CAREER SERVICES AT A GLANCE...

Services for Students and Alumni
• Individual career planning and counseling
• Internship and job search assistance
• Victor eRecruiting job search program
• On-campus interviews with over 150 employers
• Career, internship, and educators’ fairs
• Résumé and cover letter consultation
• Practice interviews
• Credential services for education students and alumni
• Graduate and professional school application assistance

CAREER COUNSELING

• Address plans for career success
• Identify career interests and clarify goals
• Overcome obstacles to career development
• Take career tests to assist with academic decision making

SPECIALIZED CAREER WORKSHOPS

• Résumé Writing
• Interviewing
• Networking
• Job Searching
• Business Dining Etiquette
• Career Decision Making
• Careers for Specific Majors

CAREER RESOURCE CENTER

• Career literature, NIU Major WebLinks, SIGI², WinWay computerized job interview program
• Major/degree-specific career guides, employer information, salary statistics
• Résumé walk-in hours, 12:00 - 4:00 pm, Tuesdays and Wednesdays
• Computer lab for internship/job search and résumé/cover letter preparation
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Introduction

The purpose of this booklet is to assist you in your preparation for a career in the field of social services. This booklet contains information about job opportunities, recommendations for preparing for your career, job search recommendations, and information about graduate school.

Please note: If you are a Psychology, Sociology, Family Social Service or related major – there are additional opportunities if the social service profession is not for you. Simply schedule an appointment with a career counselor to discuss your options.

Congratulations to those of you preparing for a career in the helping professions. It is a rewarding field replete with opportunities, advancement, and personal/professional challenges.

Making Decisions about a Career in the Helping Professions

Who?  What population do you want to serve and in what capacity?
What?  What type of concerns will you address?
Where?  Where will you work?
When?  Should you get a bachelor’s, master’s or doctoral degree?
Why?  Should you work before pursuing graduate studies, or enter graduate school directly after NIU?

Who: Possible Populations
- Preschoolers
- School Age
- Teenagers
- Adults
- Elderly
- Individuals
- Couples
- Families
- Groups
- Communities

What: Possible Concerns
- Emotional
- Familial
- Spiritual
- Sexual
- Academic
- Immigration
- Developmental
- Marital
- Career
- Financial
- Addiction
- Gambling
- Legal
- Environmental
- Health
- Educational
- Psychiatric
- Civil Rights
- Weight/Smoking
- Housing
- Eating Disorder

Where: Possible Work Settings and Job Titles (requiring different degrees and professional experience)
- Corrections Psychologist
- School Social Worker
- Caregiver
- Clinical Psychologist
- Public Aid Caseworker
- Psychiatrist
- Adoption Caseworker
- Hospice Worker/Director
- Art Therapist
- Forensic Psychologist
- Geriatric Social Worker
- Sex Therapist
- Medical Social Worker
- Rehabilitation Counselor
- Pastor/Clergy
- Occupational Therapist
- Psychiatric Social Worker
- Youth Counselor
- Employment Counselor
- College Academic Advisor
- Resident Advisor
- Sports Psychologist
- Youth/Adult Probation Officer
- Dance Therapist
- Women’s Center Director
- Director of Volunteer Services
- Career Counselor
- Crisis Line Director
- Halfway House Counselor/Director
- Child Life Specialist
- Marriage and Family Therapist
- Child Protective Investigator
- Guidance Counselor
- Industrial Social Worker
- Community Organization Worker
- Military Psychologist
- Recreation Therapist
- Vocational Rehabilitation Therapist
- Addictions Counselor
- Developmental Psychologist
- Psychology Instructor/Professor
- Community Organizer
- Clinical Social Worker
- Psychiatric Technician/Assistant
- Group Home Counselor
- Child Psychologist
- Victim Assistance Caseworker
- Citizen Outreach Director
- Refugee Services Worker
- Emergency Housing Coordinator
- Teen Parenting Counselor
- Counseling Psychologist
- Big Brothers/Sisters Caseworker
- Music Therapist
- Pregnancy Counselor
- Substance Abuse Counselor/Caseworker
- Genetics Counselor
- Homeless Shelter Counselor
- Employee Assistance Program Counselor
- Job Training Counselor
- DCFS Caseworker
- College Minority Student Counselor
- Gerontologist

Possible NIU Bachelor’s Degree in:
- Family Social Services
- Psychology
- Child Development
- Early Childhood Studies Education
- Family and Individual Development
- Sociology
- Community Health
- Communicative Disorders

Possible Master’s or Doctoral Degrees in:
- Social Work
- Counseling Psychology
- Rehabilitation Psychology
- Clinical Psychology
- Marriage and Family Therapy
- College Student Personnel
- School Psychology
- Occupational Therapy
- Expressive (Art, Dance, Music) Therapy

How: Need Help or Information?  Schedule an appointment with a Career Services career counselor to address your concerns and questions. Visit the NIU Major WebLinks for information about social service careers, agencies, and job sites. Click on: www.niu.edu/careerservices/weblinks/index.shtml
Social Service Positions and Work Settings

Child Development and Child Protection
- Child care programs, child care centers, Head Start
- Child Life Specialists – in larger hospitals
- Community programs – often for birth to 3
- Public health, community education
- Community parent outreach centers and teen parenting programs
- Family Focus in Chicago and outlying areas mental health centers – community educators
- Social Services – adoption and residential care
- March of Dimes (birth disorder education)
- Catholic Charities or Catholic Social Services
- Salvation Army
- Jewish Federation of Chicago
- Children’s Home and Aid Society
- Lutheran Social Services of Illinois

Cooperative Extension
- Varies by state as to local structure, position, affiliation – state or county. Availability for BS and MS graduates
- Family life specialists, human development specialists, 4-H specialists

Elderly – Gerontology
- Community Centers, senior citizen centers
- Regional Area Agencies or Councils on Aging staff
- Support services – food programs, transportation programs, homemaker programs
- Residential care – admissions/discharge planning, social services worker, activity or program coordinators

Community centers
- School districts (community educators), mental health and family service agencies, child care centers or coordinating childcare units, public health departments, military family service centers, MELD programs, March of Dimes and other medically concerned associations

Handicapped Services
- Sheltered workshops, located regionally, as activity or program coordinators
- Residential care, located regionally, as activity or program coordinators
- Community outreach programming. Examples: Goodwill; Growth Enterprises; Salvation Army; Genesis, Inc.; Sycamore Opportunity House; Aurora, Geneva, Elgin - AID (Association for Individual Development)

Hospitals
- Social service departments. Most require an MSW, but some rural areas hire bachelor’s level graduates
- Psychiatric, substance abuse services
- Child Life Specialist

Religious Organizations
- Youth counselors
- Program work, national or international

Colleges and Universities
- Staff positions in college and university departments of student affairs, academic advisement, college recruitment
- Residential staff support, often via graduate assistantships while pursuing a master’s degree, then followed by a permanent staff position

Social Services – Other
- Case management for welfare assistance, by various local/regional governmental or non-profit agencies
- Crisis lines operated by CONTACT, mental health centers, or other community agencies
- Homemaker programs, often provided by Family Service Agencies or other local community agencies, for home care for the elderly, hospitalized mothers, public health for infant care training, etc.
- Substance abuse programs, outreach or residential, affiliated with hospitals or community agencies
- Voluntary Action Centers or organizations coordinating volunteer workers in a community

Youth Work
- Probation officers – in most counties
- YMCA and YWCA programming
- Community outreach, such as Youth Service Bureaus or community centers
- Big Brother/Big Sister programs – case managers
- Scouting work as field representatives (as well as other youth organizations)
- Residential settings such as group homes, foster care, “half-way” homes, correctional centers run by the state, county, or private groups. Examples: Rosecrance Center (Rockford); DuPage Co. Probation Youth Home and Sunny Ridge Home (Wheaton); Illinois Youth Centers (St. Charles), Mooseheart (Batavia), Allendale (Lake Villa)

From “Positions for Students w/ Degrees in Family and Child Studies In Non-Profit and Gov’t Agencies” by Robert E. Keim.
Social Service Internships

Definition
NIU Career Services office defines an internship as a career-relevant work experience that lasts a minimum of 120 hours.

Why Intern?
- Internships provide students an opportunity to experience what it is like to work in a given field.
- Students develop a network of career contacts which can be invaluable when seeking full-time work. Some students receive full-time job offers through their internships.
- Many employers will only consider candidates who have some form of relevant experience.
- An internship can alert students to skills they should acquire before seeking employment.
- Some students learn through an internship that working in a given field is nothing like they had expected. They may have time to declare a different major or minor.

Experience vs. Academic Credit
Students can choose to serve internships for the experience alone or, in some cases, they may receive academic credit. Some academic departments require an internship or practicum as part of the degree program, while in other departments an internship is optional. Students should contact their academic department regarding all credit issues.

Eligibility
Any NIU student can begin the process of enrolling, but in order to be placed in an internship, a student must have a minimum of a 2.0 GPA and have completed at least 30 credit hours. Some exceptions may be made on a case-by-case basis.

Social Services Internships
On the Victor eRecruiting website, you will see many internships relevant to the social services. Some are paid, and some are unpaid positions. Internships are available during the fall, spring, and summer terms. Our annual Internship Fair also offers an excellent opportunity to meet employers face-to-face.

Social Service Internships Recently Posted on NIU’s Victor eRecruiting Website

(Updated 02/08)

- Aunt Martha’s Youth Services: Foster Care Intern, Therapist Intern
- Ben Gordon Center: Job Coach, Case Aide
- Big Brothers Big Sisters of McHenry County: Case Manager Intern
- Boys Hope Girls Hope: Residential Counselor Intern
- Catholic Charities: Counseling Intern
- Central Baptist Family Services: Counseling Intern
- Circuit Court of Cook County: Social Service Department Intern
- Clearbrook: Habilitation Aide, Residential Counselor
- Creative Interventions: Program Development Intern
- Cornerstone Services: Senior Living Intern
- Cook County Juvenile Probation: Probation Officer Intern
- DeKalb County Court Services: Juvenile Court Services Intern
- Family Service Agency: Case Coordinator
- Assoc. for Individual Development: MH/DD Program Intern
- Genesis House: Training Counselor Intern
- Girl's Best Friend Foundation: Summer Intern
- Hispanic Alliance for Career Enhancement: Production Intern
- HomeBase: Homeless Issues Intern
- Illinois Department of Corrections, Joliet: Intern
- Illinois State Police: Intern
- Janet Wattles Center: Student Volunteer Intern
- Kishwaukee Education Consortium: Instructional Aid/Tutor
- Lutheran Social Services-Nachusa: Clinician Intern
- Marriott Brighton Gardens: Senior Living Services Intern
- Mooseheart Child City and School: Intern
- New Beginnings Counseling: Counselor
- Oak Crest Retirement Center: Activity Assistant
- Prevent Blindness America: Special Events Associate
- Salvation Army (The): Social/Children's Service Intern
- Trinity Services: Therapist Intern
- U.S. Department of Justice: Volunteer Internship Program
- Winnebago County Public Defenders Office: Intern
- YWCA of Elgin: Teen REACH Recruiter Intern

