

University of Alabama at Birmingham

2018 – 2019 Student Handbook



Department of Human Studies Counseling Program

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Purpose of this Manual

Welcome to the Counseling Program (CEP) in the Department of Human Studies at the University of Alabama at Birmingham! It is hoped this program will be personally and professionally rewarding for you.

This manual is designed to both provide you with information about the counseling program and its concentrations and offer guidance during your period of study.

Students in the CEP should become familiar with the information in both this publication and the catalog available from the Graduate School. If you have further questions regarding the material presented in this handbook, please meet with your faculty advisor for further clarification.

UAB Counseling Program

Mission:

The CEP at the University of Alabama at Birmingham (UAB) creates an academically rigorous, student-centered, and supportive environment to help *move* students toward acquiring the knowledge and skills needed for entering the profession as effective school, mental health, and/or family counselors.

Vision:

Producing competent and effective professional counselors.

Values:

We promote the *movement* of individuals toward:

1. **Self-Awareness** –We promote and encourage reflective teaching, practice, and research.
2. **Professional Relationships**– We model caring, supportive, and stimulating relationships for our students that inspire their intellectual curiosity, ethical conduct, and professional excellence.
3. **Excellence** – We practice continuous improvement and innovation through our evidenced-based services, teaching, and research.
4. **Diversity** - We value individual differences and promote a multicultural and sensitive environment, free from discrimination and inequity.
5. **Student-Centered Training**- We train counselors, who can support the development of clients from adolescence through adulthood.
6. **Client-centered Care**- We train students to provide effective, sensitive, and collaborative care, uniquely tailored to the individual needs of clients.
7. **Collaborative Engagement** - We engage with our campus and community partners to support and develop new opportunities for the underserved in Alabama.

Overview

The program in Counseling at the University of Alabama at Birmingham prepares Clinical Mental Health, Marriage, Couples, and Family and School counselors at the Master's level. At the master's level, students acquire core knowledge and clinical skills, which enable them to enter the profession of counseling.

All counseling concentrations (Clinical Mental Health, Marriage, Couples, and Family, and School) are designed to meet the course-work and field experiences requirements for professional licensure in the State of Alabama. A 15 credit Marriage, Couples, and Family certificate is offered to provide additional coursework for mental health and school counselors who would like to broaden their clinical expertise and knowledge in Marriage, Couples, and Family counseling. The Clinical Mental Health and School counseling concentrations are accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). The School Counseling Concentration meets the course work and field experiences required by the Alabama State Department of Education for certification.

The CEP at the University of Alabama at Birmingham is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). The accreditation is through January 15, 2018. The Clinical Mental Health Counseling concentration, a 61-hour program, is currently accredited under the 2001 standards for Community Counseling programs as a Community Counseling program. The CACREP 2009 standards combine the Community Counseling and Mental Health Counseling standards into standards for Clinical Mental Health Counseling programs. The counseling program intends to seek accreditation for this program as a Clinical Mental Health Counseling program when it comes up for reaccreditation, per CACREP guidelines. The CEP also intends to seek CACREP accreditation for the Marriage, Couples, and Family program in the next reaccreditation process.

Program Goals and Objectives

The graduate program in Counseling endeavors to 1.) Promote Self Reflection and Lifelong Professional Development; 2.) Train students to engage in effective clinical practice, leadership, and advocacy; 3.) Enhance our reputation as leaders in the counseling profession.

Promote self-reflection and lifelong professional development.

The UAB CEP prepares graduates who are trained to engage in reflective practice. For our purposes, reflective practice refers to the ongoing evaluation of one’s thoughts, emotions, and behaviors, before, during, and immediately after a clinical encounter. As with any skill, practice and feedback are essential to achieve mastery. In our program, at least 50% of our courses will infuse self-reflective exercises into course assignments. The intent is to stimulate cognitive complexity by teaching students how to identify relevant clinical data, generate multiple hypotheses, and develop cognitive frameworks for how clients are adapting to their environment. Additionally, all CEP students will complete 8 counseling sessions to develop self-monitoring skills and to enhance wellness. The purpose of this goal is to promote continued self-reflection and mental health and while also teaching students the importance for monitoring and modifying intrusive or maladaptive thoughts that may interfere with case conceptualization and the delivery of counseling services.

The CEP faculty regards professional engagement, as an essential practice that promotes unity and ensures our collective history and shared legacy will be transferred to future counselors. The UAB CEP will require every student to obtain membership with a counseling or related professional association, conduct a literature review or original research study, and present their findings to colleagues at a state, regional, or national conference. The purpose of this goal is to help students directly engage with their professional community and begin to establish a foundation for active vs. passive membership. Students are also required to attend 15 hours of professional development training outside of the classroom. This goal helps to instill the importance of ongoing professional development and to expose our students to new and emerging clinical topics.

Goal 1: Promote self-reflection and lifelong professional development		
Indicator(s)	Data	When/Frequency
All students will increase their reflective-capacity	At least 50% of our courses will infuse self-reflection exercises as course assignments.	1x’s per semester
All students will present at a counseling or related conference.	100% of students will present at a counseling or related conference	Once during their degree program (prior to graduation)
All students will complete 8 counseling sessions prior to starting internship.	100% of students will complete 8 counseling sessions prior to starting internship.	Once during their degree program
All students will attend professional development training.	100% of students will complete 15 hours of professional development training	15 hours during their degree program

Train students to engage in effective clinical practice, leadership, and advocacy.

The UAB CEP believes one’s professional image is given by a set of characteristics encompassing emotional intelligence, clinical competence, ethical decision-making, a commitment toward advocacy, and basic leadership skills. These domains are essential for ensuring the community, other disciplines, and regulatory bodies have confidence in the efficacy and safety of our services. Professional dispositions are measured using the CEP Professional Dispositions Evaluation (CEP-PDW). The CEP-PDE is completed each semester on every student enrolled in our program. Students are evaluated across the following domains: ethics, attire/hygiene, interpersonal skills, emotional regulation, multicultural sensitivity and awareness, ability to implement and receive feedback, and personal responsibility. The CEP faculty developed this tool as a sensitive measure to aid in the early identification of students who may possess subtle or intermittent behavioral characteristics that may become a liability during clinical practice or within professional work settings. The CEP-PDE also helps faculty to collectively operationalize and communicate our expectations for professional behavior to CEP students. For instance, any student who receives a score of 1 (does not meet) on any domain will receive a dispositional letter from the CEP faculty.

