students are required to complete a generic core curriculum that satisfies the academic requirements for counselor licensure in North Dakota. A checklist of Program requirements is provided for your convenience in Section 8 of this Handbook.

In addition to the Department Requirements, all students must be familiar with the Academic Policies and Degree Requirements established by the Graduate School. These are located in the UND Online Academic Catalog. Please read all of these Graduate School requirements closely. Students are responsible for being familiar with and understanding all of this information. Additional information regarding Grad School requirements is located in Section 2 of this Handbook.

The core curriculum for all students is listed below. Also listed is the number of credits for each course and the semester during which the course is typically offered (F = Fall, S = Spring, Su = Summer). There may be some variation in timing of course offerings, so use this as a general guideline only. Your advisor and other faculty members are available to help you plan your coursework according to your specific needs.

Core Curriculum (40 credits)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Typically offered*</th>
</tr>
</thead>
<tbody>
<tr>
<td>COUN 502</td>
<td>Professional Issues in Counseling</td>
<td>1</td>
<td>F</td>
</tr>
<tr>
<td>COUN 503</td>
<td>Professional Issues: Internship and Job Preparation</td>
<td>1</td>
<td>S</td>
</tr>
<tr>
<td>COUN 507</td>
<td>Life-Span Development in Counseling</td>
<td>3</td>
<td>TBD</td>
</tr>
<tr>
<td>COUN 510</td>
<td>Methods of Counseling</td>
<td>3</td>
<td>F</td>
</tr>
<tr>
<td>COUN 515</td>
<td>Methods of Research</td>
<td>3</td>
<td>S</td>
</tr>
<tr>
<td>COUN 516</td>
<td>Counseling Research Lab</td>
<td>1</td>
<td>F, S, Su?</td>
</tr>
<tr>
<td>COUN 518</td>
<td>Group Theory and Process</td>
<td>3</td>
<td>S</td>
</tr>
<tr>
<td>COUN 519</td>
<td>Career Counseling</td>
<td>3</td>
<td>S</td>
</tr>
<tr>
<td>COUN 520</td>
<td>Diagnostic and Prevention Strategies</td>
<td>3</td>
<td>Su</td>
</tr>
<tr>
<td>COUN 529</td>
<td>Dynamics of Addiction</td>
<td>3</td>
<td>Su</td>
</tr>
<tr>
<td>COUN 530</td>
<td>Theories of Counseling, Personality &amp; Development</td>
<td>3</td>
<td>F</td>
</tr>
<tr>
<td>COUN 531</td>
<td>Psychology of Women, Gender and Development</td>
<td>3</td>
<td>F?</td>
</tr>
<tr>
<td>COUN 532</td>
<td>Multicultural Counseling</td>
<td>3</td>
<td>F</td>
</tr>
<tr>
<td>COUN 533</td>
<td>Couples and Family Counseling</td>
<td>3</td>
<td>S</td>
</tr>
<tr>
<td>COUN 580</td>
<td>Counseling Practicum</td>
<td>4</td>
<td>Su, F, S</td>
</tr>
<tr>
<td>COUN 995, 997, or 998: Scholarly Project, Independent Study, or Thesis Related to Emphasis</td>
<td>2-4</td>
<td>F, S, Su</td>
<td></td>
</tr>
</tbody>
</table>

Electives: E.g., Coun, 560, 561, 562, 565 or 585  

0-4  

varies
*F = Fall, S = Spring, Su = Summer, this is subject to change. Please note we are currently revising our 5 year schedule, which might affect the terms these classes are offered in. The faculty will keep you abreast of any changes and development.

**Time Allocation and Outside Employment**

We realize students have many demands on their time. However, while enrolled in the program, we expect students to make classes, practicum, research teams and assistantships a priority over outside employment. When scheduling your semester and juggling competing demands, students should keep in mind the following hierarchy of priorities: 1. Classes (scheduled in advance and posted on campus connection), 2. internship/practicum activities, 3. Assistantships, 4. Research teams, 5. Other departmental activities, 6. Any outside employment or other activities. E.g. students should take care not to schedule outside employment during times of these activities. That includes checking campus connection early to make sure you do not schedule work during class times, or class times for classes you are TAing. Similarly, students who chose to work outside of this program should realize that some small supervision groups, practicum meetings, research meetings, etc are not scheduled until the first few weeks of classes. Therefore, students need to be able to adjust their work schedules to suit the meeting times.
Emphasis Options

The MA in Counseling Program offers three emphasis areas: Addiction Counseling, Community Agency Counseling, and Rehabilitation Counseling... Under special circumstances, your emphasis can be changed after you have completed 12 credits in the Program. To do so, you must present a written petition the Program faculty and have this petition approved. Consult with your advisor if you are considering such a change.

Addiction Counseling Emphasis (60 credits)

In addition to the core curriculum (40 credits), students pursuing the Addiction Counseling Emphasis must complete the following courses, consistent with state licensure requirements for addiction counselors in North Dakota. PPT 410 - Drugs Subject to Abuse (2 cr), or its equivalent, is a prerequisite of this emphasis.

<table>
<thead>
<tr>
<th>Remaining Required Courses: Addiction Counseling</th>
<th>Credits</th>
<th>Typically offered*</th>
</tr>
</thead>
<tbody>
<tr>
<td>COUN 501: Ethics: Counseling and Counseling Psychology</td>
<td>3</td>
<td>F</td>
</tr>
<tr>
<td>COUN 517: Assessment in Counseling</td>
<td>3</td>
<td>F</td>
</tr>
<tr>
<td>COUN 587: Internship in Addiction Counseling (2 sem)</td>
<td>4-6 per sem</td>
<td>F, S</td>
</tr>
</tbody>
</table>

The internship occurs within an approved addiction training consortium. This program is administered by the Addiction Training Council (ATC), which includes representatives from Counseling, Social Work, and the local Training Consortium. Beginning students planning to pursue the addiction emphasis first need to discuss these requirements with their advisors as soon as possible after beginning the Program, and then contact the Addiction Counseling advisor Dr. Karen Walton, who will facilitate arrangements with the ATC.

Two optional conferences can be attended for one graduate credit each if you have obtained the permission of your advisor:

1) During September each year, a North Dakota Alcohol and Substance Abuse Summit is held, which our students are encouraged to attend. One graduate credit may be offered for full attendance at the conference. (See http://www.dce.ndsu.nodak.edu/conferences/asas/sponsors/ for more details.)

2) Approximately the last week of January or the first week of February, a notable alumnus of the UND Department of Counseling Psychology and Community Services, Dr. Gary Forrest, coordinates an annual advanced International Symposium on Addictive Disorders and Behavioral Health. It is held in Colorado Springs, Colorado. For many years a partial scholarship has been offered for a student to attend this conference. Look for an announcement late in the Fall Semester to see if it will be offered again this year. Meanwhile, find out more about the conference at www.ggforrest.com.

Community Mental Health Counseling Emphasis (60 credits)
The community mental health emphasis is fulfilled by completing: (a) the 40-credit core curriculum above, and (b) the following courses:

<table>
<thead>
<tr>
<th>Remaining Required Courses: Community Mental Health</th>
<th>Credit</th>
<th>Typically offered*</th>
</tr>
</thead>
<tbody>
<tr>
<td>COUN 501: Ethics: Counseling and Counseling Psychology</td>
<td>3</td>
<td>F</td>
</tr>
<tr>
<td>COUN 517: Assessment in Counseling</td>
<td>3</td>
<td>F</td>
</tr>
<tr>
<td>COUN 584: Internship in Comm. M.H. Counseling (2 sem)</td>
<td>3-4 per sem</td>
<td>F, S</td>
</tr>
</tbody>
</table>

This curriculum satisfies the academic requirements for Counseling Licensure in the state of North Dakota (licensure requirements for other states are available at http://www.nbcc.org/stateboardmap).

**Rehabilitation Counseling Emphasis (60 credits)**

In addition to the 40-credit core curriculum, students pursuing the rehabilitation counseling emphasis complete the following courses. RHS 350 – Overview of Disabilities (3 cr), or its equivalent, is a prerequisite of this emphasis.

<table>
<thead>
<tr>
<th>Remaining Rehabilitation Counseling Required Courses</th>
<th>Credits</th>
<th>Typically offered*</th>
</tr>
</thead>
<tbody>
<tr>
<td>COUN 506: Rehab Counseling: Foundations and Ethics</td>
<td>3</td>
<td>F</td>
</tr>
<tr>
<td>COUN 514: Rehab Counseling: Assessment and Evaluation</td>
<td>3</td>
<td>F</td>
</tr>
<tr>
<td>COUN 588: Internship in Rehabilitation Counseling (2 sem)</td>
<td>3-4 per sem</td>
<td>F,S</td>
</tr>
</tbody>
</table>

**Course Sequence**

**Practice Sequence**

You will complete a series of practice training experiences in the Program, including COUN 510, COUN 580/1, and COUN 584/7/8 (2 semesters). With faculty approval, you may enroll in the counseling practicum (COUN 580) after you have satisfactorily completed COUN 510: Counseling Methods, COUN 501: Ethics in Counseling or COUN 506: Rehabilitation Counseling Foundations and Ethics, and COUN 530: Theories of Counseling, Personality and Development are pre – or co-requisites for practicum (COUN 580). Practicum is a very exciting component of training, but also one that generates a lot of questions from new students. Therefore, a separate Practicum Handbook has been developed. You will receive that Handbook during the last weeks of Counseling Methods (COUN 510). If a student does not pass Practicum, he or she will be required to develop a remediation plan with their advisor (which requires faculty approval), before proceeding to Internship.
Sometime after completing Counseling Methods (Coun 510) you will take Group Theory and Process (Coun 518) and Couples and Family Counseling (Coun 533). Both of these courses include a lab component.

After successfully completing practicum, with faculty approval you can enroll in COUN 584/7/8: Internship in Counseling, which is a two-semester, five-hour per credit supervised counseling experience at an external site. Internship will typically be completed during the second year in the program for full-time students. More information on Internship can be found in Section 3 of this Handbook.

Research Sequence
You will also complete a series of research training experiences in completing the MA degree. These include COUN 515: Research Methods and COUN 516: Research Lab, as well as the completion of the Scholarly Project. In certain circumstance, students will be permitted to conduct an Independent Study (COUN 997, 2 credits) or Thesis (COUN 998, 4 credits) instead of their scholarly project. Students may enroll in COUN 515 and 516 concurrently or in different semesters, with 515 preceding 516. The choice of which semester to take 516 depends on a number of factors, including the research design of your Independent Study and the timing of your data collection. Discuss this scheduling issue with your advisor. The final component of the research sequence is the Scholarly Project. A Thesis or Independent study option is also available; if you are considering this option, talk with your advisor very early in the Program to discuss the relative advantages and disadvantages of these research options and to make sure you meet all necessary requirements to be allowed to do this option. More information on the Scholarly Project can be found in Section 3 of this Handbook.

Prerequisite Writing Assessment and Writing Ability

All incoming masters’ students are required to complete the prerequisite writing assessment during the first day of program orientation. The purpose of this assessment is to certify that students have achieved a necessary level of writing ability to succeed at the graduate level. In addition, the goal of the assessment is to identify students who may need additional support regarding their writing skills, in order to set them up for success for the whole of the program.

Procedures
During orientation, all students will be given a predetermined empirical article. The students will review the article and summarize the content in a 1-2 page summary within a 3 hour time frame. Students should arrange to bring their personal laptop to complete the assessment. If students do not have a personal laptop, they will contact the Director of the Master’s Program prior to orientation, and a laptop will be provided for them. Students will receive feedback regarding the outcome of the writing assessment by the Monday classes begin from the Director of the Master’s Program. Writing evaluations will be conducted yearly by the Director of the Master’s Program and the instructor of the Research Methods course.

Outcomes
There are three possible outcomes of the writing assessment: 1) pass, 2) conditional pass, and 3) needs remediation. A student who passes the assessment in full may receive writing feedback
that needs to be incorporated in future courses; however, no additional instruction will be required. Students whose writing is deemed “satisfactory” should note that this does not imply their writing is at a certain grade level and does not apply to grades on future writing assignments.

A student who receives a conditional pass will be required to work with the writing center for the first semester. Documentation of attending consultation to the writing center must be provided along with each required writing assignment. Instructors of individual courses will provide information in the syllabi regarding which papers qualify as required writing center consultation papers. After the first semester, faculty will meet to discuss students’ writing progress. At the faculty’s discretion, students deemed to not meet the ‘pass’ expectations will be required to take additional steps towards graduate-level writing.

A student who receives a ‘needs remediation’ outcome will be required to enroll in a 3 credit course entitled T&L 543 – Scholarly Writing in the fall of their first semester. Getting a grade of 80% or above in this class will fulfill the remediation requirements.

**Format for Bibliography/Article Critique:**

1. Citation in APA format
2. Overview of the major theme of the article and statement of the research question
3. Statement of the hypothesis and alternative hypothesis or (for qualitative research) the research question
4. Brief statement of the results
5. An evaluation of the strengths and limitations of the article
6. Implications of the study **BOTH RESEARCH AND PRACTICE** must be identified

**NOTE:** You are not permitted to include direct quotations in the summary. Inclusion of any direct quotes will result in an automatic remediation assignment.
**Ethical Expectations, Self-Disclosure, Counseling for Students, and Scholastic Dishonesty**

**Codes of Ethics**

All students are required to be familiar with the American Counseling Association Code of Ethics. Training in ethics will be provided in several of your courses. Students must uphold and abide by the standards of the [ACA Code](http://www.counseling.org/Resources/, then select “Ethics”).


If at any point a student is uncertain about his or her role in an ethically-relevant situation, the student must speak with a supervisor and/or faculty member as soon as the situation is recognized.

**Self-disclosure** and the respectful and confidential handling of material self-disclosed by students play a central role in your education here.

As indicated in the UND Catalog:

The Counseling faculty conducts periodic reviews of students’ progress in the MA and PhD programs, including their academic performance, counseling and psycho-educational skills, professionalism, and ethics. An interview may be required as part of the review. Consistent with Standard F.9 in the [2014 ACA Code of Ethics](http://www.counseling.org/Resources/), deficits identified through faculty review may result in either a requirement that the student engage in remedial work or the removal of the student from the program.

As noted in Standard 7.04 of the [2010 Ethics Code of the American Psychological Association](http://www.apa.org), students may need to disclose personal information if that information is necessary to evaluate or obtain assistance for students whose personal problems could reasonably be judged to be preventing them from performing their training or professionally related activities in a competent manner or posing a threat to the students or others.