- Aurora U./George Williams: Environmental Education Intern
- Bensfriends: Behavior Therapist
- Boy Scouts of America: Juvenile Diversion Program Intern
- Bright Horizons Family Solutions: Early Childhood Teachers
- Center for Disease Control and Prevention: Intern
- Chicago Metropolitan Correctional Center: Corrections Intern
- Chicago Children's Museum: Student and Educators Programs Intern
- Cook County Adult Probation Department: Intern
- Crisis Line of the Fox Valley: Human Service Intern
- Community Crisis Center Inc.: Counselor Intern
- Cancer Treatment Centers of America: Human Resource Intern
- DeKalb County Rehab & Nursing Center: Social Service Intern
- Family Service Agency: Victim/Family Advocate Intern
- Cook County Dept. of Corrections: Corrections Department Intern
- Genesis House: Developmental Training Instructor
- Glenkirk: Personal Habilitation Instructor
- Hope Haven: Social Service Intern
- IL Fed. of Families: Family Outreach Specialist, Office Assistant
- Interlocken/Experiential Learning: Counselor
- Kendall County Court Services: Probation Officer Intern
- Lifelink Bensenville Home Society: Psycho-Social Intern
- Marketing Store Worldwide, SU: Human Resources Intern
- Mather LifeWays: Wellness Program Intern
- National Association of Anorexia Nervosa: Intern
- NIU - Health Enhancement Services: Smoking Cessation Coach
- P. A. Peterson Home: Social Service Intern
- Riverside Foundation: Social/Human Service Intern
- Trinity Services: Social Worker Intern
- University of Illinois-Springfield: Graduate Public Service Interns
- Winnebago County Adult Probation Division
- Women Employed: Keys to Success Program Intern
- McHenry County Youth Service Bureau: Therapeutic Mentor
- Program-Case Manager
## Employers Who Have Attended Recent Career Services Job Fairs

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<td>AID-Association for Individual Development</td>
<td>Mental Health Professional, Crisis Intervention Worker, Case Manager</td>
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<tr>
<td>Allendale Association</td>
<td>Mental Health Specialist</td>
</tr>
<tr>
<td>Anixter Center</td>
<td>Mental Health Professional, Advocate for Deaf/Deaf, Blind Advocate</td>
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<tr>
<td>Bright Horizons Family Solutions</td>
<td>Employer-Sponsored Childcare</td>
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<tr>
<td>CARC (Chicago Association for Retarded Citizens)</td>
<td>Counselors and Case Managers</td>
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<tr>
<td>Children’s Home Association</td>
<td>Residential Care, Special Education, Family Support Services</td>
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<tr>
<td>FHN</td>
<td>Health Care</td>
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<tr>
<td>Grand Prairie Services Behavioral HealthCare</td>
<td>Counselor, Recovery Support Specialist, Therapist, Therapeutic Stabilization Worker</td>
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<tr>
<td>IL Dept. of Children and Family Services</td>
<td>Child Welfare Specialist, Child Welfare Associate Specialist, Child Protection Associate Specialist, Child Protection Specialist</td>
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<tr>
<td>IL Dept. of Human Services</td>
<td>Rehabilitation Services</td>
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<tr>
<td>Individual Advocacy Group, Inc.</td>
<td>Direct Support Person, QMRP, House Manager</td>
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<tr>
<td>Janet Wattles Center</td>
<td>Mental Health Center</td>
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<tr>
<td>Little Friends, Inc.</td>
<td>Community Living Manager, Direct Care Staff, Special Ed Teachers, Speech Therapist, Case Workers</td>
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<tr>
<td>Mooseheart Child City &amp; School</td>
<td>Residential Child Care Professional</td>
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<tr>
<td>Recessance Health Network</td>
<td>Behavioral Health Services</td>
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<td>Streamwood Behavioral Health Center</td>
<td>Mental Health Counselors, Therapists, Program Specialists</td>
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<tr>
<td>Thresholds Psych. Rehabilitation Centers</td>
<td>Community Support Specialist, Team Leader, Shift Staff, Employment Specialist</td>
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<tr>
<td>Uhlich Children’s Advantage Network</td>
<td>Contractual Therapist, Partners in Parenting Case Manager, Residential Treatment Specialist, Home Works Case Manager</td>
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## Employers Who Have Registered With Victor eRecruiting

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<td>American Red Cross DeKalb County Chapter</td>
<td>Executive Director</td>
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<tr>
<td>Anixter Center</td>
<td>Counselor</td>
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<tr>
<td>Casa Central</td>
<td>Development Associate</td>
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<tr>
<td>Child Care Association of Illinois</td>
<td>Associate Director-Member Relations</td>
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<tr>
<td>Child Care Resource &amp; Referral</td>
<td>Parent Liaison</td>
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<tr>
<td>Community Counseling Center Fox Valley</td>
<td>Crisis Counselor, Case Manager</td>
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<tr>
<td>Crisis Center for South Suburbia</td>
<td>Hotline Shift Leader, Residential Case Manager, Substance Abuse Case Manager, Prevention Specialist</td>
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<tr>
<td>DeKalb County Domestic Abuse Program</td>
<td>Abuser Services Co-Facilitator</td>
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<tr>
<td>Elgin Mental Health Center</td>
<td>Assistant Director of Volunteer Services, Health Information Technician, Dietary Manager</td>
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<tr>
<td>Family Service Assn. of Greater Elgin</td>
<td>Family Support Service Worker</td>
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<tr>
<td>Genesis Enterprises</td>
<td>Qualified Mental Retardation Professional (QMRP)</td>
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<tr>
<td>‘Grand Prairie Behavioral Health Center</td>
<td>Recovery Support Specialist, PSR Director, Home Based Counselor</td>
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<tr>
<td>Interlochen Center for the Arts</td>
<td>Cabin Counselor</td>
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<tr>
<td>Janet Wattles Center</td>
<td>Student Volunteer Program</td>
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<td>Jane Addams Hull House</td>
<td>Resource Coordinator</td>
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<tr>
<td>Jewish Children’s Bureau of Chicago</td>
<td>Teaching Assistant, Autism Center</td>
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<tr>
<td>Jewish Vocational Service</td>
<td>Data Coordinator</td>
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<tr>
<td>Lutheran Social Services of Illinois</td>
<td>Counselor/Case Manager</td>
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<tr>
<td>McHenry County Youth Service Bureau</td>
<td>Therapeutic Mentor, Therapeutic Mentor Program Case Manager</td>
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<tr>
<td>McLean County Center for Human Services</td>
<td>Psychosocial Rehabilitation (PSR) Specialist, Outreach Assessment Specialist, Crisis Intervention On-Call Counselor/Therapist</td>
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<tr>
<td>Onward Neighborhood House</td>
<td>Family Support</td>
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<tr>
<td>Planned Parenthood/Chicago Area</td>
<td>Reproductive Health Assistant</td>
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<tr>
<td>Regional Access &amp; Mobilization Project, Inc. - RAMP</td>
<td>Personal Assistant, Youth Education Advocate, Information and Referral Specialist, Brain Injury Case Worker</td>
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<tr>
<td>Recessance Health Network</td>
<td>Unit Technician</td>
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<tr>
<td>Safe Passage Inc.</td>
<td>Crisis Intervention Counselor</td>
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<tr>
<td>Teach for America</td>
<td>Corps Member, Operations Coordinator</td>
</tr>
<tr>
<td>TeacherCare Inc</td>
<td>Teacher/Caregiver</td>
</tr>
<tr>
<td>United Way of Metropolitan Chicago</td>
<td>Program Coordinator</td>
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<tr>
<td>Village of Hoffman Estates</td>
<td>Outreach Specialist</td>
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<tr>
<td>Youth Outreach Services</td>
<td>Treatment Counselors, Case Managers, Foster Care Supervisor</td>
</tr>
<tr>
<td>Wells Center</td>
<td>Substance Abuse Counselor</td>
</tr>
<tr>
<td>Wisconsin Badger Camp</td>
<td>Various summer camp positions, including counselor</td>
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Quick Start Guide

Victor eRecruiting can help you build a career
- Access information about employers offering internships and co-op experiences; full-time, part-time, and temporary employment
- Contact employers directly or schedule interviews through the Campus Recruiting program
- Upload one or more versions of your resume and other job search documents
- Include your resume(s) in electronic resume books
- Research cities and industries, or obtain a profile of an occupation

Complete Your Profile
- Log into your eRecruiting account [Username = your #, Password = birthdate (mmdd)]
- Select View/Edit Profile Data under the Profile tab on the navigation bar [first time users will be taken right to profile]
- Select the desired view: Personal Info, Academic Info, Career Preferences, Continued Academics or Administration
- Click the Edit link at the top of the section you wish to edit
- Update your profile information
- Click Save

Upload Your Documents
- Log into your eRecruiting account
- Select Upload a Document under the Documents tab on the navigation bar
- Choose the document type on the Upload a Document page and click Next
- Click Browse to select your document
- Choose the correct document and click Open
- Click Upload
- Use a Word or RTF (Rich Text Format) file
- When status is ready, click document name to view

Publish a Resume to a Resume Book
- Log into your eRecruiting account
- Select Publish a Resume under the Documents tab on the navigation bar
- View the Resume Books in the Additional Resume Books section
- Choose your resume from the Publish Resume dropdown on the coordinating Resume Book entry
- Click Save at the bottom of the page

Search for Jobs and Internships/Co-ops
- Log into your eRecruiting account
- Select Job Search under the Jobs & Internships tab on the navigation bar
- Select one of the searches in the More Searches box based on type of job you are searching
  - Example 1: If you are searching for an internship, select Co-op/Internship Job Search
  - Example 2: If you are looking for a teaching position, select Education Job Search
- Keep search criteria simple by selecting 1 or 2 important criteria to define your search
- Click Search
- Click on the Job Title to view the details of the job
- For other quick, easy job searches, select 1-click Searches, which can be found on your home page or on the search screen
Search for Employers
- Log into your eRecruiting account
- Select Employer Search under the Employers tab on the navigation bar
- Locate the Employer Search section
- Search alphabetically by selecting the first letter of the employer name
- Search for a specific employer by typing the name of employer in the Employer Name field
- Search for an employer by industry by selecting one industry or multiple industries in the Industry field
- Click Search
- Click on the Employer Name to view the employer profile

Create a Saved Search
- Log into your eRecruiting account
- Select one of the searches listed
- Choose search criteria
- Click Search
- Choose the Save Your Search at the top of the list of jobs that is shown
- Name the search in the Saved Search Name field
- Choose the Yes option to receive e-mail notifications of job matches
- Select Posted by my Career Center Only or from All Available Sources
- Click Save
- When you receive e-mail notification of a job being entered into eRecruiting that meets your criteria, you should login to eRecruiting
- Select Job Search under the Jobs & Internships tab on the navigation bar
- Select the appropriate Saved Search located in the Saved Searches box on the search screen

Apply for a Job
- Log into your eRecruiting account
- Search for Jobs (See Searching for Jobs section on previous page)
- Select a Job Title from Search Results page to open the Job Details
- Locate How to Apply section at the bottom of the Job Details page*
- Click Apply
- Select a Resume, Cover Letter or Other Document that meets the requirements
- Click Submit

*Some employers request an application method other than through Victor eRecruiting. If so, follow the application directions.