Additionally, clinical competence is partly measured by the Counseling Competencies Scale (CCS; see the UAB Clinical Handbook for copies of these forms). The CCS is administered during ECG 695 practicum II, ECG 697a internship I, and ECG 697b internship II. The CCS measures students along three higher order domains including Primary Counseling Skills, Professional Dispositions, and Professional Behaviors. The CCS allows the CEP faculty to systematically evaluate how students apply the knowledge and skills they have acquired during the program. This instrument was selected from the professional counseling literature given its comprehensive scope and ability for tapping various aspects of CACREP’s core competencies (e.g. primary counseling skills [counseling and helping relationships, assessment and testing], professional dispositions [professional counseling orientation and ethical practice, human growth and development, counseling and helping relationships], professional behaviors [professional counseling orientation and ethical practice, human growth and development, assessment and testing, and research and program evaluation]). Lastly, specialized knowledge and skills are also evaluated using the CACREP Accreditation Standards and the Counselor Preparation Comprehensive Exam (CPCE). This process is presented in more detail below.

Goal 2: Train students to engage in effective clinical practice, leadership, and advocacy.		
Indicator(s)	Data	When/Frequency
Students will demonstrate professional dispositions and behaviors	• CEP Professional Dispositions Evaluation (CEP-PDE)	1x’s per semester 2x’s per semester
	• Counseling Competencies Scale (CCS)	(Prac./internship)
Specialized knowledge and clinical skills	• Counselor Preparation Comprehensive Exam (CPCE)	1x’s prior to practicum II 1x’s per semester
	• CACREP accreditation standards	2x’s per semester
	• CCS	(Prac./internship)
Compassionate Care and Ethical Decision Making	• CEP-PDE	1x’s per semester
	• CCS	2x’s per semester (Prac./internship)
Students will demonstrate basic leadership and advocacy skills.	• CEP-PDE	1x’s per semester

Enhance our reputation as leaders in the counseling profession.

The CEP program faculty seeks a national and international reputation as leaders in the counseling profession. To accomplish this goal program faculty will seek out leadership positions and increase the number of grant submissions, peer reviewed publications, and data-driven clinical studies. The CEP faculty also wishes to enhance our research mentorship by increasing our collaborations with counseling students. The purpose of this goal is to increase our presence in shaping the trajectory of the counseling profession. Through increased leadership efforts and contributions to the profession, the CEP faculty endeavor to promote innovative teaching, transformational research, and cutting edge clinical service. Such efforts also model our values of professional engagement and leadership for our students and future leaders.

Goal 3: Enhance our reputation as leaders in the counseling profession		
Indicator(s)	Data	When/Frequency
Faculty will secure appointments in state, regional, national, or international organizations.	60% of the faculty will hold leadership positions in professional counseling organizations by 2018.	Ongoing
External grant submissions.	The CEP will submit at least 1 external grant submissions (independently or as a group).	Annually
The number of peer-reviewed publications.	Each CEP Faculty member will each submit at least 1 peer-reviewed publications.	Annually
The number of national and/or international conferences (presentation).	Each CEP Faculty member will present at least 1 national and/or international conference presentations.	Annually
The number of publications using data from the UAB CCC	The CEP will submit at least 2 peer-reviewed publications using data from the clinic (independently or as a group).	Biennially
Student participation in faculty-led research projects.	At least 3 graduate counseling students will participate on faculty-led research projects	Annually

Admissions

Admission to graduate study in counseling must be initiated through the Graduate School. Only after the Graduate School has received and reviewed all required materials, is the application portfolio forwarded to the CEP for review, evaluation, and processing.

To request and submit an application for admission to the Graduate School, please call or write the Graduate School using the address or telephone numbers listed below.

The Graduate School

University of Alabama at Birmingham 511 University
Center
Birmingham, AL 35294-1150
Telephone: (205) 934-8227
Fax: (205) 934-8413

It is important to note, the CEP has application deadlines separate from the Graduate School and students should submit materials in a timely manner so they are received and reviewed by the Graduate School at least one month in advance of the CEP's deadline.

CEP Admission Deadlines	
Fall	March 1
Spring	September 1

Admission Requirements

Undergraduate GPA: (2.75 or better)

Standardized Test Scores: GRE-V (146 or better) and GRE-Q (147 or better)

Per the 2016 CACREP Standards, admission decisions must include consideration of each applicant's (1) career goals, (2) aptitude for graduate-level study, (3) potential success in forming effective counseling relationships, and (4) respect for cultural differences.

Given these requirements, the admission committee considers multiple sources of information when making decisions. Because GRE test scores are one of several indicators, lower scores will not automatically disqualify applicants just as high scores do not automatically guarantee admission. Additional sources of information include previous/current grade point average, letters of recommendation, and a personal statement. It should be noted that our applicants typically score above the 50th percentile on both the quantitative and verbal domains.

In addition, applicants deemed to have acceptable scores, strong references, appropriate statement of purposes, and grades will be invited for an interview that will include a series of individual interviews, a group experience, and a possible writing sample with thucation faculty. Applicants should not infer they have been admitted into the program if granted an admissions interview.

Entry-Level Admissions Procedure

During the entry-level application process, the UAB CEP faculty follows a standardized sequence of steps to ensure admission decisions take into account: 1.) The relevance of each applicant's career goals; 2.) Aptitude for graduate-level study; 3.) Potential for success and forming effective counseling relationships; 4.) Respect for cultural differences. The interview process occurs in 3 stages.

1.) The admissions coordinator conducts a record review.

The application packet is reviewed by the CEP faculty and candidates with a) acceptable scores on either the Graduate Record Examination (GRE) and b) acceptable Undergraduate Grade Point Average (GPA) are contacted for an onsite interview. Applicants or potential applicants are expected to hold themselves to professional standards and refrain from inquiries about acceptance of their

scores prior to official faculty review of applications. Results are then summarized and submitted to the CEP faculty. Following the review, each applicant will receive a formal letter from the CEP faculty. Applicants will receive either a letter of acceptance for an admissions interview or letter of denial of admission. Applicants should not infer they have been admitted into the program if granted an admissions interview.

2.) Qualified applicants are invited to attend an on campus interview consisting of multi-mini interviews and a small group activity.

Applicants deemed to have acceptable scores, strong references, appropriate statement of purpose, and grades are required to participate in an admission interview with the program faculty. Candidates participating in the interview may be given one of three decisions: a) admit, b) admit on probation, or c) denied. Students are notified of their admission status by e-mail following the interview.

3.) Faculty evaluate the admissions packet and interview results, make final admission decisions, and send letters of acceptance (or denial) to the pool of applicants.

When CEP faculty conclude a student is to be admitted to the program, an official letter will be e-mailed informing the student of the faculty decision along with the name of their assigned Faculty Advisor and other instructions. Students who are admitted in “Probationary Status” are required to meet regularly with their faculty advisors during the first 12 hours of coursework to keep them apprised of progress. Failure to do this could jeopardize the student’s continuation in the program. Students admitted on Probation must maintain a 3.0 GPA to continue in the program. When the CEP faculty conclude a student is not to be admitted to the program, an official letter will be e-mailed informing the student of the faculty decision.