The practice of counseling requires significant self-disclosure for the person receiving counseling. Counseling students must become very familiar with this process. Therefore, it is an essential training component of the Department of Counseling Psychology and Community Services to provide assignments and classroom experiences that call for student self-disclosure of a personal nature, in an atmosphere of respect and confidentiality, to an extent not expected in other academic disciplines. The nature or extent of expected self-disclosure is specified in each course syllabus.
Students Seeking Counseling or Psychotherapy: For various reasons, often prompted by the significant self-disclosure and self-reflection required of students in the Program, students choose to seek counseling or psychotherapy while obtaining the Master’s degree. The training philosophy in the Department of Counseling Psychology and Community Services endorses the value of counseling for students in the field. All UND students pay mandatory student fees and are therefore eligible for services at the University Counseling Center (UCC). Receiving services at the UCC, however, may limit a student’s eligibility for placement as an intern (COUN 584) at that site. See the section on the University Counseling Center at the beginning of the Student Services portion of Section 5 of this Handbook. Counseling students may be eligible for counseling services on a sliding fee scale at other local agencies, such as the Village Family Services, the Department of Psychology’s Psychological Services Center (PSC), and Northeast Human Service Center (NEHSC). Due to the relatively small size of this community, however, students should be aware that Department faculty and doctoral students have affiliations at most such agencies. As mental health professionals, in accordance with our codes of ethics, we strive to work through any multiple relationships that arise when students seek or obtain mental health services from settings where we have affiliations.

Scholastic Dishonesty is an issue that all students should become familiar with during their undergraduate years but is equally important as a graduate student. Cheating on a test, plagiarism, and collusion are among the topics covered in the Scholastic Dishonesty section of the UND Code of Student Life. You should read Section 3-3 on page 19 at this website: http://sos.und.edu/csl/codelife2007.pdf. Since we have found that plagiarism is a topic that some graduate students are not yet fully informed about, that subsection is reprinted here:

“Plagiarism means the appropriation, buying, receiving as a gift, or obtaining by any means another person’s work and the unacknowledged submission or incorporation of it in one’s own work.”

Instructors may choose to treat cases of scholastic dishonesty as a scholastic matter or a disciplinary matter. Consequences depend on the severity of the case and may include a failing grade and even termination from the program. Due to the seriousness of these issues, students are encouraged to consult faculty for clarification whenever they are unsure if their work in progress is meeting academic standards.

All students recognize by signing the handbook that they are solely responsible for their own work and responsible for knowing and abiding by scholarly standards of citation and quotation.

Student Supervisory Support, Remediation, and Disciplinary Action:

When students struggle to meet academic or skill development expectations, engage in an unethical behavior, or are involved in an unethical situation, the Department has a number of options for responding to the situation. These include, but are not limited to: (a) the requirement of additional supervision before assigning a passing grade, (b) requiring additional study of ethics, and/or other assignments deemed appropriate by the faculty, (c) placing the student on Program probation, or, (d) in extreme instances, dismissal from a course and/or the program.
However, our goal is to make sure we provide adequate training and remediation (if necessary) in counseling skills and ethical understanding, not to punish students for making a mistake.

All students will struggle at times with the academic and personal demands of the Program. Through the formal process of student evaluation, faculty might determine that additional support or disciplinary action is needed for a student to progress. If this occurs, a written remediation plan is implemented. The remediation plan is coordinated by the student’s advisor and is developed in consultation with other faculty and, as appropriate, other clinical supervisors. Additional supervision often a component of the remediation plan and is typically provided by a doctoral student in Counseling Psychology, who in turn is closely supervised by a Program faculty member.

**Student Grievance Procedures and Policies**

The Counseling Psychology program faculty is committed to providing quality professional training for our students, in an atmosphere of respect, acceptance, mutual feedback, and in accordance with the APA Ethical Principles. Acceptance of and respect for cultural, gender and individual differences are of the utmost importance. If occasions arise where students feel aggrieved, both the department and the university provide for grievance procedures, which are specified in the Graduate Bulletin, the Faculty Handbook, and the Student Code of Life. While every effort will be made to resolve grievances informally, violations of student rights will not be tolerated.

**Grievance and Appeals Process**

Students are encouraged to work out conflicts or disagreements about evaluations with their direct supervisor, advisor, or instructor, depending on the context. Below is the general chain of command with appeals/grievance proceedings recommended to students:

Complaint > Instructor > Advisor > Chairperson or Program Director > Dean of the Graduate School

Below is a summary of these procedures for various types of grievances relevant to graduate students in the Masters in Counseling program. In the event of a grievance, your advisor, the program director or the department chair can also give you a copy of the departmental bylaws, which explains grievance procedures in even greater detail.

**A. Discrimination and Sexual Harassment Grievances.**

Any grievance based upon alleged discrimination, report of gender or sexual harassment, or gender- or sexually-based assaults must be filed with due diligence in accordance to guidelines of the Affirmative Action office (http://und.edu/affirmative-action/).

**B. Other (Non-Grade Related) Grievance Processes.**

Any Faculty or Student who has a non-grade related grievance must attempt to resolve it at the Department level. (See Section 11 of the College of Education and Human Development Academic Concerns and Grievance Process: http://education.und.edu/_files/docs/academic-
The CPCS department allows for the involvement of the EAC, which is an addition to the College procedures noted in Section II of the College policy (See Formal Options E-G, below).

**Informal Options.**

a. The grievant shall discuss the grievance first with the person(s) involved in an attempt to resolve the situation.
b. After initial contact, the grievant may attempt to use either negotiation or mediation, or both, before initiating a formal grievance. In most instances, the grievant should attempt to resolve the grievance through negotiation by discussing the concern with their colleague with whom they have the grievance and/or the department Chair.
c. The grievant may initiate mediation by requesting assistance from any person or entity appropriate to provide mediation. If the person or entity requested to mediate the concern agrees to do so, that mediator shall contact the instructor and/or the department Chair and proceed with mediation if that party agrees.

**Formal Options.**

a. Within twenty (20) days of the occurrence which forms the basis for the grievance, or within ten (10) days of the final attempt at negotiation or the final effort at mediation, whichever is later, the grievant shall file a written grievance to the department Chair, indicating the basis for the grievance and the specific remedy sought.
b. The department Chair shall visit with the grievant and the individual(s) alleged to be the basis for the grievance and shall request such additional information as deemed necessary to render a response to the grievance.
c. Within fifteen (15) days after the grievance has been provided, the department Chair shall provide the parties to the grievance with a written statement indicating what actions, if any, will be taken in response to the grievance.
d. The Chair may request that the EAC provide a secondary review of the grievance. However, the review is advisory to the chair, and advice or opinions of the EAC are non-binding.
e. It is the responsibility of the Chair to retain a record of the investigation of the grievance and copies of any relevant documents procured thereby.
f. If the grievance is against the departmental Chair, or the Chair has a contractually identified dual relationship with either party involved in the grievance, and attempts have been made (as described above) to resolved the grievance directly with the Chair or individual(s) involved, the aggrieved party may take their grievance to the Dean, with the Dean following the same steps and timelines as indicated in a-d of the formal grievance process.
g. If the chair is unable to solve the grievance, then the grievant may proceed as provided in Section II of the EHD College Grievance Policies within the time specified by that document, unless the grievant is a graduate student, in which case the grievance would go to the Dean of the Graduate School.

**C. Graduate Student Grievance Process.**
Graduate student grievances fall under the jurisdiction of the School of Graduate Studies except for grade grievances, which fall within the jurisdiction of the college offering the course. For grade grievances it is the student’s responsibility to seek resolution by going through the appropriate levels. For students, the levels are as follows:

a. Any student with an academic grievance should first discuss the grievance with the professor.

b. If the grievance is not resolved at faculty level, the student may bring it to the CPCS Chair within 20 days of the last attempt to work the grievance out with the instructor. A formal grievance must occur in writing.

c. The Chair may request that the EAC provide a secondary review of the grievance. However, the review is advisory to the chair, and advice or opinions of the EAC are non-binding.

d. It is the responsibility of the Chair to retain a record of the investigation of the grievance and copies of any relevant documents procured thereby. The chair must respond to the grievance within 15 days.

e. If the grievance is not resolved at the Department level, the student may appeal it to the Department’s EAC.

f. If the grievance is not resolved at the Department level, the student should discuss it with the Dean of the College of Education and Human Development and request remediation. Further details regarding grievance policy of the college can be found on the EHD home page on the internet.

g. If the grievance is not resolved at the college level, the student may request a review of the grievance by the Student Academic Standards Committee of the University. The SASC will consult with all parties involved in the grievance, will document its findings, and will make recommendations to the Vice President of Academic Affairs who will then render the disposition of the grievance within fifteen days following receipt of the ASC recommendations.

It is the student’s responsibility to initiate and advance the grievance. This policy is included on graduate syllabi.

For non-grade related grievances, see the UND Graduate Academic Catalog. It is the student’s responsibility to initiate and advance the grievance.
**Sequence of Procedures and Forms**

**NOTE:** All suggested semester numbers (e.g., “Semester 3,” “Semester 4”) assume a full-time schedule. See your advisor for clarification if you are pursuing your degree part time.

**Beginning of First Semester**

**Email**

All students and faculty in the Department of Counseling Psychology and Community Services are expected to have an email address, to be a member of the UND MA Student listserv, and to check email at least weekly (and between every class session for classes that meet more than once per week). Sometimes there are important e-mail announcements about events taking place within the next 24 hours, so check your email daily whenever possible. The purpose of this set of expectations is to facilitate program and course-related information. If you are even temporarily not a part of the email system, you will miss out on important information. Computers in our lab and throughout campus may be used for reading and sending email, as well as academic use of the Internet. As part of the expectation for students to become technologically proficient, students must know how to send and receive email attachments, and how to password protect documents.

You can easily obtain an email address through the Computer Center. In fact, the University assigns email accounts to students automatically upon course registration. Please go to the ITSS website at [http://www.und.edu/dept/itss/](http://www.und.edu/dept/itss/) to claim your email address. If you have questions, call the Help Desk at 777-2222 or check out this website: [www.und.edu/dept/itss/email.html](http://www.und.edu/dept/itss/email.html)

**Mail Slot in Room 327**

Every MA student is assigned a mail slot in Education 327. You may receive on-campus or off-campus mail in this slot and students may use this feature to leave materials for each other.

Also in Education 327 there is a mail slot for materials that master’s students need to hand in to the program director, labeled “master’s program” Use this slot for any materials that require the signature of the master’s director, or need to be handed in to the master’s director (e.g. copies of FBI background check, liability insurance, etc.)

**Human Subjects Training**

All students should complete the online modules of CITI’s Course in The Protection of Human Research Subjects at [www.citiprogram.org](http://www.citiprogram.org) prior coming in contact with any IRB approved research as part of their scholarly project teams or otherwise. Therefore, you should complete this training and give a copy to your scholarly team leader and the PD as soon as possible in the first semester.

**Middle of Semester 1**

**Liability Insurance**

It is the responsibility of all students to obtain practice liability insurance prior to the start of COUN 580: Practicum. Students typically become a student member of either the American Counseling Association ([www.counseling.org](http://www.counseling.org)) or the American Psychological Association ([www.apa.org](http://www.apa.org)) and apply for insurance at a discounted student rate (ACA coverage: [www.acait.com](http://www.acait.com), APA coverage: [www.apait.org](http://www.apait.org)). You may seek coverage from another insurer;
however, no matter which provider you select, your policy must cover you for at least $1,000,000 per occurrence/annual aggregate. After purchasing the insurance, the student submits documentation of coverage. This document is typically just one page, which must show these four components: (a) name of the insuring company, (b) student name, (c) dates of coverage, and (d) dollar amount covered. Submit coverage verification (do not submit a copy of the entire policy) to the MA Program Director or a student worker designee, who will then place it in your student file. It is your responsibility to renew this coverage annually as long as you are providing counseling services as a student. Failure to maintain coverage will result in not being allowed to enroll in COUN 580/1: Counseling Practicum, COUN 584/7/8/9: Counseling Internship, and other courses at the discretion of the faculty.

**FBI Identity History Check**

All students must complete a background check PRIOR to applying for practicum. Background Check procedures (see Appendix A) must be initiated by the student within the first week of the first semester. You will not be permitted to begin any clinical activities, particularly seeing clients. The identity check may take 8-12 weeks, so it is vital all students apply for their background check with the FBI before Sept 10th. Having done a previous background check for other work or immigration obligations does not excuse a student from this requirement.

**HIPAA Training**

In preparation for advancing to the Counseling Practicum, students must complete an online quiz on the Health Insurance Portability and Accountability Act (HIPAA) by Oct 15, and hand in a copy of their passing score to the PD mail slot. You will receive an email from the medical school with a link to the training sometime early in the fall semester.

**End of Semester 1**

**Progress Reports/Evaluation**

Master’s student evaluations are completed during the middle of every academic year in your Program. Faculty meets and discusses the progress, strengths, and growing edges of each student near the end of each fall semester. Faculty comments will be recorded and you will receive written and oral feedback from your advisor shortly thereafter. You are expected to meet with your advisor, review the feedback, and sign the evaluation within one month after its completion. This evaluation will become part of your official file. See Section 8 for a copy of this evaluation form.

Students also receive evaluative feedback on their practitioner skills in both Practicum (COUN 580) and Internship (COUN 584/7/8). This evaluation will be completed by the course instructor, group supervisors, individual department supervisors, and internship on-site supervisors. These reports will also become part of your file.

**Beginning of Semester 2**

**Program of Study**

The Program of Study is an outline of the courses and activities each student needs to complete in order to be awarded the Master’s degree. Download the form and the instructions for it (two separate documents) from the [Graduate School Forms](#) webpage. The form is completed by you after consultation with your advisor and filed with the Graduate School. The Program of Study must be reviewed and signed by your advisor and the Program Director (or all
members of the Faculty Advisory Committee if you are completing a thesis instead of a scholarly project) and completed during the second semester of enrollment in the Program. You may not take the comprehensive examinations or advance to candidacy until this form is filed and approved.

**Semester 3**

**Institutional Review Board (IRB) Forms**

All students should complete the online modules of CITI’s Course in The Protection of Human Research Subjects at [www.citiprogram.org](http://www.citiprogram.org) at the beginning of their first fall semester prior to using human subjects in a research project. IRB proposal for new student research projects MUST be submitted to the Institutional Review Board at least one month prior to the date you intend to take your Comprehensive Exam. It may take two weeks or more to hear back from the IRB. Then it is often necessary to revise the application before you receive approval. No research data may be collected until the IRB form showing that the study has been approved has been received, so allow sufficient time for this process.

**Topic Proposal Form**

To propose your scholarly project, independent study or thesis, this form must be approved. You may not take the comprehensive examinations or advanced to candidacy until this form is filed. Typically, those students working on a thesis will have this form approved by the Faculty Advisory Committee on the same day as their proposal meeting; however, corrections may be needed for it to be finalized. Those students working on an independent study will complete the Topic Proposal Form and have it signed by their advisor once IRB approval is obtained. Scholarly project students will complete this form once the topic and work has been agreed upon between the scholarly project leader and team. The Topic Proposal Form must be completed one semester before the semester in which you graduate.