Sign up for an Interview
- Log into your eRecruiting account
- Select Your Active Applications under the Applications tab on the navigation bar
- The status of your active applications is displayed in the Employer Decision column
- Once an employer has Accepted your application and the interview sign-up date has arrived, you may sign up for an interview slot
- Click on Details...
- On the Application Details page, under Employer Decision, click on Sign up for Interview
- On the Interview Sign Up Page, find the schedule date you would like to sign up for and select the Time radio button associated with the time slot you desire
- Click Save and your slot will be reserved
- Confirm your interview by clicking “Your Upcoming Events” under the Calendar tab

Search for a Career Center or Employer Event
- Log into your eRecruiting account
- To browse all events, select Career Center Calendar under the Calendar tab on the navigation bar.
- To find events on a specific day, use the Monthly Overview and click on the desired numeric day link.
- To search for a specific event by event type or employer name, select Calendar Search under the Calendar tab on the navigation bar
- Search using the By Event Type drop down box to search for a specific type of event
- Search by Employer Name to search for events hosted by a specific employer
- From any calendar search results, click on the Event Name for more event details
Searching for Social Service Internships & Jobs on Victor eRecruiting

- Click on JOBS & INTERNSHIPS in the gray toolbar at top of screen.
- Select JOB/INTERNSHIP SEARCH in drop down menu.
- Select appropriate job search from list in MORE SEARCHES (top box on left side of page). We advise you to avoid use of the basic search as this will limit the jobs you can examine.
  - When searching for social service internships, select JOB POSTINGS FOR CO-OPS/INTERNSHIPS.
  - When searching for a postgraduate job, select JOB POSTINGS FOR ALUMNI.
- When the search menu appears - Don’t fill in too many search fields! A good place to start is the “Employer Industry” field, select “Social/Human Services.”
- When searching for jobs on Victor, limit your search to only one or two search fields, such as “Keywords” and “Major.” If you fill in too many search fields, you will eliminate jobs that might interest you.
- Use the Keywords wisely!

Search for Social Services Jobs on Victor eRecruiting

- Use the keyword search to weed out jobs for which you are qualified, but which do not interest you. Keywords are words you would find in your desired job description and/or title. You can list several key words in this field at the same time, and results will be returned for jobs containing each of those words. Examples: counsel, crisis, family, rehab, and “human services”.
- Use root words to search for longer words containing that root word. Examples: “psych” retrieves jobs containing the words psychology, psychologist, and psychiatry. “Case” retrieves case manager and case worker.

Use the “Employers Search” Tab!

- The Employers tab on the top toolbar can be used to look up a specific employer and to find all the employers registered on Victor eRecruiting in the social service field. Highlight each subcategory of the “Social/Human Services” industry to pull up all relevant jobs by using the Ctrl key. Once you find the social services employers, you can see if they are currently listing jobs.

Run Searches Using Various Search Fields!

- “Helping Professionals” are important to many different industries, and social service employees and employers have a variety of educational backgrounds. Because of this, you must run searches using various search fields to find all of the social service jobs on Victor. If you run a search that turns up good results, save it to your “saved searches” file. However, do not assume you have found all the jobs on Victor of interest to you.

Volunteer Opportunities Available through NIU’s Student Involvement & Leadership Development Office

www.niu.edu/studentinvolvement/volunteer/opportunities.shtml
Campus Life Building, Room 150, 815-753-1421
Note: This listing constantly changes. Visit the site frequently for additional opportunities.

- American Red Cross
- Ben Gordon Center
- Children’s Home & Aid Society: Healthy Families Illinois Program
- Children’s Learning Center
- Community Coordinated Child Care (4-C)
- Court Appointed Special Advocates
- DeKalb Area Retirement Center (Oak Crest)
- DeKalb County Hospice
- Ellwood House Museum
- Family Service Agency
- Senior Services Center
- Hope Haven
- Housing Authority of DeKalb County
- Juvenile Learning Mentor Program
- Kishwaukee Family YMCA
- Kishwaukee United Way
- Moms Connected
- N. Illinois Radio Information Service (NIRIS)
- Opportunity House
- Pine Acres Care Center
- Regional Access & Mobilization Project (RAMP)
- Safe Passage
- Salvation Army
- Voluntary Action Center
**Valuable Resources & Recommendations for Social Service Job Seekers**

*NIU Major WebLinks: www.niu.edu/careerservices/weblinks/index.shtml*

Click “Career sites related to a specific major.” Click on your major (Psychology, Sociology, Family and Child Studies, Community Health, etc.). You will find dozens of sample occupations, job sites, social service agencies and medical/health agencies. Many of the agency sites contain employment listings.

Examples of agency and job page links include:

- Chicago Nonprofit Job Listings
- Illinois Hospital Index
- Illinois Nursing Homes
- Illinois Respite Programs
- Illinois Adoption Agencies
- Illinois: Prevent Child Abuse
- Illinois Area Agencies on Aging
- Illinois Suicide & Crisis Hotlines
- Illinois Resources for the Disabled
- Illinois Resources for the Homeless
- Illinois Alcohol & Substance Abuse Treatment Facilities
- Illinois Alcoholism & Drug Dependence Association Job Site
- Catholic Charities of Chicago
- Catholic Social Services of Illinois
- Lutheran Social Services of Illinois Job Site
- Jewish Vocational Service Chicago Job Site
- Chicago Youth Outreach Services Job Page
- Illinois Partners for Substance Abuse Prevention
- United Way Chicago Partner Agencies
- Child Welfare League of America - Midwest Region
- Illinois Social Service Agencies by City
- Illinois Social Service Agencies by County
- Illinois AIDS Community Based Organizations
- Illinois Alcoholism & Drug Dependence Association Job Site

**Career Resource Center (Campus Life Building, Room 235)**

The CRC contains hundreds of books describing thousands of job titles. Books related to social service careers include:

- 100 Best Non-Profits to Work For
- 100 Jobs in Social Change
- Becoming a Helper
- Career Opportunities in the Nonprofit Sector
- Career Paths in Psychology
- Careers for Caring People and Other Sensitive Types
- Days in the Live of Social Workers
- Going Global
- Great Jobs for Psychology Majors
- Human Care Services Directory of Metropolitan Chicago
- Non-Profits and Education Job Finder
- On Being A Therapist
- Opportunities in Counseling and Development Careers
- Opportunities in Fund Raising Careers
- Opportunities in Gerontology Careers
- Opportunities in Mental Health Careers
- Opportunities in Nonprofit Organization Careers
- Opportunities in Psychology Careers
- Opportunities in Social Work Careers
- Real People Working in the Helping Professions
- Social Work Career Development
- The Social Work Graduate School Applicant’s Handbook
- Thriving! A Manual for Students in the Helping Professions

**Human Care Service Directory of Metropolitan Chicago**

*(Located in the Career Resource Center)*

This 700-page directory contains information on thousands of social service agencies in Chicago and surrounding suburbs. Locate agencies by geographic area, or by hundreds of topic areas (e.g., elderly, substance abuse, crisis lines, homeless shelters, developmental disabilities).

**How Do Social Service Agencies Recruit?**

Career Services recently conducted a telephone survey of dozens of social service agencies to determine how they locate job candidates. The results indicated that the most common sources of candidates were: (1) Word of mouth and recommendations from current staff members; (2) Advertisements in local newspapers; (3) Agency website job page; (4) No job postings or advertisements at all (i.e., they received enough unsolicited job applications that they did not have to advertise or post positions).

**Information Interviewing**

Information interviewing involves contacting people who hold interesting jobs and questioning them about their work. Identify and contact an agency and ask if you can speak to the director, or a social worker, case manager, counselor, etc. Explain your situation and ask if you can schedule a time to visit and spend 30 minutes learning about that person’s work. Prepare a list of relevant questions. Wear appropriate business attire and arrive on time. Although it's not a job interview, have a résumé handy in case it is requested, and follow up with a thank you note.

**Never Judge a Job by Its Title**

The social service job search is complicated by the fact that there is little consistency in social service job titles. Two confusing situations often occur:

1. Agencies may use different job titles to describe identical jobs. For example, on a Behavioral Health unit (previously referred to as a Psychiatric unit) at three hospitals, the identical job may be called Psychiatric Technician, Mental Health Counselor, and Behavioral Health Worker. Same job – different job titles.
2. Different agencies may use identical job titles, but the work responsibilities may be very different. For example, Case Workers at DCFS, Big Brothers/Big Sisters, adoption agencies, and substance abuse clinics have very different job responsibilities and clientele, but the job title - Case Worker - is identical.

So what does this mean? Don’t pursue or rule out a position based on its job title. Prior to applying for a job, research the setting, the population being served, and the specific job responsibilities. Base your opinion of the position on the job responsibilities and work setting, not on the job title.
Chicago Area Social Service Jobs Requiring a Bachelor’s Degree

The next two pages contain a sample of occupations in the social service field that require a bachelor's degree in a “social service” major. Some positions require additional experience or certifications. The purpose of this handout is to demonstrate that social service positions that do not require graduate degrees are plentiful. Many of the job descriptions have been shortened. Please note: These particular positions may no longer be available, so do not respond directly to these agencies regarding these positions. Instead, visit NIU Major WebLinks, click on the Psychology, Sociology, or Family Social Service sections, and scroll down to “Social Service Job Sites” and “Illinois Social Service Agencies.”

Family Educator - Aunt Martha’s Youth Services, Chicago Heights
Full-time positions working in the Residential Unit’s various group homes and shelters located on the South Side of Chicago, Southern Suburbs and Aurora. The Family Educator provides direct day-to-day assistance in all facets of the management of the program. The Family Educator will attend training in the Family Teaching Model and Reality Therapy. Responsibilities: Supervise and monitor daily activities of adolescent wards of the state inside and outside the home. Maintain structure of facility; ensure adherence to all house rules. Treatment plan implementation and relationship building. Qualifications: BA/BS or 1-2 years of experience working with adolescents.

Mental Health Specialist - Allendale Association, Lake Villa
Work actively with children and adolescents within our residential units. Implement individual and group programs through the care, supervision, monitoring and direction of clients. Rotating second shift. Per DCFS regulations, must be at least 21 years of age. Previous experience in a residential setting desirable, but not required. The opportunity will be especially interesting to those individuals graduating with a BA/BS in psychology, sociology, human services or social work, as it allows the new grad to formulate the most effective methods of dealing with a challenged population.

Youth Care Worker - ChildServ
DuPage County: Supervise and monitor residents. Teach and assist life skills, i.e. maintenance of rooms and assigned areas in the home; personal hygiene practices; meal preparation and clean up. BA/BS in social work or related field. Recent grads welcome.

Case Manager - Jewish Children’s Bureau of Chicago
Coordinate and supervise sibling and biological relative visits with children in our foster care program. BA/BS

Case Manager - The Larkin Center, Elgin
Full time. BA/BS required. Provide case management and support services for the therapist and group home. Provide case management services to clients and their families - home visits, transportation of clients in agency or personal vehicle to court appearances, schools, community resources. Requires good verbal communication skills and ability to provide required written documentation.

Lawrence Hall Youth Services, Chicago
BA/BS in a human service field. Must have the Child Welfare Employee Licensure at hire or attend the next scheduled 20-day Foundation Training Program for licensure, meet the requirements for attendance and conduct, and pass the Licensure Exam including CERAP (Child Endangerment Risk Assessment Protocol). Document all case management activity and use information in up-to-date case entry notes. Write and submit timely reports for juvenile court and administrative case reviews. Carry a selected load of clients and families as assigned. Take leadership in the planning and evaluation of staffing and conferences. Provide data, information, and treatment goals to treatment team. Works with treatment, collateral staff, and families.

Catholic Charities of Chicago, Foster Care Services Department
Foster Home Recruitment and Licensing Specialist. Performs recruitment and public information activities aimed at acquiring new foster homes. Assumes an integral role in developing materials such as bi-lingual brochures, press releases, church bulletin announcements, radio/television advertising and newspaper and magazine articles. Participates in community-based activities to promote recruitment efforts. BA/BS - 1 year experience. Adoption Care Caseworkers to recruit, evaluate and make recommendations for licensed adoptive candidates, implement placement of children, provide pregnancy counseling, facilitate available alternatives and assist expectant parents in reaching a sound decision. Successful candidates will hold a BA/BS in social work, psychology, or in a related field. Must pass state tests. Foster Care Caseworkers to implement placement of children, complete family assessments, and develop, implement, monitor, and evaluate client service plans. BA/BS in social work, psychology, or a related field. Must pass state tests.