Potential students may take classes prior to admission to the CEP as "non-degree seeking" students. However, “non- degree seeking” students are limited to enroll in 12 hours of coursework. “Non-degree seeking” students may enroll in courses which are open to “non-degree seeking students” only. It would be important for “non-degree seeking” students to make an advising appointment with a faculty member prior to enrolling in elective courses as choices made could impact on future clinical placements. “ Non-degree seeking” students are *not* permitted to take "core" counseling courses (see Policy and Procedure manual for the list of core counseling course) prior to admission. There are no exceptions. It is also important to note students take coursework as a “non-degree seeking” student at their own risk. Enrolling and passing “non-degree seeking” coursework *does not* guarantee the student admission into the program as admission criteria (e.g., test scores, undergraduate GPA, and interview) are the primary factors considered when reviewing student suitability for the program.

Admissions procedures	CACREP DOMAIN
Application Packet Review	
Application packets are evaluated for overall GPA, recent GRE scores, and prior graduate coursework.	Aptitude for graduate-level study
Multiple-Mini Interviews (MMI)	
<i>Motivation to study Counseling:</i> Discussion of expectations of career as a counselor	Relevance of each applicant's career goals
<i>Academic Honesty and Integrity:</i> Candidate completes a questionnaire (a version of the defining issues test) designed to explore a hypothetical ethical dilemma related to honesty, integrity, and moral decision-making.	Potential for success and forming effective counseling relationships
<i>Conscientiousness and Reliability interview:</i> Candidate participates in a mini interview to discuss their ability to take responsibility, be reliable, follow through on commitments, and to stay organized.	Potential for success and forming effective counseling relationships
	Aptitude for graduate-level study
Small Group Activity	
<i>Small Group Activity:</i> As part of a small group, students participate in a small group problem solving activity designed to target teamwork, communication, leadership, and capacity for collaboration with others.	Respect for cultural differences.
	Potential for success and forming effective counseling relationships

The Counseling faculty will make admission decisions after reviewing the applicant's credentials in their entirety, and some candidates meeting minimum requirements may not be admitted. Further, the faculty reserves the right to make subjective decisions about a candidate's ability to appropriately complete graduate work, which may influence the decision to admit. Candidates participating in the interview may be given one of two decisions: a) admit, b) denied. Students are notified of their admission status following the interview.

Advising and Registration

Students admitted to the program will be assigned an advisor according to concentration (Clinical Mental Health, School, or Marriage, Couples or Families). The student should make an appointment with the assigned advisor as soon as possible to draft a program outline. All counselors-in-training should have a program plan in place before taking courses.

Advising

At the time of admission, the applicant should obtain an outline (<http://www.uab.edu/education/humanstudies/counseloreducation>) of the courses pertinent to the specialization area. The new student is urged to meet with the assigned advisor at the earliest opportunity to discuss program requirements and expectations and to prepare a program plan that puts the courses in the required sequence.

The faculty advisor serves as mentor as well as advisor and should be consulted about registering for classes, about career plans and opportunities, about possible practicum and internship experiences that would be consistent with the student's goals, about courses that might enhance the graduate training program, and about matters relating to transfer of credits from other universities or colleges. The faculty advisor will review, with the student, the student's performance on the comprehensive examination and any other performance issues that might have a bearing on the student's progress through the program.

Procedures

Students should follow registration procedures outlined by the UAB Registrar's Office.

Registration may be done in person, by telephone or through the Internet. Please refer to the Class Schedule for specific information to access each option. PLEASE NOTE, STUDENTS WILL BE ADMINISTRATIVELY DROPPED FROM COURSES WHEN PRE-REQUISITES HAVE NOT BEEN MET. COURSES WITH PRE-REQUISITE REQUIREMENTS MAY NOT BE TAKEN CONCURRENTLY.

Adding and Dropping Courses

Please refer to the UAB class schedule for deadlines for each term and for the process. When dropping a course, the instructor should be notified as a matter of professional courtesy.

Coursework

Students must enroll for the required courses in Area I upon being admitted to graduate study in the program. Students may choose to enroll in the Area II courses at their own discretion after consulting with their advisor.

Clinical Mental Health Counseling (61 Semester Hours)

The Master of Arts in Counseling with a concentration in Clinical Mental Health counseling is designed to prepare students to demonstrate knowledge and skills with several counseling modalities appropriate for a broad range of clients in a multicultural society; interact effectively with other helping professionals and referral resources; make appropriate counselor-client related decisions in the context of professional, ethical, and legal guidelines; and fill effectively entry-level positions of professional responsibility within the specialization of agency counseling. The coursework is approved by the Alabama Board of Examiners in Counseling, which allows graduates of the program to pursue licensure as professional counselors in the state of Alabama. This program takes no less than 3 years to complete. For most students, it takes approximately 3.5 years or 10 terms (including summers) to complete the program.

Course of Study

Area 1 Courses

Requirements		Hours
EPR 590	Research & Prgm Eval in Coun	4
ECG 612	Professional Orientation	3
EPR 614	Lifespan Human Development	3
ECG 621	Theories of Individual Counseling	3
ECG 624	Assessment (Prerequisites: EPR 590)	3
ECG 626	Group Counseling: Process and Procedures (Co-requisites: ECG 621)	3
ECG 628	Social and Cultural Diversity	3
ECG 630	Career Development: Vocational and Life Planning	3
ECG 638	Practicum I: Clinical Skills and Techniques (Prerequisite: ECG 621)	3
Total Hours		28

Area 2 Courses

Requirements		Hours
ECG 600	Intro to Community Counseling	3
ECG 650	Diagnosis and Treatment of Psychological Disorders	3
ECG 631	Suicide Prevention	3
ECG 660	Relationships and Human Sexuality (Prerequisite: ECG 691)	3
ECG 613	Foundations of Substance Abuse	3
ECG 652	Advanced Counseling Techniques	3
ECG 653	Counseling Children and Adolescents	3
ECG 691	Introduction to Couples and Family Counseling	3
Total Hours		24

Area 3 Clinical Requirements

Requirements		Hours
ECG 695	Practicum II: Supervised Field Experience	3
(Prerequisites: Area I, Comprehensive Exams, and Professional Dispositions)		
Practicum is 100 hours minimum with 40 hours of direct client contact		
ECG 697	Counseling Internship (6 hours-2 semesters)	6
(Prerequisite: ECG 695)		
Internship is 600 hours with 240 hours of direct client contact		
Total Hours		9

Marriage, Couples, and Family Counseling (61 Semester Hours)

The Master of Arts in Counseling with a concentration in Marriage, Couples, and Family counseling is designed to prepare students to work with individuals, couples, or groups where interpersonal relationships are examined for the purpose of achieving more adequate, satisfying, and productive marriage and family adjustments; make appropriate ethical decisions as counseling professionals; comprehend systems theory and use it to conceptualize problems and solutions for couples and families; and fill effectively, entry-level positions of professional responsibility within the specialization of marriage and family counseling. The coursework allows graduates of the program to pursue licensure as marriage and family therapists in the state of Alabama. This program takes about 3 years to complete.