**Semester 4 or 5**

**Comprehensive Exams**

After completing the majority of coursework for the degree, filing a Program of Study, obtaining IRB approval, and filing the Topic Proposal Form, you are advanced to Candidacy for the MA degree and eligible to take the Master’s Comprehensive Examination (Comps). If you have not been advanced to candidacy, you are not eligible to take Comps. Comps are offered on the Monday before Thanksgiving and the Monday before Spring Break each year. You must sign up by the deadline announced on the MA student listserv (35 days ahead of the date of comps). In order to be allowed to sign up for comps, students must have their research project submitted to IRB, or have their scholarly team leader verify that they have successfully completed all scholarly team work up to this point so that your eligibility can be verified. The examination must be passed prior to graduation. It currently costs $45.00, which is paid by check on the day of the exam. This is a national exam developed by the Research and Assessment Corporation for Counseling (See Appendix C). The MA students in the Department of CPCS take the national Counselor Preparation Comprehensive Examination (CPCE) as part of their graduation requirements. Study materials for the National Counselor Examination, upon which the CPCE is based, are available. Check out the preceding link and/or [http://www.nbcc.org/study](http://www.nbcc.org/study) for details.

The outcome of Master’s Comps can be pass, additional examination needed, or fail.
Passing: A student passes comps if they have no score lower than 10 on any section and their total score is greater than or equal to the national average of non-exit exam test takers for the 5 years prior to the year in which comps are taken.

Additional examination required: A student will require an additional examination in if they scored less than 10 in no more than 2 sections, but have a total score greater than or equal to the national average of non-exit exam test takers for the 5 years prior to the year in which comps are taken. The additional exam will consist of short answer essay questions in the areas not passed.

Failing: A student fails if their total score is less than the national average of non-exit exam test takers for the 5 years prior to the year in which comps are taken or the student scores a 9 or lower on more than two sections of the comprehensive exam.

Multiple attempts: If a student fails the first attempt of taking the comps, then the student will simply retake the exam.

If a student fails the comps exam for a second time, the student will develop and implement an approved study plan and must enroll in a comp prep course approved by the faculty such as the AATBS preparation course online prior to taking the exam for a third time.

Students who have failed comps two times and have completed a prep course can choose in consultation with their advisor whether they want to take the regular comp exam or a short-answer essay examination for the third and final attempt at comps. If a student elects to take the short-answer essay exam, the student will write essay questions for each of the eight areas assessed in which the student did not score a 10 or above on both previous attempts. Short-answer essays will be administered over a period of up to two days, with no more than four questions per day. At least two faculty members will read and grade each question. If these two faculty members disagree in whether a student has passed or failed the content area, a third faculty member will read the question and break the tie. A student who fails any part of the essay or regular exam on the third attempt at comps will be dismissed from the program. Short-answer essay exams for one or more sections will follow the following format: Based on the content area that needs to be passed, the student will answer four out of six short-answer questions. A student has two hours per content area, and is expected to write responses that are no less than ½ page and no more than one page, single-spaced in length (Times New Roman, font 12), for each of the four short-answer questions per area.

Compared to the national averages, UND students have consistently scored above the mean in all eight categories of the exam. We are delighted with these results and proud of the students who have accomplished them.

Semester 4
Apply to Graduate

At the beginning of your final semester, check the Dates and Deadlines page of that semester’s Academic Calendar (http://und.edu/academics/registrar/calendar-academic.cfm) to find out the due date for the “Application for a Graduate Degree” form. This form is not
available online, so you must obtain it from the Graduate School, 4th floor, Twamley Hall. Fill it out, ask your advisor to sign it, and submit it to the Graduate School. Once completed, your file will be checked by the Grad School to assure that everything is in order.

**Final Report on Candidate**
In the middle of your final semester, again check the Dates and Deadlines page of that semester’s Course Schedule to find out when the final report is due and check with your advisor to make sure that all paperwork has been completed for you to meet this deadline.

**IRB Research Project Termination Form**
You must file a Research Project Termination Form with IRB prior to graduation, upon completion of your IS or Thesis (go to http://und.edu/research/research-economic-development/institutional-review-board/forms.cfm).

**Graduation Checklist**
A graduation checklist will be implemented in Fall 2008. A draft of the checklist is included in Section 9: Departmental Forms and Notes. Its primary purposes are to ensure that you have properly filed your research data and IRB forms and that we have a post-graduation e-mail address and home address for you. It is important to have this contact information for follow-up purposes. Specifically, to provide the highest quality education for students, we are required to report educational outcomes. Therefore it is important to let us know the job title, employer name and address, and full-time/part-time status of your first job in the field after you graduate. The graduation checklist is signed by your advisor and submitted to the MA Program Director.

**Semester 5 and Beyond**
Students who have attended part time or who have not completed their independent study (IS) or thesis by the end of their fourth semester may graduate during a semester in which they are not taking any courses (i.e., the only remaining requirement is to complete the IS or thesis).  If you are in this situation, you must register for a continuing enrollment credit (COUN 996) during the semester you graduate.  This bears repeating: students will not be allowed to graduate unless they are enrolled in a course or continuing enrollment credit during their final semester.

**Summary: Sequence of Procedures and Forms**
For quick review. Thorough familiarity with the details above is expected.

**REMINDER** All suggested semester numbers (e.g., “Semester 3,” “Semester 4”) assume a full-time schedule.

**Throughout the Program:**

*Ethical Expectations, Self-Disclosure, and Scholastic Dishonesty*

Familiarity with and adherence to the ethical standards of the professional association for your program emphasis (ACA, NAADAC, CRCC, or ASCA).

Familiarity with program expectations for self-disclosure and UND policies on Scholastic dishonesty.
**Semester 1: Beginning**

- **Email** Have an e-mail address, be a member of the UND MA Student listserv, and check email often. Also check your mail slot in Montgomery 326 regularly. Get the FBI background check started. Complete the Human Subjects training
- **Middle of Semester 1:** Liability Insurance
  - Obtain practice liability insurance prior to the start of COUN 580: Practicum.
- **Complete FBI Background Check.** This also must be done before you can see clients.
- **End of Semester 1:** Progress Reports/Evaluation
  - As evaluations are completed during the busy period at the end of fall semester, meet with your advisor in January to review and sign your annual evaluation.

**Semester 2**

Program of Study: Submit this form with proper signatures to the Graduate School.

**Semester 3 or 4**

- **Institutional Review Board (IRB) Forms.** If you are using human subjects in your research, IRB approval must be obtained before you begin any research/data collection.
  - **Topic Proposal Form:** Submit this form to the Graduate School after obtaining IRB approval for your IS and one semester before the semester in which you graduate.

**Semester 4 or 5**

- **Comprehensive Exams**
  - After you are advanced to Candidacy for the MA degree, you are eligible to take Comps. Check out the preceding link and/or [http://www.nbcc.org/study](http://www.nbcc.org/study) for study tips. Be familiar with the policies and procedures for retaking Comps.

**Semester 6**

- **Apply to Graduate:** Beware of the early deadline for this application form.
- **Final Report on Candidate:** Check with your advisor to make sure that all paperwork has been completed for you to meet this deadline.
  - **IRB Research Project Termination Form**
    - This form must be filed with IRB prior to graduation.
- **Graduation Checklist:** Complete this form with your advisor.

**Semester 7 and Beyond**

- Students will not be allowed to graduate unless they are enrolled in a course or continuing enrollment credit (COUN 996) during their final semester.
  - If students take off any fall or spring semester prior to graduating, they must fill out a Leave of Absence from Graduate Study form. Prior to returning they must complete a Readmission form. These forms are available on the Graduate School webpage.

**Summary: Important Milestones and Forms for MA Students**

- Whereas the preceding summary was organized chronologically, this summary is indexed topically (and not strictly chronologically).
- 
  - Program of Study: File during 2nd semester, 1st year
<table>
<thead>
<tr>
<th>Topic Proposal Form</th>
<th>File during semester preceding semester of graduation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>NOTE:</strong> Both of above must be completed, approved, and filed with the Graduate School by a specific date during the semester PRIOR to the semester in which you plan to graduate. Each semester, the date is listed in the academic calendar in the Schedule of Courses.</td>
<td></td>
</tr>
<tr>
<td>Human Subjects Training: Complete within the first month of the first fall semester online</td>
<td></td>
</tr>
<tr>
<td>FBI Background Check: get fingerprinted asap, hand in application and check for required fee to PD by Sept 10th</td>
<td></td>
</tr>
<tr>
<td>Scholarly project teams and IS: All requests to join a different scholarly team need to be submitted before the start of the spring semester of the first year to the PD. In exceptional cases, students can petition to switch advisors and scholarly project groups as late as April 30th of the spring of the first year.</td>
<td></td>
</tr>
<tr>
<td><strong>Institutional Review Board</strong></td>
<td>Apply for approval to conduct research AFTER IS topic is approved, and BEFORE beginning data collection. IRB approval must be obtained before you begin any research/data collection.</td>
</tr>
<tr>
<td><strong>Comprehensive Exam</strong></td>
<td>Take prior to graduation, watch for posted deadline. Offered every November and March.</td>
</tr>
<tr>
<td><strong>Apply to Graduate</strong></td>
<td>Watch for the posted deadline and submit the Application for a Graduate Degree form (only available at the Graduate School, not online) to your advisor early in the semester you plan to graduate.</td>
</tr>
<tr>
<td>IRB Research Project Termination Form</td>
<td>You must file a FINAL REPORT with IRB prior to graduation, upon completion of your IS or Thesis.</td>
</tr>
<tr>
<td><strong>Final Report on Candidate</strong></td>
<td>Check with your advisor during your final semester to ensure that you have completed all the paperwork on time for you to graduate as planned.</td>
</tr>
<tr>
<td><strong>Graduation Checklist</strong></td>
<td>Complete this form with your advisor and submit it to the Program Director a week or two before graduation.</td>
</tr>
<tr>
<td><strong>Thesis Requirements:</strong> In addition to the deadlines posted above, there are deadlines particular to the process of completing a Thesis. If you choose the Thesis option, it is essential that you check with your advising committee to stay on top of these deadlines.</td>
<td></td>
</tr>
</tbody>
</table>
NOTE: Whenever you need to complete a Graduate School Form, download it from the Graduate School Forms webpage. These forms have changed frequently over the years and filling out an obsolete form could result in an inconvenient delay in your progress toward graduation.

Further information on Graduate School requirements is published in the UND Academic Catalog. Be sure that you understand all of the information provided there, as you are responsible for meeting Grad School deadlines. Some students have found themselves stuck when they forgot to read the catalog; don’t let this happen to you.
Section 2: Advising Relationships

Upon admission, students are assigned an academic advisor, who will be responsible for working with you on the following program advising issues.

Advising Meetings

Typically, you should arrange meetings with your advisor at least twice each semester. Use these meetings to confirm progress throughout the Program and to determine which courses to take in the upcoming semester. In addition, several issues need to be addressed with your advisor at specific times during the course of your program. These are:

Evaluation Feedback: this meeting will occur early in each Spring semester. Each student’s progress will be reviewed by the faculty at the end of the Fall semester after completion of the first year and annually thereafter. You advisor will meet with you to communicate feedback from that evaluation and further discuss it with you.
**Effective use of Advising Time**

You will want to consider the following in planning your use of advising time.

1) It is your responsibility to set up advising meetings and to make sure that you are “on track” regarding your progress in the Program. Don’t make the mistake of missing deadlines because you were waiting for your advisor to schedule a meeting.

2) Advisors differ in the frequency, length, and content of advising meetings. During orientation, you will have a chance to find out how your advisor structures the advising relationship. However, you may also want to clarify that as you get to know your advisor better and get a better idea of what you expect from advising.

3) Often students feel that they are “using too much time” in their advisor’s hectic schedule. However, advising is a crucial role for all faculty. In fact, being “under-advised” can lead to mistakes that cost everyone a lot of time. Again, be sure to ask your advisor what she/he thinks is a reasonable amount of time for advising activities. Second, use meetings efficiently – come prepared with questions or concerns so that you can get your needs met without using unnecessary time. The MA Program Requirements Checklist in Section 8 of this Handbook is helpful in this regard. Finally, when you schedule your meeting, specify the length of the meeting and stick to it.

4) Read this Handbook and the Graduate Student Handbook before asking your advisor about questions that are answered therein. After you have carefully read these materials, faculty members can help clarify any questions you may have.

**Other Advising Issues**

If you think that you may want to switch your program emphasis, talk with your advisor about the differences in those emphases and the potential impact on certification or licensure. Students must petition the Counseling Faculty and have this petition approved to switch program emphasis.

If your advisor does not have the information you need, he/she can usually get it from the Graduate School or the MA Program Director. Occasionally, an issue or question may come up which must be addressed by the entire faculty. When this happens, please be patient. It can take a little time to get a final answer.

Switching advisors: Since your scholarly project leader is also your advisor, procedures for switching advisors are outlined in the Scholarly Project Section. Students occasionally wish to switch advisors, due to different interests, work styles, and other valid reasons.
Section 3: Information on Internship and Independent Study

Program faculty work closely with students to identify and develop the most appropriate internship sites available, based on the interests and skill level of students as well as the quality of training and supervision that an internship site can offer. The number of existing and potential sites in our rural region, however, is limited. As the internship represents a significant commitment for the student, the training site, and the academic program, students must be willing to apply to a variety of sites to maximize the probability of a successful placement. Therefore a program expectation is that students apply to all appropriate sites within a 90-minute to two-hour radius of Grand Forks and agree to accept an internship offer that may entail a commute of that distance.

Internship and the Independent Study are the two Program requirements that trigger the most questions for the majority of MA students. Therefore, in this section, several tips, suggestions, and guidelines are provided with the intent of minimizing anxiety about completing these challenging, but rewarding, activities.

Internship

Overview
COUN 584/7/8: Internship in Counseling is a two-semester, supervised counseling experience at an external site, typically completed during the second year in the program. Internship (COUN 584 for the Community Agency Emphasis, COUN 587 for the Addictions Emphasis, and COUN 588 for the Rehabilitation Counseling Emphasis is taken after COUN 580: Practicum is completed. Internship for Community Agency and Rehabilitation students requires 20 hours per week on-site over two semesters, or a total of 600 hours. Addictions students complete a 40-hour per week internship over nine months. The breakdown of hours tends to vary significantly by site and final approval of activities is determined by the Internship instructor. However, as a guideline, for a 600-hour Internship, students are expected to spend at least 3-4 hours each week in direct client contact, for a minimum of 100 direct client contact hours. This contact can include counseling sessions, assessments, outreach, and a variety of other activities involving clients. In addition, all students are supervised weekly by a supervisor at the site. The supervisor must have a master’s degree in Counseling or a closely related field.

In addition to seeing clients and participating in on-site supervision, interns also participate in weekly small group supervision at UND, attend seminars on campus, and complete a Learning Contract developed as part of the Internship course requirements each semester. The Learning Contract includes a variety of activities designed to enhance the development of counseling skills. At the end of each semester of Internship, each student completes a portfolio that outlines how the components of the Learning Contract were met, as well as other requirements specified in the course syllabus.