Neumann Association
Leading nonprofit organization serving the needs of 500+ mentally challenged and developmentally disabled adults in 23 different Chicago locations. NA is a diverse agency whose goal is to assist its consumers as they strive to grow and gain independence.

Recreation Specialist. BA/BS in related field. Prefer experience with recreational therapy or recreation activities with children. Develop and implement a recreational therapy schedule for children served in the Youth Starting Over residential program.

Children's Home Of Illinois (various locations)
Prevention Specialist. Family Support Services. Plans and facilitates prevention groups/programs, physical fitness routines, cultural enrichment opportunities, community service, and field trips. Coordinates participation in appropriate tutoring, mentoring and other support programs. Facilitates family support through contact with the families of participants. Works within the school environment to assist and aid school personnel. Aids in providing direct connections of communication between the program, school, and home. BA/BS in social work, psychology, education, or related field.

Crisis Intervention Specialist. Provides in-home counseling, case management and follow-up services; provides crisis intervention services. BA/BS in psychology, social work, or related field, as well as experience working with emotionally/behaviorally disturbed youth and their families. Effective oral and written communication and problem solving skills; strong interpersonal skills; dependable; ability to relate to youths, families, and community agencies/departments; ability to work independently and as an active team member; demonstrated maturity and sensitivity to cultural and individual differences in children and families served; ability to handle job-related matters in a professional, diplomatic, and confidential manner.

Residential Counselor. Works directly with clients teaching skills and behaviors necessary to live successfully in the community in accordance with individual service plans, the program plan, and applicable licensing/accreditation standards; provides therapeutic services in accordance with agency mission, residential treatment philosophy and program goals. BA/BS in corrections, law enforcement or related human service field.

Little City Foundation, Palatine
Serve children and adults with developmental disabilities. Willingness to help others, a great sense of humor, and a warm smile are a must! Direct Care Workers, Case Managers, Associate QMHP, Social Workers, CILA Workers, Developmental Trainers, Job Coach/Supervisor. Some positions require a BA/BS or MA/MS.
Family Support Worker - Shelter, Inc., Arlington Heights  
**Full-time family support worker for the Healthy Families Program. This child abuse prevention program targets prenatal mothers and mothers of newborns. Conduct home visitations, develop treatment plans, and provide long-term supportive and educational services to families. BA/BS in human services, one-year experience, and bilingual Spanish/English.**

Youth Outreach Services, Chicago  
**Juvenile Justice Counselor.** Provide assessment, case management counseling, and advocacy to juvenile offenders in Cook County. Qualifications: BA/BS in Criminal Justice or related field preferred, or 2 years counseling experience with adolescents.

**Crisis Intervention Counselor.** To work with the police departments to provide crisis intervention services to schools, families and youth in various communities. Services include but are not limited to home-based counseling to individuals and families, advocacy services to clients, Community Wrap Around, and stabilization services. Qualifications: BA/BS in human service field, CADC a plus, prior experience in group, family individual counseling.

**Case Managers** to work in Spanish-speaking community. Assess needs and provide services to clients. Must be bilingual English/Spanish. BA/BS in human service field. CERAP and DCFS licensure preferred, along with knowledge of DCFS regulations.

**Treatment Counselor** - Develop and monitor treatment plans for clients. Candidate will also provide individual, group and family counseling, and conduct home visits as needed. Qualifications: BA/BS in human service field, CADC a plus, 1-2 years of experience in a counseling setting.

Jewish Vocational Service, Chicago  
**Case Manager.** Community Based Services. Responsible for case management services to consumers in community based sites. Provides the Illinois Department of Rehabilitation Services (ID-RORS) with verbal and written reports regarding consumers’ program participation and progress and assists with consumer follow-up activities. Provides CBS contract site coverage when necessary. BA/BS preferred and 6 mo.-1 yr related experience.

**Job Developer,** assists clients in locating appropriate jobs. May refer clients for other agency or community services. Evaluates client placement and employability potential. Identifies employment opportunities using a variety of employment and placement resources, including agency job orders, newspapers, community organizations, business contacts and directories. BA/BS.

**Case Manager – QMRP - Southwest Community Services, Inc**  
Interact with individuals with developmental disabilities in a vocational setting, participate in staffing, develop and monitor rehabilitation plans, provide and document counseling and group services and keep accurate records. BA/BS in a human services field and one or more years of experience working with DD population. Must obtain QMRP status after company paid training.

**Staff Trainer - Anixter Center**  
Anixter Center assists people with disabilities to live and work successfully in the community, provides vocational, residential and educational options, substance abuse prevention and treatment, and health care. Advocates for the rights of people with disabilities to be full and equal members of the community. Teacher/trainer with experience working with persons with developmental disabilities. MA/MS or BA/BS.

**Resident Advisor - The Harbour, Evanston**  
Live-in position. Support, guide, and be a role model to four young women, 16-20 years old, on their way to independence. BA/BS and experience with adolescents preferred.

**Fund for Public Interest Research (various locations)**  
**Citizen Outreach Director:** Founded in 1982 to provide professional support to progressive organizations. The Fund has built the largest citizen outreach network in the United States, with campaign offices in 25 states. Working with groups like Greenpeace USA, the Human Rights Campaign, and Sierra Club, Fund staff helps the political and financial support that organizations need to overcome political inertia and create change. Directors run a regional grassroots campaign office and are responsible for hiring and managing a staff of 10-40 activists. Directors and staff canvass door-to-door in public places or by telephone to raise money and build public support for campaigns. Directors also organize news conferences and petition drives and are responsible for all administrative functions of the office. Current campaigns include efforts to protect forests and wilderness, reduce the use of toxins, and pass a Hate Crimes Prevention Act. Locations: 35 cities around the U.S.

**Shelter, Inc. Child Welfare Agency**  
**Coordinator:** Girls’ Group Home in Schaumburg seeks a full-time coordinator to provide direct supervision to staff and residents. Home is for girls between the ages of 11-17 who have been abused or neglected. Requires BA/BS in a human service field.

**Group Home Worker:** Provide direct supervision of residents within this emergency shelter for abused and neglected girls between the ages of 11-17. BA/BS in a human service field. Experience is desired, not required.

**Vocational and Educational Specialist - Teen Living Programs**  
TLP assists homeless youth to permanently leave the streets through service-enriched outreach and residential programs. Coordinates the delivery of vocational and educational services to youth. Conducts vocational and educational assessments, provides individual and group counseling, links youth with community resources and programs, develops job leads, refers youth to employers and monitors youth's progress. BA/BS in social work, occupational therapy or equivalent required. Clinical, residential and adolescent experience preferred.

**Center for Family Services (various locations)**  
A not-for-profit child welfare agency serving children and families; Group Home Counselors: BA/BS in human services to provide treatment services to adolescents with behavioral difficulties in the areas of social, behavioral, and emotional growth. Community Service Coordinator: BA/BS in human services. Provide service coordination and counseling to youth on probation or involved in the court system for truancy in DuPage County. Services provided in home and community-based settings.

**Community Organizer - Blocks Together**  
A nonprofit grassroots community organization is seeking a full-time community organizer to work with low-income Latino and African-American residents. Work with community leaders to develop organizing campaigns; interview residents to identify leaders and issues; provide training and technical assistance for residents; organize public meetings, events and demonstrations around community campaigns, and research issues identified by community members. Issues include: Fair housing, gentrification, immigration, police and elected official accountability, and disclosure of public spending. Organizer works with community groups from across the country. BA/BS. Candidates must have a commitment to social change, motivation and organizational skills, public speaking and strong writing skills.

**Substance Abuse Counselor - Resolve Center of Riverside HealthCare**  
Provide counseling and program treatment to patients and families who have alcoholism or other chemical dependencies. Interview, assess and develop treatment and discharge plans for a caseload of patients. BA/BS, experience with alcoholics/drug abusers in a clinical setting through previous employment or supervised internship practicum required. Minimum certification with CADC a must.
Résumé Writing Guidelines

The purpose of a résumé is to make the employer interested enough to want to learn more about you. It is a written summary of your experiences and qualifications for a particular job or type of employment. Include the following information in your résumé:

- **Identification**: Provide your name and both your temporary and permanent addresses and phone numbers. Dates you can be reached at each place are helpful.
- **Objective**: This should be a statement of the kind of employment you are seeking. Be specific enough so prospective employers can see that you are genuinely interested in satisfying their employment needs. “A position in the social service profession” is okay. “A position as a Caseworker at Harmony House” is better.
- **Education**: Include degree(s) received, names of schools (including city and state), dates attended and major and minor areas studied. List the most recently attended institution first. List any licenses or certifications you may hold. Some students list “Relevant Courses” beneath the Education section.
- **Experience**: List job title or position, name, city, and state of employer or organization, dates of employment (use months and years), and a brief description of your duties and responsibilities. Mention any significant accomplishments and skills that you obtained. If you have relevant experience, start with a category called Social Service Experience, followed by a category called Additional Experience.
- **Activities**: Emphasize activities that enhance your accomplishments, especially Volunteer and Community Service.
- **Computer Skills, Honors, Awards, Military Experience, Memberships, and Research Activities**: Include if applicable.

**SUGGESTIONS**

- Use black ink and white or off-white 24-pound paper.
- Use one font and one font size throughout (your name can be printed in bold and in a larger font).
- Don’t use graphics, lines, italics, or underlines. Solid, round, black bullets, and bolded words are okay.
- Have your résumé duplicated so that each copy looks as good as the original, or laser print each one individually.
- Do not include personal data on your résumé (e.g., marital status, height, weight, sex, health status, etc.).
- Make an appointment at Career Services to have your résumé and cover letters critiqued.
- If you have social service experience, be very specific about what you did, who you served, and how you served them:
  - **Bad**: Worked with families
  - **Better**: Provided counseling to low-income families
  - **Best**: Made community referrals, and provided emotional support and financial counseling to low-income families

Dozens of sample résumés and cover letters can be viewed at: www.niu.edu/careerservices/sampleresumes.html

Build Your Social Service Résumé

**Remember** – experience is #1 on nearly every employer’s list of preferred attributes for entry-level hires. This is somewhat ironic, since we are still talking about entry-level jobs. But experience is #1 on their list. Make sure it is also #1 on your list.

As a student, seek out relevant experiences that will allow you to build your résumé.