Course of Study

Area 1 Courses

Requirements		Hours
EPR 590	Research & Prgm Eval in Coun	4
EPR 614	Lifespan Human Development	3
ECG 612	Professional Orientation	3
ECG 621	Theories of Individual Counseling	3
ECG 624	Assessment (Prerequisite: EPR 590)	3
ECG 626	Group Counseling: Process and Procedures (Co-requisite: ECG 621)	3
ECG 628	Social and Cultural Diversity	3
ECG 630	Career Development: Vocational and Life Planning	3
ECG 638	Practicum I: Clinical Skills and Techniques (Prerequisite: ECG 621)	3
ECG 691	Introduction to Couples and Family Counseling	3
Total Hours		31

Area 2 Courses

Requirements		Hours
ECG 613	Foundations of Substance Abuse	3
ECG 650	Diagnosis and Treatment of Psychological Disorders	3
ECG 653	Counseling Children and Adolescents	3
ECG 685	Marriage and Couples Counseling (Prerequisite: ECG 691)	3
ECG 660	Relationships and Human Sexuality (Prerequisite: ECG 691)	3
ECG 680	The Intersections of Family and Community Systems (Prerequisite: ECG 691)	3
ECG 689	Advanced Family Counseling Techniques (Prerequisites: ECG 691; ECG 685)	3
Total Hours		21

Area 3 Clinical Requirements

Requirements		Hours
ECG 695	Practicum II: Supervised Field Experience (Prerequisites: Area I, Comprehensive Exams, and Professional Dispositions)	3
Practicum is 100 hours minimum with 40 hours of direct client contact		
ECG 697	Counseling Internship (6 hours - 2 semesters) (Prerequisite: ECG 695)	6
Internship is 600 hours with 240 hours of direct client contact		
Total Hours		9

School Counseling (49 - 52 Credit Hours)

According to the American School Counseling Association, "the purpose of a counseling program in a school setting is to promote and enhance the learning process." The goal is to enable all students to achieve success in school and to develop into contributing member of our society.

The concentration in School counseling is designed to prepare individuals as counselors in grades K-12. The program leading to the Master of Arts in Counseling degree requires a minimum of 49 semester hours of prescribed coursework to meet the academic and field experience requirements for the SDE Class A Professional Certificate in school counseling.

Admissions: In addition to the admission requirements for the CEP, candidates seeking admission to the school counseling concentration must possess a minimum of a 2.75 undergraduate grade point average. Before the school counseling student can receive certification, the school counseling student must satisfactorily obtain a passing score on the following assessments: Alabama Educator Certificate Test, the Praxis II Test in School Counseling, the National Counselor Exam. The school counseling concentration meets the course work and field experiences required by the Alabama State Department of Education for certification. The concentrations meet the academic and field experience requirements for licensure as professional counselors in Alabama.

Course of Study
Area 1 Courses

Requirements		Hours
EPR 590	Research & Prgm Eval in Coun	4
ECG 612	Professional Orientation	3
ECG 621	Theories of Individual Counseling	3
EPR 614	Lifespan Human Development	3
ECG 624	Assessment (Prerequisite: EPR 590)	3
ECG 626	Group Counseling: Process and Procedures ((Co-requisite: ECG 621))	3
ECG 628	Social and Cultural Diversity	3
ECG 630	Career Development: Vocational and Life Planning	3
ECG 638	Practicum I: Clinical Skills and Techniques ((Prerequisite: ECG 621))	3
Total Hours		28

AREA 2 Courses

Requirements		Hours
ECG 620	Foundations of School Counseling	3
ECG 623	Comprehensive Counseling and Guidance: M/H School	3
ECG 627	Comprehensive Counseling and Guidance: M/H School	3
ECG 619	Special Issues for School Counselors	3
ECY 600	Introduction to Special Education (required for non certified teachers)	3
Total Hours		12

AREA 3 Clinical Requirements

Requirements		Hours
ECG 695	Practicum II: Supervised Field Experience	3
(Prerequisites: Areas I & II, Comprehensive Exams, and Professional Dispositions)		
Practicum 100 hours; 40 direct hours.		
ECG 697	Counseling Internship	6
(Prerequisite: ECG 695)		
Internship 600 hours; 240 direct hours		
Total Hours		9

Certificate in Marriage, Couples, and Family Counseling (15 Credit Hours)

The certificate in Marriage, Couples, and Family counseling prepares school counselors and clinical mental health counselors to position themselves to more effectively work with clients, to better align with evidence-based practice, and to increase their range of services and versatility through additional coursework in this subject area. The certificate is open to current UAB Counseling students as well as graduates of Master's level school counseling and mental health programs. The certificate consists of 15

credits of coursework, and takes students about one year to complete on average.

Admission Process

Candidates seeking admission to the Marriage, Couples, and Family counseling certificate who are graduates of a Master’s level CEP, must complete an application found on the UAB Counseling website (<http://www.uab.edu/education/humanstudies/counseloreducation>), as well as submit a statement of purpose, three letters of recommendation and their graduate-level transcript. Equivalent completed coursework from a CACREP counseling program may be substituted for a required course for the certificate. Admission is accepted for summer and fall terms. The prerequisite course for all other coursework for the certificate is offered in the summer term only. Applicants who do not receive a waiver for this course would apply for the summer term. Applicants who receive a waiver for the prerequisite course would apply for the fall term.

Current UAB Clinical Mental Health or school counseling students who wish to pursue the MCF certificate should speak with their advisor to arrange to complete the required coursework.

Course of Study Courses

Requirements		Hours
Required Courses		
ECG 691	Introduction to Couples and Family Counseling	3
ECG 685	Marriage and Couples Counseling (Prerequisite: ECG 691)	3
ECG 660	Relationships and Human Sexuality (Prerequisite: ECG 691)	3
ECG 680	The Intersections of Family and Community Systems (Prerequisite: ECG 691)	3
ECG 689	Advanced Family Counseling Techniques (Prerequisites: ECG 691; ECG 685)	3
Elective: ECG 661	Beginning Academic Year ‘17-‘18 Play Therapy I (Semester/Day to be determined)	3
Total Hours Required:		15

Comprehensive Examination

A student's comprehensive exam must be taken upon completion of Area I courses. Students may, at their own risk, choose to take the comprehensive examination during a semester in which they are concurrently enrolled for their final Area I courses. However, faculty do not endorse this practice and encourage students to complete all core courses prior to taking the comprehensive exam.

The Center for Credentialing and Education (CCE) provides the Counselor Preparation Comprehensive Examination (CPCE) to Counseling programs to use for a program's comprehensive exam. In accordance with policies set forth by CCE-Global, students will take the CPCE at the UAB Testing Center. There is an added cost for taking the exam at the UAB Testing Center, and there is an additional standard cost for the CPCE itself.