On site, students may participate in group, individual, couples and family counseling, individual supervision, case conferencing, administrative activities, outreach services, advocacy, and professional consultations, to name several of many possible opportunities.
**Internship Placement**

Internship placements are competitive and dependent on a variety of factors out of the program’s control, including, but not limited to, the student’s overall performance and performance during individual application interviews with sites and the willingness of the student to apply to many sites and travel to our rural placements. Therefore, the department and program does not make any guarantees that students receive a placement of their choice. In general, students who have acquired good counseling skills and professional behavior are able to secure their preferred internship sites. The Graduate Programs’ Internship and Field Placement Coordinator must give permission for students to apply to individual sites, and most sites do not accept individual student applications, but expect all applications to go through the placement coordinator.

Students submit their site preferences prior to a mandatory informational meeting held in December to prepare students for the application and placement process. This process involves a careful balance of resources and student needs. Occasionally it can take some time for everyone to be placed. It is on-going process and often requires significant patience on your part. However, the Department is committed to your training and you will be placed in a site that is at least a reasonably good match for you.

All Internship sites have some type of an interview, but the goal and process vary significantly. Some sites have a competitive application process, in which they meet with all interested students and select only some number of those applicants as interns. Other sites hold more of an informational interview, wherein a student meets with the supervisor or site representatives after being selected, to “get acquainted” and obtain more first-hand information about the site.

**Internship Sites**

Sites where students have completed Internship in recent years include:

- UND University Counseling Center
- Northwestern Mental Health Center (Crookston)
- Community Violence Intervention Center
- Options Independent Living
- Twining Elementary & Jr. High School
- Augustana Lutheran Church
- The Family Centre (Winnipeg)
- Addiction Training Consortium Sites*
- Ruth Meier Residence (for adolescents)
- NDSU Counseling Center
- Northeast Human Services
- The Village Family Services
- Douglas Place
- MN Vocational Rehab
- Prairie Harvest
- Voc Rehab at VA
- ND School for the Blind
- TRIO Programs (UND)

(This list is not exhaustive and new sites are added frequently.)

*For Addiction Counseling Students only. The application process is more formalized for this program emphasis. Consult with your Addiction Coordinator for details.

If you are looking for an internship site outside of Grand Forks, you will need to discuss this with the Coordinator before the start of the spring semester during which you intend to
apply for internship. Students wishing to pursue an internship outside the Grand Forks/Fargo area will also have to have completed the majority of their coursework, with only 1 didactic class remaining in the fall and spring. This situation usually requires more “leg-work” and set-up on your part, but all placements must be reviewed and approved by the Department. Of particular concern is the assurance that a qualified supervisor is available. However, when a student is proactive and takes responsibility for securing a placement away from our placement area, this can be a great situation for a student who seeks more specialized experiences or has family obligations in a different region. Students who anticipate such circumstances should contact the PD and the placement coordinator as soon as possible.

**Policy on taking coursework over a distance during an out of town internship placement**

Students who pursue an internship outside a 1.5 hour driving radius of UND may be permitted to take their remaining 3 didactic courses along with internship class, VLTs, and scholarly project work via distance communication. It is the responsibility of the student to inform the instructor of the classes impacted as soon as possible. Students pursuing internship need to ensure there internship sites allow time off for taking classes at the scheduled time (see Campus Connection for class schedules). Students also need to ensure they have access to an adequate computer system and wired internet access to log into adobe connect, skype, or a similar face to face application.

Only students living outside the Grand Forks area (1.5 hr distance) for internship purposes are allowed to take classes from a distance. The following are examples that are not sufficient reasons for taking classes from a distance:

- Living in Fargo, not wanting to drive to campus
- Having an internship less than 1.5 hrs away
- Not having access to transportation

The individual course instructors will have their own policies about whether or not students may use the distance feature on rare occasions such as family emergencies, snow storms, or other disruptions to class.

**Scholarly Project**

Scholarly projects are designed to give terminal master’s students a thorough and guided introduction to academic research. Most students will complete this requirement by joining a scholarly team. The leader of the scholarly team will also be the student’s advisor. Students will be matched to advisors based on expressed student preference, student interview with prospective advisor and availability of advisor. It is anticipated that once a permanent advisor is assigned, changes to advisors would only be in exceptional circumstances or based on the current and proposed advisors’ discretion and agreement. The following procedures and timelines will be followed to determine advisors/scholarly teams.
1. Admitted and confirmed students will be presented with a list of faculty members including research areas, and asked to respond to the master’s director within 1 week with a ranking of the top 3 faculty members they might want to be their temporary advisor. Every effort will be made to accommodate these preferences when assigning temporary advisors, although staffing issues and advisee caseload might occasionally result in a student being assigned a temporary advisor not from their preference list.

   Rational: taking into account student preference increases chances students stay with temporary advisor, have at least some interest in the topic of the scholarly project, and reduces workload

   Person responsible for implementing: Director of Master’s Program

   Timeline: Group email send out to all incoming master’s students approximately 1 month before their start date asking for a return email within 1 week. Follow up with students who have not returned their rankings after 1 week. Make temporary advising assignments and submit to grad school

2. First fall semester students will have at least one group advising meetings regarding scholarly project planning with temporary advisor, who will be responsible for finalizing his or her topic for the group scholarly project anticipated for this cohort, and communicating this topic clearly to his/her advisees. This meeting should be announced to all master’s students so other interested students may join the meeting to get more information about the specifics of the anticipated scholarly project. This email should include the maximum number of students that can be involved for the current project and how many are currently involved; to give prospective members an assessment of how likely it is they will be able to join this scholarly group. Interested students not able to make this meeting should be given a copy of the scholarly project highlights.

   Rational: Allows faculty and students to clearly plan scholarly project topic in a timely fashion so students are set to go for research methods class in spring. Allows students to choose another scholarly project group if they are not satisfied with their choice from before entry. Will reduce workload for faculty to one meeting with students as a group.

   Timeline: Group meeting or scholarly project highlights emailed to interested students before Dec 1st

   Person responsible for implementing: Temporary advisors, Director of Master’s program should ensure/remind advisors during November.

3. Students who wish to switch advisors will have secured permission from this new advisor to join, and have communicated with temporary advisor this change. Students will fill out Change of Advisor form. Note that such a change can only be made if there are enough spots left on the desired advisor’s team.

   Rational: this will ensure orderly distribution of students to advisors will balancing advisee load amongst students and keeping workload to a minimum

   Timeline: Before beginning of first spring semester, extenuating circumstance will be considered until April 30th of first spring semester

4. Spring of first year students will do a literature review on the scholarly project topic in their research methods class, as well as develop a plan for methods in consultation with their advisor. Advisees are responsible to show the instructor of research methods their project highlight sheet and instructor and advisor are encouraged to communicate at least once to resolve any questions
about the topic of the scholarly project. Instructor double checks all students are on scholarly project teams or have secured permission from a faculty to commence an independent study.

5. Fall and Spring of second year (summer optional depending on advisor availability): Scholarly project teams execute agreed upon project under the guidance and supervision of the advisor. Students will take 1 credit per semester of 995 during that time, for a total of 3 credits. If credits for scholarly project are not available in the summer, students will take this extra credit either the fall or spring semester of the second year in consultation with the advisor.

Additional notes:
**Part time students** will need to decide in consultation with their temporary advisor during the first fall in the program whether they plan on taking Research Methods the first year and complete the scholarly project with their cohort (i.e. during the second year), or whether they postpone the scholarly project for one year, meaning students would take research methods the spring of their 2nd year and complete the scholarly project their third year.

The program expectation is all terminal masters’ students will complete a scholarly project as described above. Students wishing to pursue an independent study or thesis need to demonstrate a clear rational (e.g. plans to pursue doctoral study, international student who needs thesis to be recognized in home country, or clear plan to publish a study before exiting the program). Students who decide to pursue independent study are usually exceptional students with clear research interests and goal, who have a strong interest in research and recognize the additional demands independent study requires of the student and advisor. Students should expect to produce work of publishable quality for their independent study, with the goal of submitting their scholarly work to an appropriate outlet by April 30th of their second spring semester. These students should consult with their desired advisor most closely matching their area of interest as soon as possible in the fall semester to discuss the need and feasibility of such project. Assuming the advisor supports the request, the student will develop a one page proposal/rational letter with timeline to be submitted to the faculty by April 30th of the first year to be considered at the last faculty meeting of the school year. The faculty will approve meritorious requests which will be communicated to the student by the advisor.

Independent Study

Your IS will be completed under the direction of your advisor after gaining approval to switch from scholarly project to IS. By the end of your first year in the Program, full-time students should have developed a draft of a proposal in COUN 515: Research Methods. Part-time students will also need to be thinking of possible topics for your IS during your first year. You will want to talk with your advisor every semester about your study and also use the COUN 516: Research Lab to further develop your idea.

Independent Studies will be written as publishable articles and students should a lot appropriate time for this. The IS might be a qualitative or quantitative research study, a creative scholarly project, a program manual, or a program evaluation; your decision about the type of IS to complete must be made in conjunction with your advisor, but please note that an IS is expected to be in publishable format before graduation requirements are fulfilled.

31
Once you have decided upon the topic and form of your IS, you must file an Institutional Review Board (IRB) proposal for any studies in which you collect data on human subjects. The IRB is a University committee that reviews all studies involving human subjects (including surveys). Approval by IRB is mandatory and must be received before any portion of the study can begin. You cannot begin to collect data before the IS proposal has been approved by your advisor and the IRB. The Human Subjects Review Form Packet and similar forms are available at the Office of Research Development and Compliance (RD&C) web site.

Once the IRB proposal is approved, the next step is to file a Topic Proposal with the Graduate School. As detailed in Section 2, this form is available online at the Grad School website. This form must be filed with the Graduate School and approved by the end of the semester proceeding the semester in which you plan to graduate.

Most faculty are on a nine-month contract from mid-August to mid-May. Therefore if you wish to complete some of your IS work over the summer, you must check with your advisor about his or her availability. If you plan to complete a substantial portion of the IS during the summer, you should wait until that Summer semester to enroll in COUN 997 (Independent Study). Faculty are not obligated to assist on an IS in the summer if the student is not currently enrolled in COUN 997. Although there are faculty working with students on research projects every summer, you must not assume that your advisor will be available then. In some instances your advisor may be unavailable for most of the summer, but will be willing to negotiate with you to assist at a few key times. This is an especially important consideration for students planning to graduate in May but whose IS is running behind schedule.

Master’s Thesis. International students whose home countries require a thesis, or students with clear plans for doctoral study, can request to write a master’s thesis in lieu of a scholarly project. This needs to be requested as described above. Faculty will approve this request only for students who are demonstrating considerable skill and potential in research and writing, as evidenced by completed coursework in the Program. The thesis option requires that you establish a Faculty Advisory Committee, made up of three members of the Graduate Faculty, at least two of whom must be core faculty in the Counseling Program. Your advisor will typically serve as the Chair of the Committee. Unlike the IS, a thesis requires an oral and written proposal to the Committee as well as an oral defense. Another difference from the IS is that the thesis is submitted to the Graduate School and must be approved by the Dean. Therefore there are more deadlines involved in completing a thesis and the final deadline is earlier in the semester than the IS deadline. Thesis proposals and/or defenses are not held during summer semester except with prior arrangement with the Committee and when drafts of proposals or theses have been submitted to the Committee prior to the end of Spring Semester. The link to the thesis outline form is on this Graduate School web page: http://graduateschool.und.edu/graduate-students/current/style-guide.pdf and http://graduateschool.und.edu/_files/docs/masters-handbook.pdf. While the thesis option may be useful for some students, it is a more rigorous scholarly endeavor that can also become more complicated and time-consuming. If you are interested in this option, be sure to discuss the advantages and disadvantages with your advisor very early in your program.

As mentioned above, the IS can take a variety of forms. Included in Appendix B is a sample outline of a quantitative IS. Qualitative studies and creative scholarly projects may have a somewhat different, and perhaps more individualized, format. The quality and format of every IS and Thesis, however, must adhere to the standards detailed in the American Psychological
Association’s *Publication Manual of the American Psychological Association, 6th Edition.* Examples of previous Independent Studies and Theses are available in the Department Library. Talk to your faculty advisor about reviewing Independent Studies and Theses that can be used as models for your own project. Every study, however, is unique. You should consult with your advisor about aspects of your own project that will differ from the models you select.

The following information is intended specifically for students selecting the thesis option. Students are encouraged, while taking COUN 515: Research Methods during their first year in the program, to begin considering research topics of interest to them. Working with faculty, they study these topics and ways to design research about them. Near the end of the first year, students should select a Faculty Advisory Committee (FAC) Chair, who will typically also serve as thesis advisor. Working with their Chair, students write a thesis proposal and complete the “Topic Proposal” form, which must be signed by all committee members and then filed with the Graduate School. The Proposal consists of the first two portions of the thesis: (1) Introduction and Literature Review, and (2) Methods. The Proposal is presented to the committee at a formal proposal meeting. For full-time students on a two-year schedule, this meeting must occur by September 30. Upon Committee approval of the full proposal, the student may finalize the Institutional Review Board (IRB) application for any research conducted with human or animal subjects. Only after obtaining IRB approval can data collection begin. After the data have been collected and analyzed, the next step is Preliminary Approval of a draft of the completed thesis manuscript. The “Preliminary Approval” form is signed by all FAC members and is filed with the Graduate School. Preliminary approval assures the student that no major changes will be required in the final copy of the thesis. After this, the final examination (oral thesis defense) is scheduled and conducted by the student’s FAC. Thesis proposals and/or defenses are not held during summer semester except with prior arrangement with the FAC and when drafts of proposals or theses have been submitted to FAC prior to the end of Spring Semester.
Section 4: Department Climate and Activities

Due to the intense and interpersonal nature of counselor preparation, students come to know each other well and often develop strong ties to each other and to members of the faculty. The Department is small enough to resemble an extended family in some aspects. As with any close group of people, there will be feelings of comfort as well as instances of conflict. As experts in human relations, mental health professionals recognize the importance of group cohesion. In the Department of Counseling Psychology and Community Services, several formal events, procedures, and informal traditions have been established to help facilitate a productive and respectful climate for growth and learning. The degree to which each student is willing and able to become involved in the activities listed below will vary, but we encourage you to become familiar with them and do your best to be contributing citizens of the Department.

Magna Iota, the MA Counseling Student Organization:
Magna Iota is recognized by UND as a Student Organization, which qualifies it for funding and service opportunities. Election of officers occurs in September. Fund-raising activities, social events, and charitable contributions have been regular contributions of Magna Iota to the Department and community climate. The Program Director serves as the organization’s advisor, but Magna Iota is a student-run organization. The organization runs best when more than just the four elected officers contribute to its operations.

Student Representatives:
Elections are held in September and as needed at other times. Elected student representatives are integral to Department operations in the following activities:

Faculty Meetings: There are separate meetings for the full Department of CPCS (one meeting) and the graduate programs (a second meeting). Each meeting occurs approximately once a month during the academic year. MA students and doctoral students share a vote at these meetings. Student representatives serve as a liaison between the faculty and the full student body.

Climate Committee and Diversity Committee: These committees may meet together or separately, depending on departmental needs. The goals of these committees include enhancement of a positive climate in the Department as well as respect for and celebration of diversity within the Department and in the Department’s engagement in the community. MA and doctoral students are elected to the committees. It is the hope of faculty that the committees continue to be student-led, with faculty present to facilitate discussion and assist with self-direction and adherence to the Department’s mission as needed.