Consider the following to be a comprehensive (although not all-inclusive) listing of possible avenues for gaining further experience:

1. Internships
2. Summer jobs
3. On-campus jobs
4. Entrepreneurial / self-employed jobs
5. Temporary work
6. Volunteer work – school, church, club, not-for-profit organizations
7. Special projects
8. Research projects or papers
9. Service learning
10. Certification courses
11. Campus activity, student organization, or Housing and Dining positions
12. Service fraternity / sorority / social club positions
13. Extracurricular or sports leadership positions

The following résumé samples and cover letter demonstrate how social service job candidates can communicate relevant experience.
Frank Q. Zapa  
123 Pine Street  
DeKalb, IL 60115  
(815)555-1234  
frankdqzapa@mail.com

Objective  
A position in the social service profession

Education  
Bachelor of Arts in Psychology, Northern Illinois University, DeKalb, IL  
December 2008
Minor: Family and Child Studies

Skills  
Computer: MS Office, PageMaker, SPSS  
Foreign Language: Conversant in Spanish  
Certification: First Aid and CPR

Social Service Experience  
Developmental Aide Intern, Opportunity House, Jonestown, IL  
2007 – Present
• Organize and conduct appropriate recreational activities for 6 – 10 developmentally disabled adults  
• Assist staff in conducting personal hygiene and social skills workshops

Patient Care Technician, St. Thomas Aquinas Hospital, Woodstock, IL  
2004 – 2006
• Transported wheelchair bound patients to hospital departments and facilitated discharge  
• Delivered special deliveries to patients and departments  
• Answered phones and staffed the front desk, pharmacy, and gift shop during employee’s breaks  
• Interacted professionally and confidentially with nursing staff and doctors

Volunteer, Thomas Center for the Homeless, Plainview, IL  
2002 – 2003
• Logged over 120 volunteer hours while serving meals to residents during weekends  
• Developed and led age-appropriate recreational activities for pre-schoolers  
• Named “Volunteer of the Month,” January 2003

Leadership Activities  
Neptune Hall Council Member, Northern Illinois University, DeKalb, IL  
2004 – 2005
• Attended meetings, established and voted on resident hall policies and procedures  
• Served as Third Floor President

Open House Tour Guide, Northern Illinois University, DeKalb, IL  
2002 – 2004
• Conducted residence hall tours for prospective NIU students  
• Provided information about NIU activities, departments, and services

Research Activities
• Assisted NIU Psychology Department chair with study of adolescent females’ attitudes toward pre-marital sex; Administered 300 surveys and evaluated data results utilizing SPSS software
OBJECTIVE

Position working with chemical dependency clients in a clinical setting.

EDUCATION

Northern Illinois University, DeKalb, IL
Bachelor of Science, May 2006
Major: Family Social Services

Waubonsee Community College, Sugar Grove, IL
Certificate in Addictions Counseling, December 2001

Related Courses: Introduction to Human Services, Social Problems, Psychology, Pharmacology, Human Services Applications, Crisis Intervention, Basic Substance Abuse and Treatment, Addictions I & II, Group Dynamics, Field Experiences I & II.

Continuing Education: Alternatives to 12 Steps (6.5 hrs.); Men's Issues (6.5 hrs.); Treating the Compulsive Gambler, Phase I (7 hrs.), Phase II (7 hrs.); Solution Focused Brief Therapy (6.5 hrs.).

PROFESSIONAL EXPERIENCE

Renz Addiction Counseling Center, Elgin, IL, March 2002 – August 2006
- Facilitated process groups and substance abuse education groups.
- Counseled individual clients on a wide variety of substance abuse-related issues.
- Intervened in crisis situations and made subsequent referrals to other community agencies.
- Completed chemical dependency evaluations, assessments, and intakes.
- Served Criminal Justice/TASC/DCFS clients and wrote detailed reports of clients' progress.
- Maintained caseload of 25 clients.
- Supervised bachelor's and master's level interns.

INTERNSHIPS

Sinnissippi Centers, Inc., Dixon IL, August 2001 – January 2002
- Performed intakes for adult and adolescent substance abusers.
- Maintained 10-15 client caseload.
- Conducted and co-conducted groups for substance-dependent adults by relating group presentations to clients' educational needs.
- Supervised outdoor activities for intensive outpatient clients.
- Developed treatment plans and completed reports for clients' records.

Ben Gordon Community Mental Health Center, DeKalb, IL, June 2000 – August 2001
Assistant Group Facilitator
- Co-conducted groups for adolescent substance abusers and adult DUI offenders by encouraging sharing of feelings and concerns.
- Stressed adherence to 12-Step programs.
- Activities Aide
- Accompanied adolescent substance abusers on a 3-day camping trip to Devil's Lake, Wisconsin.
- Emphasized outdoor living skills and planned hikes and rock climbs to emphasize team building and sharing.
- Acted as a positive role model.
- Monitored behavior on a 24-hour basis.

ADDITIONAL EXPERIENCE

Pizza Pros, Inc., DeKalb, IL, Fall 2000 – Present
- Taught vocational skills to behavior-disordered adolescents.
- Responded to customer inquiries; took food orders in person and via telephone; made and delivered pizzas; developed schedules for 10 workers; checked out banks for other drivers.
- Trained new drivers and phone workers in performance of daily duties.
Chris Smith  
123 Elm Street  
DeKalb, IL 60115  
(815) 555-5555  
chrismariesmith@yahoo.com

OBJECTIVE  Caseworker with an agency serving at-risk adolescents and their families

EDUCATION
Bachelor of Science in Family and Child Studies, Northern Illinois University, DeKalb, IL, May 2007  
Emphasis: Family Social Services  
Minor: Spanish

Relevant Courses: Human Development, the Family, and Society, Group Process and Personal and Family Functioning, Adolescent Development, Lifespan Development: Childhood through Adulthood, Drugs and Behavior

SKILLS
Language: Fluent in Spanish; capable of translating and interpreting
Computer: Excel, PowerPoint, Access, case notes database management software

SOCIAL SERVICE EXPERIENCE
Probation Intern, Cook County Juvenile Court Probation Department, Chicago, IL, January 2007 - April 2007  
• Contributed observations of client progress at staff and unit meetings  
• Utilized Spanish language skills to translate and interpret between departmental staff and juvenile offenders  
• Attended training programs to increase knowledge of state regulations  
• Learned about the structure of the court and its programs and processes  
• Received orientation to the Juvenile Court Act  
• Performed field visits and courtroom observations with probation officers  
• Wrote social investigations and progress reports  
• Collaborated with a probation officer on cases of supervision or probation  
• Learned to process paperwork needed to be completed when a case is assigned  
• Networked with agencies and visited the Juvenile Temporary Detention Center

Tutor, Austin Community Services, Chicago, IL, May 2006 - April 2007  
• Assisted children with homework and encouraged positive study habits  
• Developed developmentally appropriate quizzes and activities to supplement learning  
• Communicated with parents to address children’s progress and challenges

Tutor, Board of Education, Chicago, IL, June 2005 - August 2005  
• Explained difficult concepts in math and reading to low achieving early elementary students  
• Supervised students to assure that school work was completed on time and correctly

Translator, Community Coordinated Child Care (4C), DeKalb, IL, July 2004 - November 2005  
• Translated literature between English and Spanish regarding family issues for parents at Parent Education Workshops  
• Clarified printed materials that were a cause for concern or that resulted in questions

Child Care Worker, Community Coordinated Child Care (4C), DeKalb, IL, January 2005 - November 2005  
• Supervised 5-13 year old children  
• Developed activities to alleviate boredom and encourage appropriate cooperative play  
• Participated in an end-of-the-day meeting with other child care workers and a parent educator to discuss problematic behavior and devise remedies
COMMUNITY EXPERIENCE
Community Service Chair, Alpha Psi Lambda Social Service Organization, Northern Illinois University, DeKalb, IL, Aug 2004 - May 2005
Organized and participated in the following community service activities:

Oak Crest Retirement Home, DeKalb, IL, October 2004 - December 2005
  • Played bingo with elderly residents every other week
  • Conversed with residents at ice cream socials on a monthly basis

DeKalb Women’s Center, DeKalb, IL, November 2004
  • Planned, promoted, and implemented a fundraising coat drive
  • Collected 45 donated coats for sale

Hope Haven Homeless Shelter, DeKalb, IL, October 2004 - December 2005
  • Served meals to residents every other week
  • Drew pictures with children during Arts and Crafts Night

Heartland Blood Center, Aurora, IL, October 2004
  • Posted flyers across campus; scheduled room and equipment; ordered snacks and drinks, checked in donors; coordinated efforts with other sponsoring organizations

YMCA, DeKalb, IL, October 2004
  • Participated in face painting for the children
  • Greeted the crowd; guided participants to the game area; helped clean after the Halloween party ended

PROFESSIONAL DEVELOPMENT SEMINARS
  • “Bipolar Disorders,” Hartgrove Hospital, DeKalb, IL
  • “Eating Disorders,” Juvenile Probation Department, Chicago, IL
  • “Why Girls Do What They Do,” Juvenile Probation Department, Chicago, IL

HONORS
  • Senior Leadership Award: Based on leadership skills and community service
  • Chi Alpha Epsilon: Academic achievement honorary
  • Kappa Omicron Nu: Human Sciences Honor Society
  • Sigma Delta Pi: Spanish Honor Society
Mr. James Weatherby
Hiring Manager
Cleveland County Personnel
1414 Meridian Highway
Lisle, IL 66666

Dear Mr. Weatherby:

Please review my qualifications, summarized in the enclosed résumé, for the position of Social Service Worker I with Cleveland County as advertised recently through NIU Career Services e-Recruiting. After reviewing the job description and researching the impressive reputation of the Cleveland County Human Services Department, I am eager to discuss this position and how I might become a part of your team.

As my résumé indicates, I have a degree in Sociology from the Northern Illinois University. During my coursework, I focused on topics in social problems, families and social change, sociology of mental health and illness, and race and ethnic relations. I feel that this theoretical foundation has prepared me to make an impact on the lives of the people of the Lisle community.

My field work experience provided me with diverse opportunities for both group and one-to-one interaction and gave me insight into the organization of social service agencies. I gained keen insight into the impact of the criminal justice system on the individual offender, the family, and the community as a whole. This internship also helped to reinforce my decision to pursue a career in social work. I was able to establish good rapport with both staff and clients, and my organizational skills were a definite advantage in dealing with the paperwork and deadlines. As I was born and raised in the Lisle area, taking the valuable experiences gained in my education and applying them in my hometown community has become a career and personal goal.

I look forward to the opportunity to discuss this position and my qualifications with you further in a personal interview. My phone number is (815) 555-5555 and my email is chrismariesmith@yahoo.com. Thank you in advance for your time and consideration. I hope to hear from you in the near future.

Sincerely,

Chris Smith

Enclosure
The Cover Letter

A cover letter always accompanies a resume that you send via email or “snail mail.” Use the same paper, font and letterhead as your resume. The cover letter is an important first impression and a writing sample, so it should be well organized, well written, and tailored to the specific job or agency to which you are applying.

Chris Smith
123 Pine Street
DeKalb, IL 60115
(815) 555-1111
chrissmith@hotmail.com

April 15, 2005

Mr. Paul Alexander, Director
ABC Social service Agency
185 Broad Street
Lisle, IL 65432

Dear Mr. Alexander:

Your opening paragraph should arouse the reader's interest. Tell why you are writing the letter. State that you are applying for a specific position and indicate how you found out about the job. Explain why you are interested in employment with this agency.

Your middle paragraph(s) should address the employer's hiring needs. Target the information to the job requirements and/or research the employer to identify what those needs may be. Give detailed information about your relevant qualifications and how they match the job requirements, and show the reader why s/he should consider you as a prospective employee. Be as specific as possible about what you can do. After reading this letter, there shouldn’t be any doubt in the reader’s mind as to why you think you are qualified.

In your closing paragraph refer the reader to your enclosed resume. Mention your interest in an interview and thank the reader.

Sincerely,

Chris Smith
Enclosure

The Reference Page

References should be typed on a separate page, using the same letterhead, paper, and font as your resume and cover letter. Professional and academic references are recommended. Avoid personal references (i.e., friends and family members).