The Counseling Program (CEP) has determined that in order to record a passing score on the CPCE, a student must score at or above the 30th percentile on the national non-exit exam statistics for that administration. Students who do not pass the CPCE are allowed to retake the examination two additional (2) times. Students who do not pass the examination are strongly encouraged to schedule meetings with their advisor to review and discuss examination scores. *Students who do not pass the exam after three attempts are not allowed to enroll for practicum and will be terminated from the program.*

Core knowledge (content of core courses) covered in the examination includes

CACREP Areas		Corresponding Core Area Course
1.	Human Growth and Development	EPR 614
2.	Social and Cultural Foundations	ECG 628
3.	Helping Relationships	ECG 621 & 638
4.	Group Work	ECG 626
5.	Career and Lifestyle Development	ECG 630
6.	Appraisal	ECG 624
7.	Research and Program Evaluation	ECG 590
8.	Professional Identity	ECG 612

Clinical Experience: Practicum and Internship

Before admission to the program, students in the school counseling concentration must submit to fingerprinting and a Background Review conducted by the Alabama State Department of Education at the student's cost. For information on the cost and how to complete this requirement, go to <http://background.alabama.gov/>. No school counseling student shall begin a clinical placement (Practicum or Internship in an education environment) in Alabama without a suitability letter from the Alabama State Department of Education demonstrating that the student's criminal background has been reviewed and cleared by the Department of Education. Clinical Mental Health and Marriage, Couples, and Family counseling students are not required to submit to fingerprinting or a background review upon admission to the CEP. However, Clinical Mental Health and Marriage, Couples, and Family counseling students are required to complete clinical placements in order to obtain the master's degree in counseling and many of the outside agencies/entities require fingerprinting and background reviews prior to accepting a student for clinical placement. For all counseling students, the appearance of one or more felonies and/or several misdemeanors on a student's background review may negatively impact placement potential and/or credential obtainment.

Per CACREP standards, before beginning the first semester of their clinical experience, students must obtain and submit proof of individual liability insurance. This is to be procured by the student at the student's expense and must be maintained throughout the student's clinical experience. Student must submit proof of current individual liability coverage at the beginning of each semester that student is enrolled in a clinical experience. This is a requirement for all Counseling students, regardless of concentration. If proof of insurance is not provided, student will be administratively removed from the clinical course.

Prerequisites for the clinical experience include successful completion of required coursework, meeting the required outcomes and competencies in Areas I and II, and successful completion of comprehensive exams. The practicum experience requires a minimum of 100 hours (including **40 hours of direct client contact**) on-site at an appropriate setting to be determined by the Clinical Coordinator. The internship is 600 hours (**including 240 hours of direct client contact**) on-site. Grading for the clinical experiences is on a Pass/Fail basis. To receive a Pass grade the counselor-in-training must be able to demonstrate basic counseling skills, behave in an appropriate professional manner consistent with the American Counseling Association's Code of Ethics, and satisfactorily complete the academic, dispositional and outcome requirements set forth in both the practicum and internship classes.

ECG 695, Practicum:

Each semester of your clinical experience is graded **PASS** or **FAIL** in three areas:

- (a) Proficiency in counseling skills and competencies;
- (b) Proficiency in each evaluation area submitted by the on-site supervisor; and
- (c) Pass group supervision requirements.

These areas are **NOT** averaged. You must maintain a **PASS** in **EACH** area to receive a **PASS** for the course. If you **FAIL** one area, you will **FAIL** the course. You will receive a syllabus each semester of practicum/internship describing the requirements necessary to **PASS** your clinical experience.

Students who do not meet the appropriate skill development by the end of the semester of [ECG 695](#) have two options: receive an (I), or receive an (F).

Option 1: Students in [ECG 695](#) who receive an (I) for the developmental remediation shall do so in consultation with the course instructor. A remediation plan shall be developed. Program faculty may also have input into the remediation plan. The remediation plan will outline specific skills, which were not met in [ECG 695](#) and will state measurable objectives that are directly related to the unmet skill areas. The remediation plan will go into effect the following semester. Upon satisfactory completion of the remediation plan, the (I) will be changed to reflect the student's progress. If the student passes the course, then the student will be allowed to move forward and register for [ECG 697](#) (a) in the next semester. A student cannot register for [ECG 697](#) (a) while in remediation for [ECG 695](#). If the student is unable to meet the objectives outlined in the remediation plan, the student's (I) in [ECG 695](#) will be recorded as an (F) and the student will be administratively dropped from the CEP.

Option 2: Students in [ECG 695](#) who receive an (F) will be administratively dropped and not allowed to continue in the CEP.

ECG 697 (a), Internship

Each semester of your clinical experience is graded **PASS** or **FAIL** in three areas:

- (a) Proficiency in counseling skills and competencies;
- (b) Proficiency in each evaluation area submitted by the on-site supervisor; and
- (c) Pass group supervision requirements.

These areas are **NOT** averaged. You must maintain a **PASS** in **EACH** area to receive a **PASS** for the course. If you **FAIL** one area, you will **FAIL** the course. You will receive a syllabus each semester of practicum/internship describing the requirements necessary to **PASS** your clinical experience.

Students who do not meet the appropriate skill development by the end of the semester of [ECG 697](#) can either receive an (I; Option 1), or receive an (F; Option 2).

Option 1: Students in [ECG 697](#) (a) who receive an (I) for the developmental remediation shall do so in consultation with the course instructor. A remediation plan shall be developed. Program faculty may also have input into the remediation plan. The remediation plan will outline specific skills, which were not met in [ECG 697](#) (a) and will state measurable objectives that are directly related to the unmet skill areas. The remediation plan will go into effect the following semester. Upon satisfactory completion of the remediation plan, the (I) will be changed to reflect the student's progress. If the student passes the course, then the student will be allowed to move forward and register for [ECG 697](#) (b) in the next semester. A student cannot register for [ECG 697](#) (b) while in remediation for [ECG 697](#)(a). If the student is unable to meet the objectives outlined in the remediation plan, the student's (I) in [ECG 697](#) (a) will be recorded as an (F) and the student will be administratively dropped from the CEP.

Option 2: Students in [ECG 697](#) (a) who receive an (F) will be administratively dropped and not allowed to continue in the CEP.

Receiving an Incomplete: A student will be allowed to participate in a remediation plan only **TWICE** during their clinical experience.