Student Admissions: One or two MA students are elected to each of the admissions committees: (MA and doctoral admissions) and assist with student interviews, hospitality for the interview visit, and follow-up recruitment calls for applicants who have been offered admission to the program. These representatives also inspire participation by other students in the recruitment and admissions process.

Student Technology and Course Fee Committees: All UND students pay a Technology Fee and each Department may be eligible for upgraded technology in Department facilities. The application typically includes a prioritized list, complete with a rationale for how these upgrades will improve student learning. This application is a student-led process, but faculty are available to assist the Student Technology Fee Committee.
**Faculty Search:** Whenever there is a search for a faculty member in the graduate programs within the Department, an MA student is elected to assist with the interview process, help coordinate student participation in on-site interviews, and serve as a liaison for student feedback in the hiring process.

Annual Departmental Activities:
- Student/Faculty softball team
- Student Orientation (August)
- Holiday Celebration (December or January)
- Student Recruitment and Admissions (most active December through April)

Ad Hoc Department Activities (may or may not occur in a given year, depending on priorities set by student and faculty leadership):
- Brown Bag Lunches
- Potluck Meals
- Research Fair

Finally, **Comment Boxes** will be provided in room 327 in which you may leave anonymous compliments, complaints, and other constructive feedback. Department support staff periodically collects the contents of the boxes and forward them to Faculty.
Section 5: Helpful Tips from Former MA Students

These tips are observations, opinions, and pet peeves expressed by previous students in the Masters of Counseling program so.........consider the source!

- Keep your eyes and ears open and if you see or hear anything that you do not understand, ASK QUESTIONS!!

- Don’t wait for information to get to you; it’s not someone else’s responsibility to keep you informed. Watch out for yourself and take responsibility to get your own needs met.

- Keep in mind that the format for the independent study is different from the thesis. Be sure to check with Francie before trying to follow any guidelines for writing up your thesis or independent study. It will make life A LOT easier!

- Study groups can be invaluable to help you understand, clarify, and remember important material, and are also great support when you encounter tough times. Just to know some people care about you does wonders for emotional health.

- Network, network, network – whether it is with your peers or with professionals with whom you come in contact. You never know when you may need their help or they may need yours.

- Don’t get too uptight about things and try to go with the flow. This helps conserve your energy and gives you peace of mind until the BIG PROBLEMS hit!

- When scheduling classes, try to get those with lab requirements out of the way before you have to do your internship. That 20 hours a week for internship really cuts down on the time you have available to schedule labs, let alone the work needed to complete the class.

- Have confidence in yourself and remember you already have valuable skills that can be applied to counseling.

- If you don’t know something, call to find out the information and keep pestering until you get what you need.

- Start early with your Independent Study or Scholarly Project!!!

- Join professional organizations that have to do with your counseling interests. Start by participating in the Department’s student organization, Magna Iota. It’s also important to join the American Counseling Association (ACA) and the North Dakota Counseling Association (NDCA) affiliated with it. Membership applications can be found in the Department Office.
Participate in the Brown Bag meetings and ask questions or voice concerns about the program. If you find it difficult to do this during the meeting, jot your idea/opinion/concern (anonymously if necessary) and leave it in one of the Comment Boxes so that it can be addressed at the next meeting. YOU can make a difference and believe it or not, your fellow students and faculty want to hear from you!!!
Section 6: Financial Resources

Applications for graduate awards in the form of Fellowships, Tuition Waivers and Scholarships are accepted throughout the year but the greatest number of selections occurs by about March 15. The applicant must be admitted to a graduate program and be in good academic standing. The application form for funds available through the Graduate School may be downloaded at their website. Contact the Graduate School directly about annual awards listed below and also posted at: [http://graduateschool.und.edu/graduate-students/financial-assistance/index.cfm](http://graduateschool.und.edu/graduate-students/financial-assistance/index.cfm).

1. **Tuition Waivers** *
2. **Scholarships**
   a. Alumni Prize
   b. Chester Fritz
   c. Gale and Virginia Satrom
   d. George and Margaret Seaworth
3. **Cultural Diversity Tuition Waivers** *

Graduate Service Assistantships (GSAs) are often available at various academic and student service offices. Assistantships typically provide a full tuition waiver and a stipend. The following offices are among those that have previously employed students from the Department of Counseling Psychology and Community Services with GSAs. This information is being provided for your convenience, but does not constitute any type of guarantee that positions will be available now or during the next year. Unfortunately, we have no clearinghouse on campus for this type of information. If you have questions about this, please contact the Program Director.

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<tr>
<th>Advising (7-2117)</th>
<th>Housing (7-4251)</th>
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<tr>
<td>Career Services (7-3904)</td>
<td>Institutional Research (7-4358)</td>
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<td>Center for Rural Health (7-3848)</td>
<td>Learning Center (7-4406)</td>
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<td>Conflict Resolution Center (7-3664)</td>
<td>Registrar's Office (7-2711)</td>
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<td>Counseling Center (7-2127)</td>
<td>Student Health Services (7-4500)</td>
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<td>Dean of Students (7-2664)</td>
<td>TRIO/Student Support Services (7-3426)</td>
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<tr>
<td>Era Bell Thompson Cultural Center (7-4823)</td>
<td>Women's Center (7-4300)</td>
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Two forms of employment are available through the UND Financial Aid Office (777-3121), located in Twamley Hall: (a) the Federal Work Study (FWS) awarded to students who demonstrate financial need, and (b) Institutional Employment available to students enrolled at least half time and not based on financial need. You may also want to look into paid employment through Cooperative Education opportunities at [www.career.und.edu](http://www.career.und.edu).

* Tuition Waivers cannot be applied to course fees. Counseling Master’s students pay an extra course fee for the Assessment courses ($11), Practicum course ($72), and Internship ($138/semester). These fees provide the necessary operating budget for services that are critical for your graduate education. These fees provide resources needed for updated assessment and testing materials, site supervisor stipends, and travel costs for internship site visits. Only courses with expenses beyond regular classroom operations incur a course fee.
The Federal Educational Loans through the Financial Aid Office include the Federal Carl D. Perkins Loan awarded to students who have financial need, the Federal Robert T. Stafford Loan of low interest and made with a lender to the student who shows financial need, and the Federal Unsubsidized Stafford Loan and financial need not required for eligibility. A listing of commercial educational loan programs is also available at the Financial Aid Office.

**CPCS Department and Other Counseling Scholarships**

The Schroeder Scholarship, an Alumni Prize of $1,000 is awarded each year to a graduate student who has completed at least one year of graduate work. This prize, which may be granted in addition to other major awards, is in recognition of outstanding academic performance.

North Dakota Counselor Association (NDCA). The NDCA offers a $1000 scholarship to an M.A. student in a counseling program in North Dakota. The deadline for applying is usually in November.

Finally, for many years now, Department of Counseling Psychology and Community Services alumnus Gary Forrest has generously awarded a partial scholarship, covering registration fee and hotel accommodations, for a student to attend an annual advanced International Symposium on Addictive Disorders and Behavioral Health. It is held in Colorado Springs, Colorado, typically at the end of January. Look for an announcement late in the Fall Semester to see if it will be offered again this year. Meanwhile, find out more about the conference at [www.ggforrest.com](http://www.ggforrest.com).

Additional information about Student Financial Aid at UND is available at the following website: [http://www.und.edu/dept/finaid](http://www.und.edu/dept/finaid).
Section 7: Campus Resources

This section of the Handbook provides you with information about a variety of resources and opportunities available to you at UND. Including information on libraries, athletic events, and housing, to name just a few, it’s a way to help you become oriented to what UND can offer students. A detailed campus map is available as a downloadable PDF file here and at the UND online index.

University Libraries

The University Libraries consist of the Chester Fritz Library (777-2617), the main library on the UND campus, and its three branches of Music (Hughes Fine Arts), Geology (Leonard), and Energy (Energy and Environmental Research Center). There are also two autonomous libraries associated with the Schools of Law and Medicine:

- The Thormodsgard Law Library (777-3354) located in the Law Building
- The Harley E. French Library of Health Sciences (777-3993) located in Medical Science North.

A Graduate Liaison Librarian is available in the Reference area to help graduate students with their needs. The Bibliographer for the Department, Victor Lieberman, is often there. If not, he is available at victor.lieberman@library.und.edu or 777-4639 and is very willing and able to help you access academic information in the library, through interlibrary loan, or online.

Privileges that graduate students have at the Chester Fritz Library include permission to check out journals and a graduate student Interlibrary Loan search that extends nationwide instead of just regionally. When materials needed are not available in the University Library system, an Interlibrary Loan will search other systems to get the material for you.

University Bookstore

The University Bookstore (777-2746) is where you purchase textbooks, general interest books, supplies, computers and software, magazines, candy, drug store items, and UND clothing. Sometimes textbooks are available at lower cost at other stores or online. There is also a coffee shop in the bookstore with a limited lunch menu. It is located at 775 Hamline Street, just off 6th Ave North.

Computer Resources

The closest computer lab to the Department’s home base is in Gillette, Room 1.

There are Computer Learning Labs across campus with a multitude of services available: http://itss.und.edu/labinfo.html.

The UND website is: www.und.edu. Although the main menu periodically changes, typically Blackboard, the current Course Schedule (under the “Academics” link), and U-Mail (e-mail) access are featured, along with a very useful A to Z index. Information on Academic Course Offerings, Computing, Student Life & Services, Directories, Employment and Careers, Libraries, Publications, Research, Culture,
Calendar/News, Athletics, Financial Aid, Events, and much more is readily available online. Course registration is conducted through Campus Connection, where you can also check your grades, view and print your class schedule, check financial aid resources, and many other features.

**U-Web Student Web Server**

U-Web is a web server dedicated for UND student use. The server is available to currently enrolled UND students with claimed IDM (U-Mail) accounts to post résumés, portfolios, and to meet instructional needs.

**Duplicating Services**

Duplicating Services (777-5088) is located at Central Receiving (Eastside, South end) with hours from 8am to 4:30pm. The cost for photocopies at Duplicating Services is much less than at commercial services off campus.

**Sign and Design** (777-3810) is located on the main floor of The Memorial Union. Black and white photocopies on 8.5” X 11” paper are competitively priced. They also offer two-sided copying, fax service, lamination, binding service, poster-size, and color copying.

Other copying services are available in the Chester Fritz Library and various locations across campus and off-campus locations such as OfficeMax and FedEx/Kinko’s.

**Student Services**

**The University Counseling Center** (777-2127) is located in on the second floor of McCannel Hall. Their operating hours are from 8 am – 4:30 pm Monday, Tuesday, Thursday, and Friday. On Wednesdays they are open from 8 am – 7 pm. Services offered include individual counseling and therapy, group counseling, couples and relationship counseling, career counseling services, workshops and consultation, and testing services (e.g., CLEP, GRE). The Office of Substance Abuse Prevention has a presence at the University Counseling Center (UCC) but mostly operates at the Wellness Center, at the north end of campus. The UCC is also a training center for graduate students who are in the Doctoral Program in Counseling Psychology and for students in the Master’s Degree in Counseling. In order to avoid dual relationships, students who have received therapeutic counseling from the Counseling Center during the two years prior to the start of internship are typically not selected as interns. Students are welcome to request exceptions to this guideline, which may or may not be granted by UCC staff, based on individual circumstances. Interns are also expected to sign a waiver that states they will go off-site for their own personal counseling services. It is possible that an exception to this policy could be granted; contact your advisor or the Program Director about this issue as needed.

**Career Services Center** (777-3904) is also on the second floor of McCannel Hall and assists students in planning and carrying out job searches. It provides a résumé service and credential file for a small fee. This office also coordinates on-campus interviews, hosts an annual Career Fair, provides job referral information to employment openings with Job Service North Dakota, and distributes a weekly vacancy list that advertises job openings.
**Student Health Service** (777-3963) is on the first floor of McCannel Hall and is a full-service medical clinic. It has a walk-in clinic for all enrolled students and will provide service to spouses of enrolled students at a nominal semester fee. Students are not charged for office calls and there is no limit on the number of visits. Charges are assessed for medications, lab, X-ray, and special exams. They are open every weekday. Check their web site for current hours.

**The UND Writing Center** (777-2795), located in Merrifield Hall, Room 12, is open several hours a day each weekday, plus limited hours on Sunday. Check their web site for their current hours. The Writing Center is a free writing service that gives help with brainstorming, organizing, developing, revising, or documenting papers. Course instructors and advisors in the Department of Counseling Psychology and Community Services frequently refer students to the Writing Center. Some of their staff have special training and experience working with graduate students and dealing with issues of confidentiality that frequently arise in the writing you do as a counseling student. You may find it helpful to ask for an appointment with a staff member familiar with working with Counseling students.

**The University Children’s Center** (777-3947) provides half-day and full-day childcare every weekday for children ages 2 to 12. Teachers have 4-year degrees or are students-in-training from the Early Childhood Education Department.

**Disability Services for Students** (777-3425 voice/TTY) is located in Room 190 McCannel Hall, with an accessible entrance at the southwest corner of the building. Their stated vision is: “A University community where disability is neutral; a community where services are integrated and only unique or uncommon accommodations are provided through DSS. We envision a University where the enrollment of students with disabilities is comparable to the occurrence of disability in the general population.”

Eligibility for disability accommodation requires an application and documentation of the disability, as detailed on the DSS web site.

**The Student Success Center** (777-4406) is located on the second level of the Memorial Union in Room 201A. The Center “provides programs and services to students to aid in the development and implementation of their educational plans and goals. Through the Center’s programs and services, students are empowered to develop the skills and abilities to make a positive adjustment within the campus community.”

**Student Involvement**

UND’s has over 270 officially recognized **Student Organizations**, including recreational, religious, and political groups as well as over a dozen cultural and language organizations and centers. Check out their directory to see which ones you might want to join.

The UND Cultural Centers are:

**Era Bell Thompson** (777-4259)
2800 University Ave.

**Office of International Programs and International Centre** (777-4231)
2908 University Ave.
Residence Services (Housing)

The University operates a residence hall in which many graduate students live and maintains several hundred apartments for families and single students. Applications and information about the specific types of apartments and current rates are available from the Housing Office (777-4251), located at the corner of Stanford Road and 6th Ave. N.

There are several property management companies in Grand Forks that rent apartments throughout Grand Forks and East Grand Forks. In addition, the North Dakota Apartment Association lists available apartments in Grand Forks area.

Memorial Union

The Memorial Union is one of the hubs of student life on campus and many of its features and services are described below. As offices and services change from time to time, you may also call the Info-Center (777-4321) for current information.

On the main floor you will find The Student Organization Center (777-4200), Student Government Offices (777-4377), the Center for Student Involvement and Leadership (777-4200), The University Credit Union, a convenience store, the Loading Dock (dining tables and occasional live entertainment), the Info/Service Center (777-4321 – buy discount movie tickets, discount bus passes, and more) a lounge, eating facilities (see below) an internet café, the Health Promotions Office, and Sign and Design (777-3810), providing lamination, instant posters, banners, buttons, and calligraphy.