Pat Jones
321 Oak Street
DeKalb, IL 60115
815-555-5555
patjones@hotmail.com

References

William Shepardson, Director
Geisler Mental Health Center
444 N. Pine St.
Geisler, IL 65432
555-555-1111
wshepardson38@yahoo.com

Lois Foster, Ph.D., Professor
Psychology Department
Northern Illinois University
DeKalb, IL 60115
555-555-2222
lfoster@niu.edu

Mary Plain, Volunteer Coordinator
Chamberlain County Hospital
111 W. Oak St.
Chamberlain, IL 60611
555-555-3333
mplain@chamberlaincounty.com
Illinois Certifications for Addictions and Substance Abuse

Illinois Alcohol and Other Drug Abuse Professional Certification Association (IAODAPCA) is Illinois’ only recognized certifying authority in the area of Drug, Alcohol and Substance Abuse. In the area of Addictions and Substance Abuse there are three principal areas in which one can become certified: Counseling, Prevention, and Assessment/Referral. The International Certification and Reciprocity Consortium (ICRC) is an organization consisting of 52 alcohol and other drug abuse certifying bodies which use the same exam designed by Columbia Assessment Services (CAS). CAS has established the standard for determining what level of knowledge and skill is minimally acceptable. IAODAPCA does not administer the ICRC written examinations. Exam dates and information are available at www.iaodapca.org. The following list contains the certifications:

Counselors: There are four types of recognized Certifications for Alcohol and Other Drug Abuse Counselors (CADC):
• Certified Alcohol and Other Drug Abuse Counselor (CADC)
• Certified Reciprocal Alcohol and Other Drug Abuse Counselor (CRADC)
• Certified Supervisor Alcohol and Other Drug Abuse Counselor (CSADC)
• Certified Master Alcohol and Other Drug Abuse Counselor (CMADC)

Preventionists: There are two types of recognized Certifications for Alcohol, Tobacco and Other Drug Abuse
• Certified Alcohol, Tobacco and Other Drug Abuse Preventionists (CADP):
• Certified Senior Alcohol, Tobacco and Other Drug Abuse Preventionists (CSADP)

Assessment/Referral Specialists
• Certified Assessment/Referral Specialist

Should an NIU Student Seek Substance Abuse Certification?

Students preparing for social service and community health positions should be knowledgeable in the area of substance abuse. According to our sources at IAODAPCA it is almost impossible to find work in the area of Drug, Alcohol Addiction and Substance Abuse in Illinois without one of the certifications listed above. NIU students who wish to work in this area are advised to pursue either an entry certification in counseling (CADC) or prevention (CADP). These entry-level CADC or CADP certifications are prerequisites for the other counseling and prevention certifications. Since NIU does not offer a certification program, a student would need to take coursework at one of the colleges listed below. It is likely that many of your general education and/or major courses will transfer to the certification program, thus reducing the number of courses required for certification.

Adler School of Professional Psychology  Illinois Central College  Southeastern Community College
Chicago State University  Illinois Valley Community College  Southern Illinois University/Carbondale - Rehabilitation Institute
College of DuPage  Kennedy King College  St. Augustine College
College of Lake County  Moraine Valley Community College  Triton College
Elgin Community College  New Hope School of Counseling  University of Chicago
Governors State University  Oakton Community College  University of Illinois - Springfield
Harold Washington College  Shawnee Community College  Waubonsee Community College
Harold Washington College  South Suburban College

Reasons to Consider Working Prior to Attending Graduate School

Many students who major in Psychology, Sociology, FCNS and Community Health are intent upon attending graduate school immediately following receipt of their bachelor’s degree. Although appropriate for some students, here are a few reasons to consider working for one or more years before applying to graduate school:

• Graduate programs often prefer applicants with real-life work experience. There is little or no “ageism” in social services (i.e., younger job applicants are seldom favored over older ones). The reverse is often true - applicants for graduate programs and social service jobs who have significant helping experience are often preferred over younger applicants with the bare minimum practicum or internship experience.
• Work experience will enhance your chances of getting accepted into a high quality program. If your academic grades and/or standardized test scores (GRE, MAT) are not stellar, work experience and professional references can compensate. Work experience may enhance your chances of obtaining a graduate assistantship, especially if it involves teaching or clinical supervision of other students.
• Work experience will help you confirm if you are in the right field. You may find that you do not enjoy working with a certain population, or that you do enjoy working with a population that you previously thought was of little interest. You may have planned on pursuing one specialization or graduate degree, only to find that another is preferred.
• You can earn some money to help finance graduate school.
• Supervisors at work can serve as references for graduate school applications. Their references are generally superior to academic references who are familiar only with your schoolwork.
• At work, you may have the opportunity to observe and interact with various helping professionals. Such contact can be a valuable means of professional networking and selecting the social service field for which you are best suited.
• What you learn at work (e.g., psychopathology, personality development, psychotropic medications, family dynamics, substance abuse) will make your graduate coursework easier. You’ll already have had experience with academic topics.
• The myth that “there are no jobs in the helping professions with a bachelors degree” is flat-out wrong. Entry-level bachelor’s-level jobs are plentiful – although the large applicant pool makes getting a job challenging.
Preparing for Graduate School in the Social Services

- Consider complementing your major with a minor in an area of interest. Examples: Gerontology, Psychology Sociology, Family and Child Studies, Urban Studies, Women’s Studies, Foreign Language, Black Studies, Latino/Latin American Studies
- Get involved in student organizations, volunteer services, and community activities
- Visit Career Services Victor eRecruiting program to explore part-time, volunteer, or paid positions in the community
- Pursue an internship through your academic department or NIU Career Services, 220 Campus Life Building
- Network with people in the field who can provide recommendations and contacts. Develop relationships with supervisors, employers and professors to ensure sources of references
- Develop special skills that set you apart and add value to your credentials. Examples include sign language; foreign language; public speaking, leadership and computer skills; first aid and CPR; work with minority and special need populations
- Achieve excellent grades, especially for major classes in junior and senior years
- Prepare for the GRE (if required).
- Consider working full-time after graduation and prior to applying to graduate programs.
- If considering Clinical Psychology Ph.D. programs – engage in as many social service research activities as possible

Licensed Professional Counselor (LPC) vs. Licensed Clinical Professional Counselor (LCPC): What’s the Difference?

What is a counseling license?
A counseling license allows a counseling professional with the proper education, experience, and supervision to offer counseling services to children, adolescents and adults in Illinois. A counseling license is required to work in a community agency setting. It is not required, but is highly recommended, for individuals working in schools and higher education settings. There are two types of counseling license in Illinois. The first level license is called The Licensed Professional Counselor (LPC). The second level license is called the Licensed Clinical Professional Counselor (LCPC).

What can I do as a LPC?
An LPC is a protected title license. This means that when you obtain your LPC, you can call yourself a licensed professional counselor on your résumé, on business cards, to your clients, to the general public, to other professionals and in any other way in which professional designations may be used. Individuals who do not have a LPC license cannot call themselves professional counselors.

As an LPC, you can work as a counselor offering professional counseling services to children, adolescents, and adults. You may work in a community agency, school or higher education setting. Professional counseling is defined by law as:

"...the provision of services to individuals, couples, groups, families, and organizations in any one or more of the fields of professional counseling. Professional counseling includes, but is not limited to: social, emotional, educational, and career testing and evaluation; a professional relationship between a counselor and a client in which the counselor provides assistance in coping with life issues that include relationships, conflicts, problem solving, decision making, and developmental concerns; and research."

You must work under the supervision of a licensed clinical counselor, clinical social worker, psychologist, or psychiatrist.”

What can’t I do as a LPC?
As an LPC, you cannot work in independent practice. This means that you must always receive supervision when you work with clients. It means that you cannot work in a private practice setting.

What can I do as a LCPC?
An LCPC is a clinical level license with both title and service protections. This means that when you obtain your LCPC, you can call yourself a licensed clinical professional counselor on your résumé, on business cards, to your clients, to the general public, to other professionals and in any other way in which professional designations may be used. Individuals who do not have a LCPC license cannot call themselves clinical professional counselors. They also cannot offer the services of a clinical professional counselor by using another title (psychotherapist, counselor, coach, etc).

As an LCPC, you can work as a clinical counselor offering professional clinical counseling services to children, adolescents, and adults. You may work in a community agency, school (with Type 73 certification) or higher education setting. Clinical professional counseling is defined by law as:

"...the provision of professional counseling and mental health services, which includes, but is not limited to, the application of clinical counseling theory and techniques to prevent and alleviate mental and emotional disorders and psychopathology and to promote optional mental health, rehabilitation, treatment, testing, assessment, and evaluation. It also includes clinical counseling and psychotherapy in a professional relationship to assist individuals, couples, families, groups, and organizations to alleviate emotional disorders, to understand conscious and unconscious motivation, to resolve emotional, relationship, and attitudinal conflicts, and to modify behaviors that interfere with effective emotional, social, adaptive, and intellectual functioning.

You can work as a clinical counselor in a private practice setting. You may work, under the law, without supervision. In Illinois, you may also receive reimbursement from third party payers including insurance and managed care companies.

What do I do to become a LPC?

SOCIAL SERVICES HANDBOOK 19 CAREER SERVICES NORTHERN ILLINOIS UNIVERSITY
In order to obtain an LPC license, you must:

1. **Have a master’s degree in counseling or its equivalent.** This means a 48 hour program with at least 10 courses in 16 counseling areas. CACREP accredited programs meet this education requirement.
2. **Pass the National Counselors Examination (NCE).** There are several ways to apply to take the NCE examination. You can apply for this examination during your last semester of your master’s program.
3. **Apply to the Department of Professional Regulation (DPR).** For a license to take the NCE, you must apply to DPR for your license. Applications can be found at www.dpr.state.il.us. Click on professional counselor to download an application for social worker, a licensed psychologist, licensed psychiatrist or a licensed clinical professional counselor.
4. **A “real, valid” supervision relationship -** Your supervisor needs to meet with you at least once a week for face-to-face supervision. This relationship should involve diagnosis, developing and reviewing treatment plans, as well as treatment interventions. Be careful about this one. Some work settings may offer “counseling services” to clients, but do not have a licensed supervisor to help employees get their LCPC license. A site may offer a supervisor without a license and then someone else (with a license) who will “sign off” on your hours. These work situations should be avoided.
5. **An agreement regarding work hours and supervision hours -** You should work out in advance with your work setting, how often a licensed supervisor will meet with you and how many work hours you will accumulate and at what rate.
6. **The LCPC application paperwork -** Download the application from the website (www.dpr.state.il.us) and have your supervisor document your hours. This way, if you change jobs or your supervisor leaves, the hours are documented.
7. **Counseling-related job title -** Often when the board is evaluating an applicant's work experience, it looks at the job title to help determine if the work experience is counseling-related. Be careful about your job title, especially when you are working in a "non-clinical" setting. Job titles like “academic advisor” or “client advocate” or “educator” can create confusion for the board.
8. **Best counseling practices -** Your work experience prior to obtaining your LCPC license helps orient you to the profession and becomes the basis for the rest of your professional experiences. Additionally, after you obtain your LCPC license, you will be able to supervise others, if you wish. So you want this work experience to expose you to the “best” counseling work possible. Some work settings, either out of ignorance or neglect, offer services in a less than completely professional manner. Avoid these settings.

This document was written by Dr. Francesca Giordano, NIU Counseling, Adult & Higher Education Department

### Who Can Work in Private Practice?

Most social service professionals work in social service agencies, schools, hospitals, clinics, or universities. In addition, many work in small (1-3 person) private practices, or large group practices. A common misconception exists that only doctoral level psychologists can work in private practices. This is simply not true. To test this out, look under “Psychologists” in the phone book and you’ll find a list of doctoralally prepared psychologists. Then look under “Counseling.” In addition to Ph.D.s and Psy.D.s, you’ll find many LCSWs (licensed clinical social workers) and LCPCs (licensed clinical professional counselors). The latter two groups are licensed in the state of Illinois to provide counseling and therapy to a wide array of clients experiencing a variety of concerns.