The semester before enrolling Practicum II, students should complete the Application for Clinical Experience via Qualtrics link via the Weekly Update. Placements are program specific. Students are placed on sites consistent with training in their specialty area (School, Clinical Mental Health, and Marriage, Couples, and Families). Students trained in one specialty area are not allowed to have a clinical placement in another area. It is important to discuss areas of interest with your advisor early in the program so you will have the background and training consistent with your interest as you choose electives. **Practicum and Intern students do not begin on-site until after the first class meeting. Please refer to the *clinical handbook* on the program web site for more information.**

To meet the Key Assessment requirement, students must achieve the stated proficiency level in all three areas: COUNSELING TAPES, CASE PRESENTATION, and ON-SITE EVALUATION. It is NOT an average of the three areas. For example, a person could achieve the required Proficiency on counseling tapes, from the site evaluation, and not meet the Proficiency level for the case presentation---in this scenario, the student would not receive a PASS for the course because all three areas must meet the stated outcome in order to pass the course.

Application for degree

Students are expected to signify their intention to graduate by submitting a completed "Application for Degree" form to the Graduate School. This form is employed to make sure that program requirements have been met, to order the degree, and to enter the student in the commencement program. The Graduate School mandates deadlines for making a degree application. Students who fail to meet the deadline are not allowed to graduate and are required to apply for graduation the following semester.

An "Application for Degree" form may be picked up at the Graduate School, Hill University Center room 511 or in the Office of Records and Certification, room 100 Education Building. *The student should enter the information asked for, sign the form, and return it to room 100 one semester prior to graduation. PLEASE CHECK THE GRADUATE SCHOOL DEAD LINES FOR THIS INFORMATION.*

Professional Development

Students are also encouraged to join and participate in the activities of professional organizations, including but not limited to

American Association for Marriage and Family Therapy (<http://www.aamft.org>)

American Counseling Association (www.counseling.org)

Association for Adult Development and Aging (AADA; <http://www.aadaweb.org/>)

Association for Assessment and Research in Counseling (AARC; <http://aarc-counseling.org/>)

Association for Child and Adolescent Counseling (ACAC; <http://acachild.org/>)

Association for Creativity in Counseling (ACC; <http://www.creativecounselor.org/>)

American College Counseling Association (ACCA; <http://www.collegecounseling.org/>)

Association for Counselor Education and Supervision (ACES; <http://www.acesonline.net/>)

The Association for Humanistic Counseling (AHC; <http://afhc.camp9.org/>)

Association for Lesbian, Gay, Bisexual, and Transgender Issues in Counseling (ALGBTIC; <http://www.algbtic.org/>)

Association for Multicultural Counseling and Development (AMCD; <http://www.multiculturalcounseling.org/>)

American Mental Health Counselors Association (AMHCA; <http://www.amhca.org/>)

American Rehabilitation Counseling Association (ARCA; <http://www.arcaweb.org/>)

American School Counselor Association (ASCA; <http://www.schoolcounselor.org/>)

Association for Spiritual, Ethical, and Religious Values in Counseling (ASERVIC; <http://www.aservic.org/>)

Association for Specialists in Group Work (ASGW; <http://www.asgw.org/>)

Counselors for Social Justice (CSJ; <https://counseling-csj.org/>)

International Association for Addictions and Offender Counselors (IAAOC; <http://www.iaaoc.org/>)

International Association of Marriage and Family Counselors (IAMFC)

Military and Government Counseling Association (MGCA)

National Career Development Association (NCDA)

National Employment Counseling Association (NECA)

National Board for Certified Counselors

Alabama Counseling Association (ALCA)

Chi Sigma Iota

Students who have a GPA of 3.5 or higher are initiated into the Zeta chapter of CHI SIGMA IOTA, a counseling honorary society. Chi Sigma Iota is an international society of professionals and professionals-in-training dedicated to excellence in scholarship, research, and clinical practice.

Program Policies

Inclement Weather Policy

Occasionally the Birmingham area experiences bad weather such as tornados or icy road conditions which make it difficult for students to attend class. At these times, the University of Alabama at Birmingham may be officially closed. If the University is not officially closed and students are concerned about unsafe road conditions, or must pick up their children, students are encouraged to contact their course instructor with any questions. In the event of a tornado warning, students should go to an inner hallway in the center of the building. Warning procedures are posted in the classrooms.

First Class Attendance Policy

An instructor has the prerogative to ADMINISTRATIVELY drop a student from a course if the student is absent from the first class of a term. A student who misses the first night of class is responsible for determining his/her status in the class.

Administrative Withdrawal

An instructor has the prerogative to withdraw students who are not eligible to take core courses.

Change of Graduate Major

Each student is admitted to a specific major in the counseling program. The student who wishes to change the graduate major (e.g. from community counseling to rehabilitation counseling) must make a formal request to change the graduate major and not begin taking courses in the new major until the request to change has been approved. Requests to change the graduate major are reviewed as carefully as a new admission, and not all change requests are approved. The students should meet with his/her advisor to discuss the rationale for the request to change areas. Forms for requesting to change the graduate major are available in room 100 Education Building.

Evaluation of Students

Graduate students are continuously evaluated during their enrollment in the Counseling program. For instance, evaluative checkpoints occur during admissions, coursework, comprehensive examination, clinical rotations, and eligibility for graduation/certification. These mechanisms are designed to evaluate:

- Previous academic preparation and aptitude for graduate-level study
- Acquisition and retention of knowledge relevant to the counseling profession
- Interpersonal skills and professionalism
- Multi-cultural sensitivity and awareness
- Application of clinical skills
- Inter-professional collaboration

Members of the CEP faculty evaluate each student's academic and dispositional capacity to perform the minimal competencies required of a professional counselor. Notably, even though a student may be demonstrating satisfactory performance in academic course work, certain behaviors may be deemed inappropriate for practice in the profession of counseling. Faculty members have adopted this policy to fulfill their professional responsibility to protect the rights of the community.

Each semester, the Counseling faculty meet to evaluate student capacity to be an effective counselor using the CEP Professional Dispositions Evaluation (CPDE; Appendix 1). If during this meeting, a core or non-core faculty member identifies inappropriate, unethical, and/or potentially harmful (to themselves or to others) behavior, the following steps will be taken:

1. A letter will be sent to the student stating the dispositional items identified by the faculty.
2. The student's advisor will meet with the student and develop a written plan for improvement.
3. The student will have one semester to address the identified concerns. During this period, the advisor will periodically consult with the student's instructors regarding progress on the identified objectives.
4. If the identified concerns continue, and/or additional concerns arise by the end of that time, a second letter will be sent to the student outlining their current progress toward completing the written plan for improvement.
5. Upon receiving a second letter, the student will also meet with the Counseling faculty to receive a formal remediation plan. Three copies of this document will be distributed to the student, the student's advisor, and the Department Chair.
6. The student will have one semester to satisfactorily complete the remediation plan.
7. At the end of the designated semester, both the student and the CEP faculty will evaluate the student's progress toward completing the remediation plan.
8. If, at the end of the semester, the student fails to complete the remediation plan, the CEP faculty will consult with the Department Chair regarding the student's dismissal from the program. Because, it is assumed that successful completion of the remediation plan indicates the acquisition and successful application of new, professionally acceptable behaviors, if a resumption in problematic behavior is observed at any time prior to graduation, the CEP faculty will consult with the Department Chair regarding dismissal from the program.