The Student Success Center, the Memorial Union Ballroom, the Orth Lecture Bowl, the River Valley Room, and 10 other meeting rooms are located on the second floor and are available for anyone to use by making reservations with Central Scheduling (777-3928).

The third level of the Union is occupied by Off-Campus/Commuter Student Services (777-3926), a student lounge, the Union Administrative Offices (777-3926), and the University Craft Center (777-3979), which offers non-credit workshops in pottery, photography, painting, and more.

The lower level of the Union (777-3981) features a U.S. Post Office, computer learning lab, pool tables, air hockey, foosball, TV lounge, the Lifetime Sports Center, a barbershop and another hairstyling shop, and more. The UND Traffic Department (a.k.a. Parking Office) and Passport ID (a.k.a. Photo ID Center) are also here.

Eating Facilities

Memorial Union: The Old Main Marketplace (Food Court) features A & W, Sbarro Pizza and Pasta, Dakota Deli and International Cuisine. Stomping Grounds is a café that also offers soup, sandwiches, and dessert (they have a second location in University Place residence
The Terrace Dining Room is available on the Lower Level for you to purchase meals during traditional meal times.

Residence Halls: Full meal service is available at Squires Dining Center and Wilkerson Dining Center.

Snack bar and convenience store services are located in the following places: The University Bookstore, open seven days a week. The Twamley Snack Bar is located on the fourth floor of Twamley Hall and is open 8am to 3:30pm Monday to Friday. The North Dakota Museum of Art has a coffee bar on the ground floor, open every weekday. Lunch tends to be a bit pricey but of gourmet quality. The Archives is a coffee/snack shop that is adjoined to Christus Rex on the opposite side of University Ave. from the Chester Fritz Library. Local acoustic bands and other entertainment offerings are frequently featured in the evening.

Recreational Facilities

On-Campus
Information about events occurring across the UND campus can be found by calling the Info-Center (777-4321), by checking the main UND web site, by watching UND’s Television Cable Channel 3, or by stopping at the information window at Twamley Hall, the main desk at Wilkerson Hall, or at J. Lloyd Stone Alumni Center.

The Wellness Center is a state-of-the-art comprehensive facility on the north end of campus. The physical fitness facilities include racquetball, handball, basketball and volleyball courts, a track, a climbing wall, a dance/aerobic exercise room, as well as many aerobic exercise machines and free-standing weights. Personal training sessions may be scheduled. Cooking and nutritional classes are also available. Weekly schedules of open times to use these facilities are posted on bulletin boards throughout the center. This is also where the wrestling meets are held. Near the eastern end of campus, the Hyslop Center has a swimming pool for students and for swim meets.

Ralph Engelstad Arena is where hockey games, concerts, and other live entertainment are held. The Betty Engelstad Sioux Center is the home of the University of North Dakota basketball and volleyball programs and also houses the UND women’s soccer program.

Memorial Stadium is where track meets are held (football is played in Alerus Center, off of 42nd St., South. UND students are admitted to regular season games for free by presenting their UND student ID at the door.) Tickets for others can be found at the Ticket Office (777-2236) or from Ticketmaster (772-5151) and any Ticketmaster outlet.

Yoga classes are available in the Lotus Meditation Center within the UND International Centre (777-4231).

Intramural recreational sports, offered through the RecSports program, include aerobics, basketball, beach volleyball, flag football, golf, hockey, racquetball, softball, tennis, and volleyball. For more information, call 777-WELL go to the information desk at the Wellness Center, 801 Princeton St.

Burtness Theatre (777-2587), on Centennial Drive, is the site of the UND Theatre Arts Department and touring productions. Tickets may be purchased weekday afternoons at their box office.

The Chester Fritz Auditorium has a wide variety of local and national events including concerts, plays, and musicals. August and December UND Commencement Ceremonies are
held here. The box office is open every weekday. For information call 777-4090, and for ticket purchase call 777-5151.

The North Dakota Museum of Art (777-4195) provides the campus and area with exhibits of local and national artists as well as two annual art auctions. Special university events are also held here.

**Off-campus**

The Greater Grand Forks area offers a wide variety of recreational facilities. The Grand Forks Park District (775-4665) maintains the city parks, playgrounds, and sport facilities, operates two major health and fitness centers, and sponsors activities and programs for people of all ages. The Park District publishes Fall/Winter and Spring/Summer activity calendars. There are also several privately run fitness clubs throughout the city.

Information on many local cultural events can be accessed at [www.culturepulse.org](http://www.culturepulse.org). The Greater Grand Forks Community Theater (746-0847) puts on plays and musicals throughout the year. The Empire Arts Center (746-5500) hosts special films, plays, musicals, and a variety of other performances and showings. Movie theaters include Carmike 10 (775-1500).

The Alerus Center (792-1200) and hosts many sporting events, conventions, the circus, and conventions and occasional concerts from major performers. This is also the site of the May commencement ceremony for UND.
Section 8: New Professional Issues

Licensure/Certification

Although it may be far from your mind now, licensure or certification is likely to be very important to you shortly after graduation. To prepare for the time you apply for licensure of certification time, be sure to keep all of your course syllabi and track your clinical hours. Specifically, keep detailed records of the number of clients you see and the numbers of hours you spend in each clinical activity, such as individual counseling, group counseling, supervision, case conferences, and so forth. You may also want to keep track of the number of clients and clinical hours by demographic category (e.g., age, gender, racial/ethnic group, and so on) and diagnosis or presenting problem. These records, of course, must not include client names or other information that could be traced back to reveal your client’s identity.

If you are applying for counselor licensure in North Dakota, the standard core of the UND MA Program in Counseling will meet the requirements for eligibility. Other states may have different requirements, so you will want to explore that possibility fairly early in your program if you plan to practice elsewhere.

Provided below are the addresses for licensure/certification information in North Dakota and Minnesota. The addresses for other states can be found at: http://www.nbcc.org/stateboardmap and other details about licensure in each state is available at http://www.nbcc.org/extras/pdfs/exam/licensurechart.pdf (note: this chart has not been updated since 2004).

North Dakota

NORTH DAKOTA – Counselor Licensure Law Passed 1989
Ms. Marge Ellefson, Executive Secretary
North Dakota Board of Counselor Examiners
2112 10th Avenue SE
Mandan ND 58554
Phone: (701) 667-5969
Fax: (701) 667-5969
e-mail: ndbce@btinet.net
Website: www.ndbce.org
Exam: NCE / NCMHCE
State credential: LPC or LPCC

The North Dakota Board of Counselor Examiners (NDBCE) administers the licensure process for the three levels of credentialed counselors in North Dakota, namely:
LAPC - Licensed Associate Professional Counselor
LPC - Licensed Professional Counselor
LPCC - Licensed Professional Clinical Counselor
The application form for each of the above credentials is available on its respective webpage.

Related Information from http://www.nbcc.org/stateboardmap and similar sources:
North Dakota State Law is published in the Century Code. The current version is the result of the 2007 legislative session and is available at http://www.legis.nd.gov/information/statutes/cent-code.html. Certain sections are particularly relevant to counseling licensure, including Title 43, Occupations and Professions, Chapter 43-47, Counselors, which comprises Appendix D.

**Minnesota**

The first Professional Counselor licenses in Minnesota were issued in January 2004. Two counseling licensure classifications in Minnesota are administered through the Minnesota Board of Behavioral Health and Therapy (www.bbht.state.mn.us):

- Licensed Professional Counselor (LPC)
- Licensed Alcohol and Drug Counselor (LADC)

The Minnesota Counseling Association (MNcA) web site has other useful information about being a counselor in Minnesota: www.mncounseling.org.

**School Counselor Licensing:**
The following Minnesota Department of Education website is useful, but Minnesota counselor licensure procedures can be cumbersome. After reviewing website materials, you may find it helpful to e-mail them at: mde.educator-licensing@state.mn.us and request a packet on licensure information.

Their address:
Personnel Licensing
1500 Highway 36 West
Roseville, MN 55113-4266
651-582-8200
Web site: http://education.state.mn.us/MDE/Teacher_Support/Educator_Licensing/Apply_Renew_License/Check_Status/index.html. Additional information is available at the Minnesota School Counselor Association's website: www.mnstate.edu/msca/

**Marriage & Family Therapist Credentialing:**
MN Board of Marriage & Family Therapy
2829 University Avenue SE, Suite 330
Minneapolis, MN 55414-3222
(612) 617-2220

*Job Search Information*
Another important task that awaits the new professional is that of finding a job. While there is no question that this can be a difficult process, there are a few resources that can make the search a bit easier.

First, you can ease the job search process by getting used to "networking" early in your program. Often, people get leads on positions through friends, colleagues, or people working in the field. It's important to meet people who are active in the field of counseling and talk with them about professional issues such as employment. You never know when a casual comment can turn into a job lead.

Second, the Career Services on campus (777-3904) can provide a variety of useful services for the career search. Career Services maintains a variety of on-line career directories and job listings, and also subscribes to vacancy listings from around the country. The counselors there can also give you advice on resume writing, interviewing skills and self-presentation.

Third, join the American Counseling Association (ACA). ACA Membership will allow you better opportunities to network, and the membership fees include a subscription to Counseling Today (CT), the professional newspaper of ACA, and the Journal of Counseling and Development (JCD; see links to both publications here). National job vacancies are listed monthly in the Classified Section, but you may find more jobs via ACA’s Career Center. Membership in a state counseling association is also a good networking strategy, for example, the North Dakota Counseling Association (NDCA) and the Minnesota Counseling Association (MnCA).

Fourth, especially if you are willing to relocate, read the Chronicle of Higher Education, a weekly publication that lists a wide variety of positions open in higher education. This can be a valuable tool, especially for positions in student affairs and such. Check out their web site: www.chronicle.com/jobs/.

Fifth, David Whitcomb has established an e-mail list of alumni, mostly recent graduates, and posts job openings to this list from time to time. All list members are encouraged to share resources via this list.

Finally, talk with your advisor about other ideas and options. While no one can make the process “easy,” advisors can often be a helpful source of information, helping to make it manageable at least.
Section 9: Departmental Forms and Notes

This section is quite sparse. As you come across forms that you think should be added to this section, or want to add any notes yourself, feel free to do so! Future students will benefit from your input.
APPENDIX A

MA Program Requirements Checklist

Name: _____________________ Entry Year: ______ Advisor: ____________________

Today’s Date: _______________ Anticipated Date: ______ Date Completed: ______

Requirements for Removal from Qualified Status

Advanced to Approved Status

MA Program Curriculum Requirements

Required Core Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>502</td>
<td>Professional Issues in Counseling</td>
<td>1 cr</td>
</tr>
<tr>
<td>503</td>
<td>Professional Issues: Internship and Job Preparation</td>
<td>1 cr</td>
</tr>
<tr>
<td>507</td>
<td>Life-Span Development in Counseling</td>
<td>3 cr</td>
</tr>
<tr>
<td>510</td>
<td>Counseling Methods</td>
<td>3 cr</td>
</tr>
<tr>
<td>515</td>
<td>Methods of Research</td>
<td>3 cr</td>
</tr>
<tr>
<td>516</td>
<td>Counseling Research Lab</td>
<td>1 cr</td>
</tr>
<tr>
<td>518</td>
<td>Group Theory and Process</td>
<td>3 cr</td>
</tr>
<tr>
<td>519</td>
<td>Career Counseling</td>
<td>3 cr</td>
</tr>
<tr>
<td>520</td>
<td>Diagnostic and Prevention Strategies</td>
<td>3 cr</td>
</tr>
<tr>
<td>529</td>
<td>Dynamics of Addiction</td>
<td>3 cr</td>
</tr>
<tr>
<td>530</td>
<td>Theory of Counseling, Personality and Development</td>
<td>3 cr</td>
</tr>
<tr>
<td>531</td>
<td>Psychology of Women, Gender and Development</td>
<td>3 cr</td>
</tr>
<tr>
<td>532</td>
<td>Multicultural Counseling</td>
<td>3 cr</td>
</tr>
<tr>
<td>533</td>
<td>Couples and Family Counseling</td>
<td>3 cr</td>
</tr>
<tr>
<td>580</td>
<td>Counseling Practicum</td>
<td>4 cr</td>
</tr>
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</table>

Sub-Total: 40 cr

Plus One of the Following Emphasis Areas:

1. Addiction Counseling Emphasis *(program pre-requisite PPX 410 or equivalent)*
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>501</td>
<td>Ethics: Counseling and Counseling Psychology</td>
<td>3 cr</td>
</tr>
<tr>
<td>517</td>
<td>Psychological Testing</td>
<td>3 cr</td>
</tr>
<tr>
<td>587</td>
<td>Addiction Counseling Internship (two semesters; 4-6 cr/sem)</td>
<td>3 cr</td>
</tr>
<tr>
<td>995, 997, or 998</td>
<td>Scholarly Project, Independent Study, or Thesis Related to Emphasis</td>
<td>2-4 cr</td>
</tr>
<tr>
<td>Electives</td>
<td>(e.g., Coun 505, 560, 561, 562, 565 or 585)</td>
<td>0-4 cr</td>
</tr>
</tbody>
</table>

2. Community Mental Health Counseling Emphasis
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>501</td>
<td>Ethics: Counseling and Counseling Psychology</td>
<td>3 cr</td>
</tr>
<tr>
<td>517</td>
<td>Psychological Testing</td>
<td>3 cr</td>
</tr>
<tr>
<td>584</td>
<td>Comm. M. H. Counseling Internship (two semesters; 3-4 cr/sem)</td>
<td>3 cr</td>
</tr>
<tr>
<td>995, 997, or 998</td>
<td>Scholarly Project, Independent Study, or Thesis Related to Emphasis</td>
<td>2-4 cr</td>
</tr>
<tr>
<td>Electives</td>
<td>(e.g., Coun 505, 560, 561, 562, 565 or 585)</td>
<td>2-6 cr</td>
</tr>
</tbody>
</table>
3. Rehabilitation Counseling Emphasis (program pre-requisite RHS 350 or equivalent)
   506..........................Rehabilitation Counseling: Foundations and Ethical Issues..........................3 cr
   514..........................Rehabilitation Counseling: Assessment and Evaluation..............................3 cr
   588..........................Rehabilitation Counseling Internship (two semesters; 3-4 cr/sem)......total 6-8 cr
   995, 997, or 998...Scholarly Project, Independent Study, or Thesis Related to Emphasis........2-4 cr
   Electives..................(e.g., Coun 505, 560, 561, 562, 565 or 585)........................................2-6 cr

   TOTAL CREDITS (core + elective courses)..........60 cr

   Anticipated Date Completed

   Advancement to Candidacy Components
   Advisor or Advisory Committee Filed w/ Grad School _______ _______
   Program of Study Completed and Filed _______ _______
   IRB Human Subjects Proposal Approved if needed _______ _______
   Topic Proposal of IS_____or Thesis_____Filed _______ _______

   Other Requirements
   Human Subject course completed _______ _______
   FBI Background Check _______ _______
   Ethics Agreement _______ _______
   Liability Insurance _______ _______
   HIPAA Training _______ _______
   First Year Review _______ _______
   Comprehensive Exams _______ _______
   Application for Graduate Degree Filed _______ _______

   Comments/Notes: _____________________________________________________________________

   Revised August 16, 2014
MA Counseling Program at UND – Annual Student Evaluation

Name ____________________  Entry Year _________  Date _______

Scale:  E = exceptional, S = satisfactory, U = unsatisfactory

1. Academic Coursework _____  5. Writing Skills _____
3. Professional Activities _____  7. Overall Progress _____
4. Professionalism _____

Comments:

1. Academic Coursework:

2. Practitioner Skills:

3. Professional Activities (involvement, meetings, professional organization membership, etc.):

4. Professionalism (professional demeanor in interaction with peers, faculty, supervisors, etc.):

5. Writing Skills:

6. Independent Study/Thesis Progress:

7. Overall Progress: Also, note any exceptional activities (going beyond the requirements) here.

Signed:

___________________________, Advisor  Date ____________

___________________________, Program Director  Date ____________

___________________________, Student  Date ____________
ETHICS AGREEMENT

The profession of counseling has a long tradition of striving for ethical conduct and activity from each individual practitioner. Guidelines for ethical practice and behavior have been developed and published by the professional associations in the counseling field. Each student in the UND Master’s Program in Counseling will become familiar with the guidelines in their program emphasis through a variety of sources, including classroom instruction and applied practice with clients and in role-play situations. Student knowledge of ethics will be assessed through completion of the coursework in ethics, the Ethics Quiz (in COUN 580), and the ethics portion of the Comprehensive Examination.