### Accredited Master in Social Work (MSW) Programs in Illinois

<table>
<thead>
<tr>
<th>University</th>
<th>School of Social Work</th>
<th>Phone</th>
<th>Website</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aurora University</td>
<td>School of Social Work</td>
<td>(630) 844-5419</td>
<td><a href="http://www.aurora.edu/socialwork/">www.aurora.edu/socialwork/</a></td>
</tr>
<tr>
<td>Chicago State University</td>
<td>Department of Social Work</td>
<td>(773) 995-2207</td>
<td><a href="http://www.csu.edu/">www.csu.edu/</a></td>
</tr>
<tr>
<td>Dominican University</td>
<td>Graduate School of Social Work</td>
<td>(708) 366-3463</td>
<td><a href="http://www.dom.edu/academics/gssw/index.html">www.dom.edu/academics/gssw/index.html</a></td>
</tr>
<tr>
<td>Governors State University</td>
<td>Master of Social Work Program</td>
<td>(708) 235-3997</td>
<td><a href="http://www.govst.edu/degree">www.govst.edu/degree</a></td>
</tr>
<tr>
<td>Illinois State University</td>
<td>School of Social Work</td>
<td>(309) 438-3631</td>
<td><a href="http://www.socialwork.iilstu.edu/">www.socialwork.iilstu.edu/</a></td>
</tr>
<tr>
<td>Loyola University of Chicago</td>
<td>School of Social Work</td>
<td>(312) 915-7005</td>
<td><a href="http://luc.edu/socialwork/index.shtml">http://luc.edu/socialwork/index.shtml</a></td>
</tr>
<tr>
<td>SIU at Carbondale</td>
<td>School of Social Work</td>
<td>(618) 453-2243</td>
<td><a href="http://www.siu.edu/~socwork/">www.siu.edu/~socwork/</a></td>
</tr>
<tr>
<td>SIU at Edwardsville</td>
<td>Department of Social Work</td>
<td>(618) 650-5758</td>
<td><a href="http://www.siue.edu/SOCIAL">www.siue.edu/SOCIAL</a></td>
</tr>
<tr>
<td>University of Chicago</td>
<td>School of Social Service Admin</td>
<td>(773) 702-1135</td>
<td><a href="http://www.ssa.uchicago.edu/">www.ssa.uchicago.edu/</a></td>
</tr>
<tr>
<td>University of Illinois at Chicago</td>
<td>Jane Addams College of Social Work</td>
<td>(312) 996-3219</td>
<td><a href="http://www.uic.edu/jaddams/college/">www.uic.edu/jaddams/college/</a></td>
</tr>
<tr>
<td>University of Illinois at Urbana-Champaign</td>
<td>School of Social Work</td>
<td>(217) 333-2261</td>
<td><a href="http://www.social.uiuc.ed">www.social.uiuc.ed</a></td>
</tr>
</tbody>
</table>

**Please Note:** This list of MSW programs is effective February 2007 from the Council on Social Work Education website: [www.cswe.org](http://www.cswe.org). Check the CSWE website to determine if new programs have been granted accreditation.
School Counseling Programs in Illinois

In order to work as a school counselor (otherwise known as a guidance counselor) in an Illinois public school (elementary, middle, or high school) you must complete a master’s degree program at an accredited school counseling program and apply for certification through the Illinois State Board of Education. Useful Informational Web Sites for Future School Counselors: Illinois State Board of Education Requirements for Certification for School Service Personnel: www.isbe.net/certification/requirements/service_personnel.htm; National Council for Accreditation of Teacher Certification: www.ncate.org; American School Counselor Association: www.schoolcounselor.org; Illinois School Counselor Association: www.ilschoolcounselor.org

List of accredited school counseling master’s programs in Illinois (updated 06/08):

<table>
<thead>
<tr>
<th>University</th>
<th>Contact Information</th>
<th>Website</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bradley University</td>
<td>The Graduate School</td>
<td>309/677-2375; <a href="http://www.bradley.edu/academics/grad/programs/hdsc.shtml">www.bradley.edu/academics/grad/programs/hdsc.shtml</a></td>
</tr>
<tr>
<td>Chicago State University Graduate School</td>
<td>Department of Psychology</td>
<td>773/995-2000; <a href="http://www.csu.edu/Psychology/graduate/schoolcounseling.htm">www.csu.edu/Psychology/graduate/schoolcounseling.htm</a></td>
</tr>
<tr>
<td>Concordia University</td>
<td></td>
<td>708/771-8300; <a href="http://www.cuchicago.edu/catalogs/graduate/masters_programs/type_73.asp">www.cuchicago.edu/catalogs/graduate/masters_programs/type_73.asp</a></td>
</tr>
<tr>
<td>DePaul University</td>
<td>School of Education</td>
<td>773/325-4405; <a href="http://education.depaul.edu/html/academics/graduate/human_services/humanservices_school.asp">http://education.depaul.edu/html/academics/graduate/human_services/humanservices_school.asp</a></td>
</tr>
<tr>
<td>Eastern Illinois University</td>
<td>Counseling &amp; Student Development</td>
<td>217/581-2400; <a href="http://www.eiu.edu/~eiucsd/MS_in_counseling.php">www.eiu.edu/~eiucsd/MS_in_counseling.php</a></td>
</tr>
<tr>
<td>Governors State University</td>
<td>College of Education</td>
<td><a href="http://www.govst.edu/coe/coe_pgm_MAcouns.aspx?id=4175">www.govst.edu/coe/coe_pgm_MAcouns.aspx?id=4175</a></td>
</tr>
<tr>
<td>Lewis University</td>
<td>Office of Graduate &amp; Adult Recruitment</td>
<td>815/836-5610; <a href="http://www.lewisu.edu/academics/grad-counseling/index.htm">www.lewisu.edu/academics/grad-counseling/index.htm</a></td>
</tr>
<tr>
<td>Loyola University</td>
<td>School of Education</td>
<td>312/915-6800; <a href="http://www.luc.edu/education/academics_schoolcounsel_med.shtml">www.luc.edu/education/academics_schoolcounsel_med.shtml</a></td>
</tr>
<tr>
<td>NorthEastern Illinois University</td>
<td>Department of Counselor Education</td>
<td>773/442-5550; <a href="http://www.neiu.edu/~counsedu/">www.neiu.edu/~counsedu/</a></td>
</tr>
<tr>
<td>Northern Illinois University</td>
<td>College of Education</td>
<td>815/753-1448; <a href="http://www.cedu.niu.edu/cahe/acprogs/MCouns.html">www.cedu.niu.edu/cahe/acprogs/MCouns.html</a></td>
</tr>
<tr>
<td>Olivet Nazarene University</td>
<td>School of Graduate and Continuing Studies</td>
<td>800/648-1463; <a href="http://www.olivet.edu/academics/GCS/masc.asp">www.olivet.edu/academics/GCS/masc.asp</a></td>
</tr>
<tr>
<td>Roosevelt University</td>
<td>College of Education - Department of Counseling and Human Services Chicago: 312/341-3500; Schaumburg: 847/619-7300</td>
<td><a href="http://www.roosevelt.edu/education/chs/school.htm">www.roosevelt.edu/education/chs/school.htm</a></td>
</tr>
<tr>
<td>Saint Xavier University</td>
<td>Graduate Programs</td>
<td>Chicago: 773/298-3000; Orland Park: 708/802-6200; <a href="http://www.sxu.edu/soe/gr_counseling.asp">www.sxu.edu/soe/gr_counseling.asp</a></td>
</tr>
<tr>
<td>Southern Illinois University-Carbondale</td>
<td>Educational Psychology &amp; Special Education</td>
<td>618/453-2311; <a href="http://www.siu.edu/departments/coe/epse/counsel/cemsinfo.htm">www.siu.edu/departments/coe/epse/counsel/cemsinfo.htm</a></td>
</tr>
<tr>
<td>University of Illinois at Springfield</td>
<td>Human Development Counseling Program</td>
<td><a href="http://www.uis.edu/hdc/academics/index.htm">www.uis.edu/hdc/academics/index.htm</a></td>
</tr>
<tr>
<td>Western Illinois University</td>
<td>Department of Counselor Education</td>
<td>309/762-1876; <a href="http://www.wiu.edu/counselored/Schcounseling.html">www.wiu.edu/counselored/Schcounseling.html</a></td>
</tr>
</tbody>
</table>

Marriage and Family Therapy Programs

The Commission on Accreditation of Marriage and Family Therapy Education publishes the Directory of MFT Training Programs which includes master’s, doctoral, and post-graduate degree clinical training programs. The two Illinois programs are Northern Illinois University and Family Institute at Northwestern University.

Visit: www.aamft.org, Search - DIRECTORY OF MFT TRAINING PROGRAMS, (Last updated 02/08)
Careers in College and University Student Affairs

The directory *Graduate Programs Preparing Student Affairs Professionals* includes master’s and doctoral programs in such areas as College Student Personnel, Student Affairs, Student Affairs and College Counseling, and College Student Affairs Administration.

See: [www.acpa.nche.edu/c12/Directory.htm](http://www.acpa.nche.edu/c12/Directory.htm)

Illinois programs: WIU, EIU, ISU, Loyola, and SIU-Carbondale

Student Affairs departments include:

- Academic Advisement
- Athletics and Campus Recreation
- Cooperative Education/Internship Program
- International Programs
- Programming and Campus Activities
- Service Learning (Volunteer) Programs
- Center for Non-Traditional Students

...Continued...

Although the jobs differ, what they have in common is:

- You work at a college or university with college students, faculty and staff
- You are helping and/or teaching students and providing them guidance, advice, or counseling

If you work at a university that offers graduate degrees, you typically can enroll in graduate school programs on a part-time basis, free of charge. This often leads to administrative or management positions in Student Affairs or Higher Education Administration.

Graduate School in Psychology

The American Psychological Association accredits doctoral programs (Ph.D.s and Psy.D.s) in Professional Psychology. The APA does not accredit master’s programs. The doctoral programs APA accredits are in the following disciplines: Clinical Psychology, Counseling Psychology, School Psychology, and Combined Professional-Scientific Psychology.

For details, go to: [www.apa.org/ed/accreditation/doctoral.html](http://www.apa.org/ed/accreditation/doctoral.html)

**Accredited clinical doctoral programs in Illinois:**
- Adler School of Professional Psychology (Psy.D.)
- Argosy University – Chicago (Psy.D.)
- Chicago School of Professional Psychology (Psy.D.)
- Illinois Institute of Technology
- University of Illinois at Urbana-Champaign
- Northern Illinois University
- Northwestern University Medical School
- DePaul University
- Argosy University – Schaumburg (Psy.D.)
- University of Illinois at Chicago
- Wheaton College (Psy.D.)
- Loyola University of Chicago
- Northwestern University
- Southern Illinois University - Carbondale

**Accredited counseling doctoral programs in Illinois:**
- University of Illinois at Urbana-Champaign
- Loyola University of Chicago
- Southern Illinois University - Carbondale

**Accredited school doctoral programs in Illinois:**
- Illinois State University

**Please note:** School districts that hire school psychologists are more interested in NASP (National Association of School Psychologists) and NCATE (National Council for Accreditation of Teacher Education) certification than in APA certification. NASP accredited programs in Illinois are: NIU, EIU, SlU., Governors State University, Loyola, and National-Louis University. Type 73 certification from the Illinois State Board of Education is also required.