Student Grievance Policy/Procedure

Students should expect to be treated fairly by the university and, if fairness is disputed, to have an avenue of appeal. Individuals with expertise in the particular academic discipline can most appropriately make judgments on academic matters, which are in dispute. For this reason, disagreements on academic matters should follow the steps:

- 1.) The student should first contact the instructor of record directly in an effort to resolve the dispute. Most disputes can and should be resolved at this level. In rare situations where this does not occur, the student would move to step 2 in the process.
- 2.) The student may request a decision by the Chair of the Department of Human Studies. If the dispute cannot be resolved, the student would go to step 3.
- 3.) The student may request a decision from the Dean of Education. Where appropriate, the Dean will consult with the Graduate Council. The decision of the Dean is final.

IT WOULD BE INAPPROPRIATE FOR STUDENTS TO BY-PASS ANY OF THE STEPS IN THE GRIEVANCE PROCESS.

Plagiarism

The department faculty members define plagiarism as the presentation as new and original an idea or product derived from an existing source.

Common examples of plagiarism are as follows: including all or a portion of the written work of another in a response to a current requirement without giving appropriately cited credit to the source; purchasing a paper from another individual and presenting it as one's own work; developing an idea presented by another into a written document or presentation without giving appropriate credit to the person, or presenting (essentially) the same written work for fulfillment of two (concurrent) academic requirements.

The department faculty believes that plagiarism by a student is a serious violation of professional ethics and standards. Therefore, if a student is found to have engaged in plagiarism, the following steps will be taken:

- The faculty member who has become aware of the student engaging in plagiarism will request, in writing, that the department Chairperson constitute a retention committee to evaluate the student's suitability for continuation in a program in the department.
- If the plagiarism by the student occurred in the context of work submitted as course requirement, the student will be assigned a grade of Failure ("F") for the course.
- If the plagiarism by the student occurred in a professional context (e.g., during submission of a manuscript for publication in a professional journal or for presentation at a professional meeting), the faculty member who has become aware of it will take whatever action is appropriate under the Ethical Standards and/or Codes of Conduct pertinent to the student's intended profession.
- If the student is not in agreement with the action taken, the student can subsequently follow the appeals procedures of the Graduate School of University of Alabama at Birmingham.

Student Recommendation and Endorsement Policy

Upon completion of the counseling program, students are eligible for faculty endorsement appropriate to the students' areas of specialization. Recommendations for employment, further graduate study, state licensure, and state and national certification will be given only for the program, which the graduate has satisfactorily completed. All requests for written endorsement must be submitted in writing to a CEP faculty member. Written endorsements are provided at faculty discretion. Endorsement determinations are made based on the student's level of knowledge, skills, and dispositions/professionalism.

Dangerous Weapons and Firearms Policy

The University prohibits the possession, transportation, and use of firearms and other dangerous weapons on campus. This policy applies to all persons on campus, including faculty, staff, students, contractors, patients, and visitors. University students may not possess firearms at any time on campus (except as expressly authorized by the University Police Department ("UPD")). Dangerous weapons are not allowed on campus at any time. Any dangerous weapons may be confiscated.

Faculty and staff may not possess firearms on campus or while otherwise engaged in duties associated with their employment, except for a firearm properly maintained in a personal vehicle in a manner consistent with Alabama law.

Consistent with Alabama law, all persons (including concealed carry permittees) are strictly prohibited from possessing firearms (1) at facilities which provide inpatient or custodial care of patients with psychiatric, mental or emotional disorders; and (2) at locations where guards and other security features are employed, such as athletic events.

This Policy will be published in staff, faculty, and student handbooks, and supersedes any contrary provisions.

Persons on campus and in violation of University policy are trespassers and may be dealt with accordingly, including, but not limited to, being removed from campus and receiving a written directive to remain off campus. Contractors and vendors are expected to comply with policy and contract terms. Violations of Alabama law may be dealt with by appropriate law enforcement. Student violations may be addressed in accordance with the Non-Academic Student Conduct Policy as well as other applicable policies and may include sanctions, up to and including expulsion. Student violations may be resolved in accordance with UAB policies, up to and including permanent removal from the site.

Mandated Reporting

In the event that a client shares information deemed by the practicum/internship student to be evidence of abuse of a member of a protected population, the practicum/internship student must notify their site supervisor immediately.

Duty to Warn

In the event that a client shares information deemed by the practicum/internship student to be evidence of intent to harm another person, the practicum/internship student must notify the site supervisor immediately.

Client Non-Discrimination Policy

Because the CEP aligns directly with the counseling profession, the well being of the client is the foremost priority. Our policy indicates that clinical providers must affirm the personal liberty of service recipients. Professional counselors do not refer or refuse to work with clients whose values, beliefs, demographic characteristics, or lifestyle preferences are in conflict to their own. Counseling students do not condone or engage in discrimination based on age, culture, disability, ethnicity, race, religion/spirituality, gender, gender identity sexual orientation, marital status/partnership, language preference, socioeconomic status, or any basis proscribed by law. Counselors do not discriminate against clients, students, student clinicians, supervisees, or research participants in a manner that has a negative impact on these persons.

Also, Counseling students are expected to conduct themselves in a business-like manner at all times. In keeping with its commitment to maintaining an environment that is free of unlawful discrimination and in keeping with its legal obligations, the CEP prohibits unlawful harassment (and discouraging conduct that, while not unlawful,

could reasonably be considered unwelcome). Discriminatory harassment of any kind is not appropriate for counseling students, whether it is sexual harassment or harassment on the basis of race, color, religion, sex, sexual orientation, gender identity, gender expression, age, national origin, disability unrelated to program performance, veteran status, genetic or family medical history, or any factor that is a prohibited consideration under applicable law. At the same time, the CEP recognizes the centrality of academic freedom and its determination to protect the full and frank discussion of ideas. Thus, discriminatory harassment does not refer to the use of materials about or discussion of race, color, religion, sex, sexual orientation, gender identity, gender expression, age, national origin, disability unrelated to program performance, veteran status, or genetic or family medical history for scholarly purposes appropriate to the academic context, such as class discussions, academic conferences, or meetings.

Sexual Harassment

Under the law, sexual harassment does not refer to occasional compliments or conduct of a socially acceptable nature. Nor does it refer to the use of materials or discussion related to sex and/or gender for scholarly purposes appropriate to the academic context. It does refer to non-academic remarks or actions of a sexual nature that are not welcome and are likely to be viewed as personally offensive. This can include but is not limited to: Physical or verbal advances; Sexual flirtations; Propositions; Verbal abuse of a sexual nature; Vulgar talk or jokes; Degrading graphic material; Verbal comments of a sexual nature about an individual or his or her appearance; Display of sexually suggestive objects outside a scholarly context and purpose; Physical contact of a sexual or particularly personal nature. Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when:

1. Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment (or a student's status)
2. Submission to or rejection of such conduct by an individual is used as the basis for employment decisions (or academic decisions) affecting such individual or
3. Such conduct has the purpose or effect of unreasonably interfering with an individual's work performance (or a student's academic performance) or creating an intimidating, hostile, or offensive work (or academic) environment.