Ethical standards protect the client, and also protect you as a student, by setting out expectations for behavior by practitioners, professors, and researchers. As you prepare to see clients for the first time in Practicum, it is important that you are familiar with the relevant code of ethics (American Counseling Association, Council on Rehabilitation Certification, or the National Association of Alcoholism and Drug Abuse Counselors) that you agree to act according to the guidelines set forth in that code.

Print your name here: ______________________________

Please read the following statements and sign as appropriate.

YES  NO  I have read the ________ Code of Ethics and understand its application to my work as a counseling student.

________________________________  ________________________
Student                        Date                        Witness                        Date

YES  NO  I agree to adhere to the standards of conduct put forth by the ____________ Code of Ethics.

________________________________  ________________________
Student                        Date                        Witness                        Date
MA Graduation Checklist

Student Name: __________________________
Name upon entering program (if different): __________________________
EMPLID: __________________________

Start date of program: ___________ Completion date of program: ___________
Program Emphasis: _________________

Contact Information:
Mailing address: __________________________
E-mail address (non-UND): __________________________
Phone number: __________________________

Research Data Stored and Filed:
Location: __________________________
Hard Copy: _______ Electronic Copy _______
IRB Termination Form Filed: _______

Scholarly Project: _______ Independent Study: _______ Thesis: _______
Project Title: __________________________

Two copies of SP/IS/Thesis bound: _______
SP/IS/Thesis saved as PDF file and submitted electronically to Dept. Secretary: _______
Job or academic program placement information on file: _______
Notification of addition to alumni listserv: _______
Practicum and internship hours filed: _______
Practicum and internship evaluations filed: _______

Practicum Site Information:
Site name: __________________________
Dates: __________________________
Total hours: __________________________
Supervisor(s): __________________________
Phone: __________________________

Internship Site Information (complete for each site, use back side if necessary):
Site name: __________________________
Dates: __________________________
Total hours: __________________________
Supervisor(s): __________________________
Phone: __________________________

54
**Suggestion Sheet**

1. I would like to see more information in this Handbook about...

2. One question that I have not been able to find a definite answer for is...

3. I have the following suggestion(s) for an Orientation activity for next August:

4. I have the following suggestion(s) for an MA group activity:

5. One thing that I need from the MA Program materials that I don’t have yet is...

6. This Handbook would be better if....

7. Other comments

If you would like to address any of the above questions, or others not represented here, please fill this out and drop it in the Program Coordinator’s mailbox in room 327. Your input can be anonymous and is appreciated.
APPENDIX B

THE DEPARTMENT OF COUNSELING PSYCHOLOGY AND COMMUNITY
CRIMINAL BACKGROUND CHECK POLICY AND PROCEDURES

The following policy aligns with the College of Educational and Human Development’s policy and covers the entire department, including the following programs: Counseling Psychology, Counseling, School Counseling, Rehabilitation, and Recreation & Tourism.

All students must have the results of a Criminal Background Check by the end of the first semester in the program and or prior to any field experience. The criminal background check must be accomplished by the Federal Bureau of Investigation. The cost of a background check is the responsibility of the student and the report will remain the property of the student. Students are encouraged to follow the guide created by the department in order to facilitate the FBI criminal background check application process. Students who do not comply with this requirement will not be allowed to continue with their program.

Criminal background check reports and other submitted information are confidential and may only be reviewed by officials and designated representatives of affiliated field partners in accordance with the Family Educational Records and Privacy Act and other applicable state and federal law. A faculty committee from the Department (comprised of the student’s advisor, program director, and departmental chair) will review any criminal background checks that contain information of concern. Criminal background check information for UND students will be kept pursuant to the University of North Dakota’s records retention policy.

How to get the required background check:

Students will receive a form to request a background check on the first day of orientation. Students will need take this form to campus police or another local agency that fingerprints. The agency will fill out the form, fingerprint the student, and return 2 fingerprint cards and the form to the student. The student will hand in 2 sets of fingerprints, the signed and completed background check request form, and a check for the FBI background check (currently $27.75) to the PD no later than Sept. 10th. The department will send in all background check requests, and will receive a completed background check.

We will store background checks in a secure file - separate from your student file and accessible only by faculty of the department of Counseling Psychology and Community Services. A separate note will be placed in your file saying that you have completed the back criminal background check. If the background check report reveals information of concern to the department, the student will be given the opportunity to provide a written description and explanation of the information. A faculty committee from the Department (comprised of the student’s advisor, program director, and departmental chair) will review all available information and determine whether a student will be allowed to advance in the program. Students may challenge the accuracy of any criminal history reports ordered and will be afforded a reasonable time to correct or complete the record however they will not be able to advance in the program until the matter is favorably resolved.

SPECIAL CONSIDERATIONS REGARDING OBTAINING A FINGERPRINT CARD:
1. Fingerprints may be obtained at most local, county, and state law enforcement agencies (fee amounts or no-fee policies vary widely by each agency).

2. Some private printing services or private fingerprinting agencies may exist in your area and are usually listed online or in the yellow pages (fees vary widely).

3. Regardless of the source, verify that your fingerprint impressions are being taken from a qualified/trained fingerprinting technician.

4. Fingerprints are usually placed on the FBI’s standard fingerprint form (FD-258). This form can be downloaded at their website. However, agencies may prefer to use a fingerprint card on their standard card stock which is acceptable by the FBI.

5. Fingerprint cards must include rolled impressions of all ten fingerprints and impressions of all ten fingerprints taken simultaneously (a.k.a. plain or flat impressions).

6. The fingerprint card must be the original card and must include your name and date of birth.
Appendix C

Independent Study

(For thesis information, click here a link to for UND's Style and Policy Manual)

Brief Outline of an Independent Study
Annotated Outline/Example

Developed by Charles R. Barké, Ph.D.
This Independent Study, submitted by I. M. Bored in partial fulfillment of the requirements for the Degree of Master of Arts in Counseling from the University of North Dakota, is hereby approved by the Faculty Advisor under whose direction the study was conducted.

Warren Peace, Ph.D., Advisor
Attribution Retraining as a Nonspecific Factor
in Successful Counseling/Psychotherapy

Abstract

In counseling and psychotherapy research, the debate continues as to whether positive change is the result of factors which are unique to particular therapeutic approaches or to nonspecific factors common to all therapies. The present study tested the premise that attribution retraining is a powerful, nonspecific therapeutic factor in successful counseling/psychotherapy. Participants in the study were....who.... It was hypothesized that....

Results indicated that........Based on these results it was concluded that........
Table of Contents

I. Introduction and Literature Review
   - Introduction. ........................................... 1
   - Statement of the Problem. .......................... 3
   - Review of the Literature. ............................. 4

II. Method
   - Statement of the Problem and Design. ............. 17
   - Participants. ........................................... 18
   - Instruments. ............................................ 20
   - Procedures. ............................................. 23

III. Results
   - Analyses. ............................................... 28
   - Description of the Sample. ............................ 29
   - Results of analyses of pre-test groups. ........... 31
   - Results of analyses of post-test groups. .......... 34
   - Results of correlational analyses among subscales... 36

IV. Discussion ............................................. 37

References .................................................. 44
Appendices. .............................................................

A. Student Attribution Survey (SAS). .......................... 47
B. Counseling Outcome Survey, Form-T (COS-T). .......... 48
C. Participant Information Materials. ............................ 49
## LIST OF TABLES

<table>
<thead>
<tr>
<th>Table</th>
<th>Title</th>
<th>Page</th>
</tr>
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<tbody>
<tr>
<td>1</td>
<td>Demographic analyses of participant sample</td>
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<td>Reliability estimates for all measures</td>
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<td>3</td>
<td>Client outcome scores, criteria and post-counseling group assignments</td>
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</tr>
<tr>
<td>4</td>
<td>Analysis of Variance on all SAS variables for effects of pretesting</td>
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<td>5</td>
<td>A priori comparisons between clients and non-clients: Pre-test SAS variables</td>
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<tr>
<td>1</td>
<td>Composite model of attribution types, sources and effects on self-control and self-esteem</td>
<td>44</td>
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CHAPTER ONE
Introduction and Literature Review

Introduction
The…

Statement of the Problem
The purpose of this study was to experimentally assess the extent to which… There were three primary research questions:

1. What attributions are made by clients for their presenting problems?
2. Do attributions made by clients change in conjunction with successful counseling outcomes?
3. Do clients with successful and unsuccessful counseling outcomes have different attributional styles?

Review of the Literature
Literature for this study was reviewed in the areas of…….. and ………, and will be presented in that order in this section.

Nonspecific therapy factors: The issue of nonspecific factors in psychotherapy has been debated extensively for the past 20 years, beginning with Frank's (1978) assertion that it may be what is common across therapy approaches that is the "active ingredient" rather than what is unique within approaches. Though debated widely, there have been relatively few studies examining this possibility. James and French…
CHAPTER TWO

Method

Participants

Participants in this study were clients being seen at a University Counseling Center by students in masters or doctoral level training programs in counseling and counseling psychology.

Instruments

The Beck Depression Inventory. The Beck Depression Inventory (BDI. Beck, 19-) is a......

Counseling Outcome Survey. The Counseling Outcome Survey (COS) was developed by the author for this study, and used in two forms: COS-T (Therapist form) and COS-C (Client form). The COS has 23 items addressing the respondent's perceptions about the process and outcome of counseling......

Attribution Style Questionnaire. The Attribution Style Questionnaire (ASQ. Peterson et al., 1980) is a 37-item measure of Seligman's (1977) attribution model....Reported reliabilities (Peterson, 1980) range from 0.78 to 0.88 on the six subscales......

Procedure

Pre-counseling phase. All clients seeking services at the Counseling Center were given a packet of materials at the time of intake, and therein invited to participate in the study. Those who agreed to participate were randomly assigned to either a pretest/post-test group or a post-only group. Pre-test/Post-test participants were asked to come to the Testing Center before their first counseling session, where they completed…
CHAPTER THREE

Results

Analyses

Data from the study were analyzed using three primary methods: descriptive analyses of the participant sample; bivariate correlations; planned a priori comparisons among experimental groups; and exploratory ANOVA with post-hoc comparisons of significant group differences. These analyses were conducted to evaluate the following research hypotheses:

1. It was hypothesized that..... would score higher on .... than ........
2. It was hypothesized that......
3. 

Description of the Sample

Table 1 includes descriptive statistics on demographic variables for the entire participant sample, also broken down by gender and program status. Among the client sample, 44% of the Pre-Post group and 48% of the Post-only group were male, while 40% of the non-client sample were male. Age ranged from ....to ...... with a mean of 19.8 among the Pre-post group, 18.7 among the Post group, and 19.0 among the non-client sample.

Results of Correlational Analyses Among Instrument Scales

Tables 2-4 include bivariate correlations computed among the....... Table 2 includes these values for persons in the Pre-Post group, Table 3 for the Post-only group, and Table 4 for the non-client group. Inspection of the values suggests that there are few differences between these groups in the direction and general strength
of correlations among the various measures, with some exceptions. Correlations ranged from a high value of $r=.83$ between .....and..... to a low value of $r=.13$ between ....and......

Results of Planned A Priori Comparisons

Planned A priori comparisons were computed between means within various segments of the experimental groupings. These were Dunn-Bonferoni comparisons (Ferguson, 1976) for two or more group means, all conducted at alpha = .005. Table 5 includes the mean values compared on the ASQ and the results of the planned comparisons. Significant mean differences were found, as hypothesized, between Pre-test and Post-test, $m(Pre) = 4.25$, $m(Post) = 4.91$, $F=4.23$, $p < .002$. Differences were also detected between......

Results of Exploratory ANOVA

In addition to the planned hypothesis-based comparisons, Analysis of Variance was used to explore possible other effects for which there were no a priori hypotheses. Table 6 includes....... The main effect for Phase was significant, $F (2,64) = 5.13$, $p = .004$. Scheffe comparisons among the Phase means revealed that Pre-test means on ..... were significantly higher than means on .......

Summary

To summarize, results of planned and exploratory analyses provided mixed support for the experimental hypotheses........
CHAPTER FOUR
Discussion

Introduction

The purpose of this study was to experimentally investigate the hypothesis that a nonspecific factor in successful counseling/psychotherapy consists of changes in client attributions, both for specific behaviors, events, or problems, and in terms of general attributional style. In a three-way experimental Pre-test/Post-test design, clients completing successful or unsuccessful counseling processes completed several instruments regarding depression, anxiety, counseling outcomes, and both problem-specific and general attributions. This chapter will discuss the possible explanations for obtained results, their correspondence to theory and previous literature, implications for the practice and training of counseling, limitations and recommendations for future research in this area.

Attributions Prior to Counseling

The first set of hypotheses compared attributions made by clients prior to counseling to those of non-clients, who were non-distressed according to depression and anxiety measures. As hypothesized, clients made significantly more self-defeating attributions than non-clients, and had a more external attribution style for positive events and more internal style for negative events. This supports Seligman's (1980) learned helplessness model of depression, implicating the attributions made by persons in a depressed state as difference from those on non-depressed persons. This is also consistent with Kelly's notion that those struggling emotionally would likely explain events and behavior differently from non-distressed persons, and in characteristic, predictable ways.
Appendix D

Comprehensive Examination Information

There are three sections of this Appendix:

1) Brief statements about the Counselor Preparation Comprehensive Examination (CPCE) and study materials for national examinations.
2) Three pages from the National Board for Certified Counselors (NBCC) about the National Counselor Examination (NCE). The NCE is a requirement in most states for licensure as a counselor. As the CPCE is modeled after the NCE, studying for the NCE will help you to pass the CPCE. Sample questions are available at http://www.nbcc.org/stateLicensure/exams/NCESample.aspx.
3) A 5-page textbook list for the CPCE. Although this reference list is likely to be useful, NO ONE reads all, or even the vast majority, of the texts on the list.

“There is no official study guide for the CPCE. Since the CPCE and the National Counselor Examination for Licensure and Certification (NCE) are based on the same eight knowledge areas, any study materials developed for the NCE should be useful for the CPCE.” (Taken from the web site of Center for Credentialing & Education (CCE), a corporate affiliate of the National Board for Certified Counselors.)

The eight knowledge areas represented on the CPCE and the NCE:
• Human Growth and Development
• Social and Cultural Foundations
• Helping Relationships
• Group Work
• Career and Lifestyle Development
• Appraisal
• Research and Program Evaluation
• Professional Orientation & Ethics

In addition to the resources on the following pages, the NBCC provides a list of study materials for the NCE: http://www.nbcc.org/study. Finally, the following study guides for the NCE may help you prepare for the CPCE:

Encyclopedia of Counseling: Master Review and Tutorial for the National Counselor Examination and State Exams, 3rd Ed.
by Howard G. Rosenthal (November 2007)

Study Guide for the National Counselor Examination
by Andrew A. Helwig (February 2006)

Vital Information and Review Questions for the NCE and State Counseling Exams (Audio Cassette) by Howard G. Rosenthal (February 2002)
Satisfactory performance on the National Counselor Examination (NCE®) is one of the criteria used by NBCC to identify professionals who may be eligible to become a National Certified Counselor (NCC).

Many states also use the NCE for state credentialing. Click here for a list of state board contact information.

The purpose of the NCE is to assess knowledge, skills, and abilities viewed as important for providing effective counseling services. The NCE is designed to be general in nature. It is intended to assess cognitive knowledge which should be known by all counselors regardless of their individual professional specialties.

**Content Areas & Work Behaviors**

Although different questions are used for each administration of the examination, the following eight content areas are always covered [note: these are the same eight areas listed for the CPCE on the previous page of this Handbook]:

- Human Growth and Development
- Social and Cultural Foundations
- Helping Relationships
- Group Work
- Career and Lifestyle Development
- Appraisal
- Research and Program Evaluation
- Professional Orientation & Ethics

In addition, the NCE is based on the following five work behaviors:

- Fundamentals of Counseling
- Assessment and Career Counseling
- Group Counseling
- Programmatic and Clinical Intervention
- Professional Practice Issues
Examination Format

- The NCE is comprised of 200 multiple choice questions and is scheduled for a four-hour period beginning at 9:00 a.m. Responses are recorded on a separate machine-scorable answer sheet.
- A different edition of the NCE is compiled for each administration of the exam. Each form’s questions are drawn from the NCE item pool which has undergone extensive review and field testing. The entire item pool, each form of the NCE and the answer sheet are copyrighted. Consequently, any distribution of the examination content or materials through any form of reproduction or oral or written communication is strictly prohibited. Disclosure of examination content is a violation of the NBCC Code of Ethics.

Special Accommodations

- Examination administration sites are selected with access for candidates with physical disabilities. If you require special assistance from other individuals, such as readers or recorders, you must request permission from NBCC for the admittance of an assisting individual at the examination site. This request must be made in writing at the time of application.
- If you cannot participate in the examination on Saturday for religious reasons, send a written request with your application to arrange for a special administration of the NCE on the Friday immediately preceding or the Monday immediately following the scheduled administration date.
- Four hours are scheduled for the NCE. If additional time is necessary because of special needs or because English is a candidate’s second language, you may request a time extension. This request must be submitted in writing with your application.

Click [here](#) to email NBCC's Examinations Department concerning Special Accommodations. All requests for special accommodations are reviewed individually and are subject to NBCC approval.

Scoring Procedures

- Of the 200 items on the examination, only 160 items are scored to determine whether you meet or surpass the minimum criterion (passing) score for that form of the NCE.
- The MAXIMUM possible score on the NCE is 160.
- The remaining 40 items on the exam are being field tested to determine their appropriateness for future use.
- Since the 160 items to be scored are not identified in the exam booklet, you should respond with equal effort to all items.
- The minimum criterion (passing) score is derived from a modified Angoff procedure.
- The NCE is not scored on a "curve," therefore the candidate pool does not determine the passing score.
Examination Results

- NBCC will mail examination results to examinees within eight weeks of the date of the examination. No scores are released by telephone.
- NBCC’s score report contains: (1) your number of correct responses for 13 domains on the NCE and your TOTAL SCORE, which is the sum of the correct responses; (2) the group mean and standard deviation for each domain and the total exam; (3) the minimum criterion (passing) score for that form of the NCE.
- If your TOTAL SCORE meets or exceeds the minimum criterion score, you have passed the NCE. Score reports are mailed only to the examinee at the address provided on the NCC application or Exam Registration Form.
- It is your responsibility to send written notification to NBCC if there is a change of address. Click here to email a change of address.
- Your specific examination scores will not be released to a third party without your written permission. Scores cannot be released until all requirements, including fees, are fulfilled. There is a fee charged for sending score verifications to third parties.

NCE Preparation Guide Order Form

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Appendix E

This appendix consists of the main portion of the North Dakota Century Code that regulates the profession of counseling. This document is part of Title 43, Occupations and Professions.

Chapter 43-47, Counselors

CHAPTER 43-47
COUNSELORS

43-47-01. Definitions. As used in this chapter, unless the context otherwise requires:
1. "Board" means the board of counselor examiners.
2. "Counseling" means the application of human development and mental health principles in a therapeutic process and professional relationship to assist individuals, couples, families, and groups in achieving more effective emotional, mental, marital, family, and social or educational development and adjustment. The goals of professional counseling are to:
   a. Facilitate human development and adjustment throughout the lifespan;
   b. Prevent, assess, and treat emotional, mental, or behavioral disorder and distress which interferes with mental health;
   c. Conduct assessments for the purpose of establishing treatment goals and objectives; and
   d. Plan, implement, and evaluate treatment plans using professional counseling strategies and interventions.
3. "Counselor" means a person who has been granted either a professional counselor or associate professional counselor license by the board.
4. "Licensed associate professional counselor" means a person who has been granted an associate professional license by the board to offer and conduct counseling under the supervision of a licensed professional counselor or such other person meeting the requirements of supervising professional set by the board.
5. "Licensed professional counselor" means a person who is trained in counseling or a related human service field and has been granted a professional counselor license by the board.

1. The governor shall appoint the board of counselor examiners which consists of five members, including two practicing counselors, one counselor educator, and two members of the public.
2. Members of the board are appointed for terms of three years, except of those first appointed, one must be appointed for a term of one year, two must be appointed for terms of two years, and two must be appointed for terms of three years. Each member holds office until the member's successor is duly appointed. The governor may remove any member for misconduct, incompetency, or neglect of duty after providing the member with a written statement of the charges and an opportunity for a hearing.
3. The board shall annually select a chairman from among its members. The board shall meet at least twice a year. Additional meetings may be held at the discretion of the chairman or upon written request of any three members of the board.
4. Each member shall serve without compensation but is entitled to receive expenses as provided in section 54-06-09 and per diem as must be fixed by the board.
43-47-03. Duties and responsibilities of board.
In addition to the duties set forth elsewhere in this chapter, the board shall:
1. Publish an annual list of the names and addresses of all persons licensed under this chapter.
2. Approve and administer an examination for counselors.
3. Set, by rule, and collect a fee for the filing of each application for a license under this chapter and set, by rule, and collect a fee for the renewal of a license under this chapter.
4. Deposit and disburse all fees and moneys collected by the board in accordance with section 54-44-12.
5. Establish continuing education requirements for license renewal.
6. Issue provisional or probationary licenses.
7. Establish a code of ethics for the practice of counseling.

43-47-03.1. Authority to appoint or employ.
The board may appoint or employ persons to assist the board in carrying out its duties under this chapter.

43-47-04. Representation to the public.
Only persons licensed under this chapter may use the title "professional counselor" or "associate professional counselor", or the abbreviations "LPC" or "LAPC". The license issued by the board must be prominently displayed at the principal place of business of the counselor.

1. This chapter does not prevent any person licensed by the state from doing work within the standards and ethics of that person's profession, if that person does not represent to the public that the person is a professional counselor or associate professional counselor.
2. This chapter does not apply to the activities, services, or use of an official title on the part of a person employed as a counselor by any federal, state, or local political subdivision or by a private or public educational institution, if the person is performing counseling within the scope of employment.
3. This chapter does not prevent students or trainees who are enrolled in programs leading to counseling degrees from interning within the limitations set by the rules adopted by the board under chapter 28-32.
4. This chapter does not prevent a licensed attorney from providing services within the scope of the practice of law.
5. This chapter does not prevent a member of the clergy of any religious denomination from providing services within the scope of ministerial duties.
6. This chapter does not prevent the employment of, or volunteering by, individuals in nonprofit agencies or community organizations if these persons do not hold themselves out to the public as professional counselors or associate professional counselors.

43-47-06. Licenses - Qualifications - Reciprocity.
1. Except as otherwise provided in this chapter, no person may engage in counseling in this state unless that person is a licensed professional counselor or licensed associate professional counselor.
2. The board shall issue a license as a licensed professional counselor to each applicant who files an application upon a form and in a manner the board prescribes, accompanied by the required fee, and who furnishes evidence to the board that the applicant:
   a. Has received a master's degree from an accredited school or college in counseling or other program that meets the academic and training standards adopted by the board;
   b. Has provided personal and professional recommendations that meet the requirements adopted by the board and has satisfied the board that the applicant will adhere to the highest standards of the profession of counseling;
   c. Has two years of supervised experience under a licensed professional counselor, or its equivalent as determined by the board;
   d. Has provided a statement of professional intent to practice in this state describing the applicant's proposed use of the license, the intended client population, and the counseling procedures, as defined by the board, the applicant intends to use in serving the client population; and
   e. Has demonstrated knowledge in the field of counseling by successful completion of an examination prescribed by the board.
3. The board shall issue a license as a licensed associate professional counselor to each applicant who files an application upon a form and in a manner the board prescribes, accompanied by the required fee, and who furnishes sufficient evidence to the board that the applicant:
   a. Has received a master's degree from an accredited school or college in counseling or other program that meets the academic and training standards adopted by the board;
   b. Has provided personal and professional recommendations that meet the requirements adopted by the board and has satisfied the board that the applicant will adhere to the standards of the profession of counseling; and
   c. Has provided a written plan for supervised experience which meets the requirements adopted by the board.
4. The board may waive the formal examination requirements for a professional counselor license when the applicant has been licensed or certified to practice counseling in another state under standards and qualifications similar to or greater than those set by the board.
5. A professional counselor shall renew the license every two years. The board shall renew a license upon payment of a fee set by the board and upon demonstration by the license holder of completion of continuing education requirements set by the board.
6. An associate professional counselor initially licensed under this chapter may be licensed for no more than two years. The associate professional counselor's license may be extended beyond two years only upon recommendation of the associate professional counselor's supervisor and three other counselors, at least one of whom must be a professor from the associate professional counselor's training program.

43-47-06.1. Board may establish specialty licenses.
The board may provide a counselor specialty license to any licensed professional counselor who meets the standards established by the board for that particular specialty. The board shall adopt standards for specialty licenses equal to or greater than those established by the national board of certified counselors, which governs the standards for particular specialties. The board may not create a specialty license for which the scope of practice is defined under any other chapter in this title.
43-47-06.2. Payment of delinquent license fees - Reinstatement.
A person who has been licensed under this chapter, and whose license has not been renewed because of the failure to pay the annual license fee, must be reinstated and the license renewed if within one year from the date of nonrenewal the person pays to the secretary of the board the amount of the annual license fee in default and a late fee to be determined by rule of the board.

43-47-06.3. Criminal history record checks.
The board shall require an applicant for licensure under subsections 2, 3, and 4 of section 43-47-06 and section 43-47-06.1 to submit to a statewide and nationwide criminal history record check and may require a licensee to submit to a statewide and nationwide criminal history record check. The nationwide criminal history record check must be conducted in the manner provided in section 12-60-24. All costs associated with obtaining a background check are the responsibility of the applicant or licensee.

The board may deny, refuse to renew, suspend, or revoke any license issued under this chapter upon finding by a preponderance of the evidence that the applicant or license holder:
1. Has been convicted of an offense determined by the board to have a direct bearing upon the individual's ability to practice counseling and is not sufficiently rehabilitated as determined by the board in accordance with section 12.1-33-02.1;
2. Has been grossly negligent in the practice of counseling and has injured a client or other person to whom the individual owed a duty; or
3. Has violated any rule of the board.

The board may impose a fee against any person subject to regulation under this chapter to reimburse the board for all or part of the costs of administrative actions resulting in disciplinary action, including the amount paid by the board for services from the office of administrative hearings, attorney's fees, court costs, witness fees, staff time, and other expenses.

1. A person aggrieved by the actions of a counselor licensed under this chapter may file a written complaint with the board citing the specific allegations of misconduct by the counselor. The board shall notify the counselor of the complaint and require a written response from the counselor. Neither the initial complaint nor the counselor's response is public record. The counselor's response must be made available to the complainant.
2. A counselor who is the subject of an investigation by the board shall cooperate fully with the investigation. Cooperation includes responding fully and promptly to any reasonable question raised by or on behalf of the board relating to the subject of the investigation, and providing copies of patient records when reasonably requested by the board and accompanied by the appropriate release.
3. In order to pursue the investigation, the board may subpoena and examine witnesses and records, including patient records, and copy, photograph, or take samples. It may require the counselor to give statements under oath, submit to a physical or psychological examination, or both, by a physician or physicians or other qualified evaluation professionals selected by the board if it appears to be in the best interest of the public that this evaluation be secured.
A written request from the board constitutes authorization to release information. Patient records that are released to the board are not public records.

4. After review of the complaint, the counselor's response, and information obtained in the investigation, the board shall determine if there is a reasonable basis to believe that the allegations are true and that the allegations constitute a violation of this chapter or the rules of the board. If the board determines that there is a reasonable basis to believe that the allegations are true and that the allegations constitute a violation of this chapter or the rules of the board, the board shall take appropriate action. If a reasonable basis is not found by the board, the board shall so notify the complaining party and the counselor in writing.

5. Unless there is a patient release on file allowing the release of information at the public hearing, patient records acquired by the board in its investigation are confidential and closed to the public. All portions of board meetings wherein patient testimony or records are taken or reviewed are confidential and closed to the public. If no patient testimony or records are taken or reviewed, the remainder of the meeting is an open meeting unless a specific exemption is otherwise applicable.

43-47-09. Confidentiality.
Except as authorized by law, no person licensed under this chapter may be required to disclose any information acquired in rendering counseling services without the consent of the person who received the counseling services.

Any person who violates this chapter is guilty of a class B misdemeanor.