Discriminatory Harassment of a Non-Sexual Nature

The same principles related to sexual harassment also apply to harassment on the basis of any characteristic that is protected by law. The CEP's policy prohibits discriminatory harassment of a non-sexual nature, which includes:

- Verbal, physical, or graphic conduct that denigrates or shows hostility or aversion toward an individual or group on the basis of race, color, religion, sex, national origin, disability unrelated to job performance, veteran status, genetic or family medical history, or other status protected by applicable law and that
- Has the purpose or effect of creating an intimidating, hostile, or offensive employment, educational, or living environment; or
- Has the purpose or effect of unreasonably interfering with an individual's work performance or a student's academic performance.

UAB also adopts these principles with regard to discrimination or discriminatory harassment on the basis of sexual orientation, gender identity and gender expression.

Prohibited behavior may include:

- Conduct or material (physical, oral, written, or graphic, including e-mail messages, text messaging or use of social media posted or circulated in the community) involving epithets, Slurs
- Negative stereotyping, or threatening
- Intimidating, or hostile acts, that serves no scholarly purpose appropriate to the academic context and gratuitously denigrates or shows hostility or aversion toward an individual or group because of race, color, religion, sex, sexual orientation, gender identity, gender expression, age, national origin, disability unrelated to program performance, veteran status, genetic or family medical history, or any factor protected by applicable law.

Alcohol and Drugs

Unlawful possession, use, manufacture, distribution, or dispensing of illicit drugs, controlled substances, or alcoholic beverages by any UAB student on UAB property or as part of any UAB-sponsored or UAB-

sanctioned activity is prohibited. The legal possession, use, or distribution of alcoholic beverages on UAB property or at UAB-sponsored or UAB-sanctioned activities is governed by the UAB *General Policy Regarding the Use and Consumption of Alcoholic Beverages* and applicable local, state, and federal laws. In certain situations, the University is required to report the activities prohibited by this policy to appropriate law enforcement authorities. In all cases, the University may report activities prohibited by this policy to appropriate law enforcement authorities if it appears that the activity is a violation of law.

Financial Aid and Assistance

The Graduate School realizes that pursuit of an advanced degree involves some financial strain. There are several sources of financial aid available to students attending UAB. A graduate student admitted as a "Regular" student who demonstrates financial need is eligible to participate in these Federal programs:

Perkins Loan Stafford Loan (GSL)

College Work Study (Contact the Department of Human Studies Room 227)

Supplemental Loan for Students (SLS)

The Education Resource Institute (TERI)

Professional Educational Plan (PEP)

EXCEL

CONCERN

Other private support programs

Veteran's Benefits-Any veteran who plans to enter UAB, and who wishes to apply for financial assistance through the Veterans Administration, should file an application with the UAB Office of Veterans Affairs (in the Student Development Center, 5th floor, University Center, 1400 University Boulevard).

For a complete description of these programs Contact: Office of Student Financial Aid

University of Alabama at Birmingham University Center, Suite 250 Birmingham, Alabama 35294

Phone (205) 934-8223

Appendix I

CEP Professional Dispositions Evaluation

Student Name:

Concentration:

Date:

Faculty Completing Form: Drs. Hall, Hebard, McCarthy, Tyson, and Watson

As required by CACREP accreditation, CEP faculty will assess all students' professional dispositions at the end of each semester. Faculty will provide a numeric score for each disposition, along providing specific comments and/or recommendations at the end of this form. Any student receiving a score of "Does not meet" on any of the dispositions listed below will receive a letter from faculty outlining plans for remediation of that dispositional concern. Failure to complete the remediation plan may result in termination from the program.

	Does not meet (1)	Emerging (2)	Proficient (3)	Score/Level
Adheres to professional code of ethics and demonstrates sound ethical decision making processes	Student demonstrates limited ethical behavior & judgment, and a limited decision-making process	Student demonstrates ethical behavior & judgments, but on a concrete level with a basic decision-making process	Student demonstrates consistent ethical behavior & judgments	
Maintains adequate hygiene and appropriate appearance for a professional, academic setting	Hygiene and appearance are not appropriate for professional, academic setting	Hygiene and appearance are inconsistently appropriate for professional, academic setting	Hygiene and attire are consistently appropriate for professional, academic setting	
Treats others with warmth and open-mindedness	Student appears emotionally disengaged from peers and faculty, presents with a blunted affect, and/or is closed to other's ideas	Student engages with peers and faculty, but shows difficulty with new ideas	Student intentionally engages peers and faculty in appropriate relationships, displays appropriate affect, and seeks out other's ideas	
Demonstrates emotional stability (i.e., congruence between mood & affect) & self-control (i.e., impulse control) in relationships with faculty, supervisors, peers, & clients.	Student demonstrates limited emotional stability & appropriateness in interpersonal interactions.	Student demonstrates inconsistent emotional stability & appropriateness in interpersonal interactions.	Student demonstrates emotional stability & appropriateness in interpersonal interactions.	
Student demonstrated awareness, appreciation, & respect of cultural difference (e.g., races, spirituality, sexual orientation, SES, etc.)	Student demonstrates limited multicultural competencies (knowledge, self-awareness, appreciation, & skills).	Student demonstrates inconsistent multicultural competencies (knowledge, self-awareness, appreciation, & skills).	Student demonstrates multicultural competencies (knowledge, self-awareness, appreciation, & skills).	
Demonstrates ability to collaborate effectively and	Student is limitedly respectful, thoughtful, & appropriate within	Student is inconsistently respectful, thoughtful, & appropriate within	Student is respectful, thoughtful, & appropriate within all professional	

	Does not meet (1)	Emerging (2)	Proficient (3)	Score/Level
respectfully with peers, faculty, and other professionals Demonstrates ability to receive and implement constructive feedback from peers, faculty, and supervisors	professional interactions. Student is not open to feedback & does not implement suggested changes.	professional interactions. Student demonstrates openness to feedback, but does not implement suggested changes.	interactions. Student demonstrates consistent openness to feedback & implements suggested changes.	
Displays initiative, takes responsibility for own actions, and is consistently prepared to engage in class work and/or clinical experiences	Student demonstrates limited enthusiasm and personal responsibility for his/her professional and personal growth & development.	Student demonstrates inconsistent enthusiasm and personal responsibility for his/her professional and personal growth & development.	Student demonstrates consistent enthusiasm and personal responsibility for his/her professional and personal growth & development.	
Total Score: _____				

For each disposition scored at the “Does not meet” level above, faculty will provide specific comments and/or recommendations in the space below.