**Types of graduate programs:**

**Master’s in Psychology** (counseling & clinical)
- Terminal master’s program
- Doctoral preparatory program

**Doctorate in Psychology** (counseling & clinical)
- Ph.D. (Doctor of Philosophy)
- Psy.D. (Doctor of Psychology)

**Should I get a master’s before applying to a Ph.D. program?**

Many students pondering the idea of graduate school in psychology struggle with this issue. The answer is, it depends on the person and his/her career and educational goals. There are many advantages and disadvantages to all the many different types of programs available in the field of psychology, and each program type may fit each individual for a different reason. Upon researching the different types of programs and assessing your own personal goals and aspirations you can find a school that will be the best fit for you.

As previously stated, the APA does not accredit master’s programs. CACREP (Council for Accreditation of Counseling and Related Educational Programs) is an independent agency that accredits master's degree programs in:

- career counseling
- college counseling
- student affairs
- community counseling
- marital, couple, and family counseling/therapy
- counselor education and supervision
- mental health counseling
- school counseling
- doctoral degree programs
Advantages of master’s program:

- Valuable information on graduate programs
- Look for CACREP accredited programs. CACREP accredited programs have been approved and meet the requirements for accredited status and licensing requirements. Programs not accredited may not fulfill requirements to sit for licensing exams/licensure. For a list of CACREP accredited programs, visit the American Counseling Association: CACREP Directory of Accredited Programs: [www.cacrep.org/directory.html](http://www.cacrep.org/directory.html)

Differences between terminal master’s programs and doctoral preparatory programs:

**Terminal master’s programs:**
- Typically 2 years to complete course work
- Trained to develop professional identity as a counselor in a variety of settings
- Develop understanding/solid knowledge base concerning theoretical and empirical research regarding approaches/techniques to use with clients
- Mastery of skills to prevent and decrease maladaptive behaviors
- Develop an understanding for and a sensitivity to multicultural issues in the community and in counseling
- Emphasis in developing and staying current with ethics and therapist responsibilities
- Provide supervised experience applying psychotherapeutic procedures and interventions at approved internship sites.
- Often option exists to do thesis project or complete extra internship hours
- Provides training and prepares students to apply for licensure and certification upon completion of degree at the master’s level to work as a counselor

**Doctoral Preparatory programs:**
- Most programs consistent with Scientist-Practitioner Model of Clinical Psychology
- Programs typically take 2 years to complete
- Mission is to prepare students for doctoral programs in psychology
- Courses range from research methods and various advanced statistical course to clinically relevant courses such as Abnormal Psychology and Assessment
- Practica placement usually required for a portion of degree requirements – some programs offer advanced practicum experience for those wanting or needing more experience
- Training to develop and to stay current in ethics and researcher/clinician responsibilities
- Training and development of multicultural awareness
- Emphasis on research – most programs require a thesis (but not all). Research is often available outside of a thesis as independent research with the direction of a faculty member. Other research opportunities are available through working with a faculty member – often able to earn co-authorship on papers and journals

**Advantages of master’s program:**
- Help obtain graduate experience without committing to 4-7 years from the start.
- Help identify the confused/unsure student in the direction s/he wants career to go
- Application process less rigorous
- Not quite as competitive as a doctoral program
- Can serve as a safety net if you don’t get into a Ph.D. program
- Having a master’s can make you more competitive and more marketable
- Master’s programs tend to be more flexible than Ph.D. programs – allow freedom to explore multiple fields of study
- A completed thesis or advanced internship hours give you advanced experience as a researcher or counselor before applying to Ph.D. programs
- Advanced internship hours can help provide you with more experience if a career at the master’s level is what you desire – more marketable.
- Master’s program will help the undecided student determine if a Ph.D. program is something s/he wants to pursue
- Many different types of master’s programs such as I/O, School, Counseling, Clinical, Marriage & Family Therapy, etc.

**Disadvantages of master’s program:**
- A master’s program can add considerable length to the time spent in school if you continue for your Ph.D.
- Many doctoral programs will not accept all credits from the master’s program
- Many programs are quite general/broad in the course work – may be difficult for students looking to narrow interests
- Have a short amount of time to complete program; broad coursework could leave students feeling as though their training is not intense enough in particular areas
- Different types of programs vary in length, field of psychology, and mission
- Students who do not know the difference between missions, fields of psychology, and length may enter a program and have an experience that is unexpected due to lack of knowledge

**Valuable information on graduate programs**
- The Complete Guide to Graduate School Admission: Psychology and Related Fields (Published by Lawrence Erlbaum Associates)
- Counselor Preparation 1999-2001: Programs, Faculty, Trends (Pub by Taylor & Francis; 10th edition)
- Graduate Programs in Psychology: Find the School that’s Right for You. (Published by Peterson’s)
- Graduate Study in Psychology and Related Fields (Published by the American Psychological Association)
- Insider’s Guide to Graduate Programs in Clinical Psychology (Published by Guildford)

**References**
Clinical Versus Counseling Psychology: What's the Difference?

Modified from: John C. Norcross - University of Scranton (for full text: www.psichi.org/pubs/articles/article_73.asp)

The majority of psychology students applying to graduate school are interested in clinical work, and approximately half of all graduate degrees in psychology are awarded in the subfields of clinical and counseling psychology. But deciding on a specialization in psychology gets complicated. The urgent question facing each student is "What are the differences between clinical psychology and counseling psychology?" This article seeks to summarize the considerable similarities and salient differences between these two psychology subfields on the basis of several recent research studies. The results can facilitate your informed choice in the application process, enhance matching between the specialization and your interests, and sharpen the respective identities of psychology training programs.

Considerable Similarities

The distinctions between clinical psychology and counseling psychology have steadily faded in recent years, leading many to recommend a merger of the two. Graduates of doctoral-level clinical and counseling psychology programs are generally eligible for the same professional benefits, such as psychology licensure, independent practice, and insurance reimbursement. The American Psychological Association (APA) ceased distinguishing many years ago between clinical and counseling psychology internships: there is one list of accredited internships for both clinical and counseling psychology students. Both types of programs prepare doctoral-level psychologists who provide health care services and, judging from various studies of their respective professional activities, there are only a few meaningful differences between them. Put differently, students interested in a career in psychological health care should consider both clinical and counseling psychology in their initial deliberations. Of course, we are addressing here counseling psychology, a doctoral-level field in psychology, not the master's-level profession of counseling.

Salient Differences

At the same time, a few differences between clinical psychology and counseling psychology are still visible and may impact your application decisions. Here are thumbnail sketches of these differences.

Size

Clinical psychology doctoral programs are more numerous than counseling psychology doctoral programs: In 1999, there were 194 APA-accredited doctoral programs in clinical psychology and 64 APA-accredited doctoral programs in counseling psychology. Clinical psychology programs produce approximately 2,000 doctoral degrees per year (1,300 Ph.D. and 600-700 Psy.D.), while counseling psychology programs graduate approximately 500 new psychologists per year.

Location

Clinical psychology graduate programs are almost exclusively housed in departments or schools of psychology, whereas counseling psychology graduate programs are located in a variety of departments and divisions. A 1995 survey of APA-accredited counseling psychology programs found that 18% of them were housed in colleges of art and science, 75% were housed in schools of education, and 6% in inter-departmental or inter-institutional settings.

Professional Activities

The daily activities of clinical and counseling psychologists are highly similar. They devote the bulk of their day to psychotherapy, teaching, research, and supervision. But there are a few robust differences: Clinical psychologists tend to work with more seriously disturbed populations and are more likely trained in projective assessment, whereas counseling psychology graduates work with healthier, less pathological populations and conduct more career and vocational assessment.

Theoretical Orientations

Bechtoldt et al. (2000) compared the theoretical orientations and employment settings of APA's Division 12 (Clinical) and 17 (Counseling) psychologists (N = 1,389). These results are summarized in Table 1. Again, the convergence was more impressive than the divergence: 29% of both divisions embraced the eclectic/integrative orientation and 26% endorsed the cognitive orientation. However, clinical psychologists more frequently favored the behavioral and psychoanalytic (but not psychodynamic) persuasions, and counseling psychologists the client-centered and humanistic traditions.

The same pattern holds true for the theoretical orientations of faculty members. One study examining the theoretical orientations of faculty in doctoral clinical and counseling psychology programs found a higher percentage of psychodynamic faculty in clinical Psy.D. programs, a higher percentage of humanistic faculty in counseling Ph.D. programs, and a higher percentage of cognitive-behavioral faculty in clinical Ph.D. programs.

Employment Settings

Previous research has consistently found that clinical and counseling psychologists are employed in similar settings, with private practice and universities leading the way. But here, too, we find salient differences. Counseling psychologists are more frequently employed in university counseling centers, whereas clinicians are more frequently employed in hospital settings. The table below summarizes data from the APA (1997) national membership base.

As seen here, Division 12 clinical psychologists were more often employed in private practice, hospitals, and medical schools. By contrast, Division 17 counseling psychologists were more likely to be located in universities (particularly university counseling centers) and other human service settings.

Primary Employment Settings of Clinical and Counseling Psychologists

<table>
<thead>
<tr>
<th>Employment Settings</th>
<th>Clinical: Div 12 (%)</th>
<th>Counseling: Div 17 (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Private practice</td>
<td>37</td>
<td>22</td>
</tr>
<tr>
<td>Hospital</td>
<td>13</td>
<td>5</td>
</tr>
<tr>
<td>Clinic</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>University</td>
<td>21</td>
<td>33</td>
</tr>
<tr>
<td>Other human service</td>
<td>6</td>
<td>22</td>
</tr>
<tr>
<td>Medical school</td>
<td>9</td>
<td>2</td>
</tr>
<tr>
<td>School setting</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Other</td>
<td>7</td>
<td>8</td>
</tr>
</tbody>
</table>

SOCIAL SERVICES HANDBOOK 24  CAREER SERVICES NORTHERN ILLINOIS UNIVERSITY
Concluding Comments

In a large study, we set out to obtain critical information on the admission statistics and student characteristics of APA-accredited programs in counseling and clinical psychology (see Norcross et al., 1998, for details). We secured the following information: Graduate Record Examination (GRE) scores and grade point averages (GPAs), number of applicants and acceptances, percentages of incoming students entering with a baccalaureate only and those with a master's degree, and the percentages of incoming students who were women and minorities. The results from 178 clinical psychology programs and 61 counseling psychology (response rates of 99% and 95%, respectively) provide the empirical basis for these conclusions:

- The mean GRE scores of accepted applicants in clinical and counseling psychology doctoral programs were similar overall with a few differences favoring the clinical programs. For all programs, verbal scores averaged 621 (SD = 45), quantitative scores averaged 627 (SD = 45), and analytical scores averaged 649 (SD = 53). The average score on the Psychology Subject Test was 641 (SD = 47). The only significant differences emerged between Ph.D. clinical programs and Ph.D. counseling programs on the verbal and quantitative scores. In both cases, the incoming students of the clinical Ph.D. programs had higher mean scores (638 verbal and 664 quantitative).
- Similarly, the grade point averages of incoming students were quite similar across clinical and counseling doctoral programs: The overall GPA averaged 3.5 (SD = .2) and the psychology GPA averaged 3.7 (SD = .1).
- The programs accepted, on average, 6 to 8% of the 239 (SD = 123) applicants. The acceptance rate refers to the percentage of applicants who were accepted to the programs, not to the number of students who eventually enrolled in the program. The clinical programs received a significantly higher number of applications than did counseling programs (270 vs. 130), but the acceptance rates were virtually identical between clinical Ph.D. and counseling Ph.D. programs.
- For both types of programs, two thirds of the entering doctoral students were women and one fifth were ethnic minorities. Counseling psychology programs, however, accepted a significantly higher percentage of minority students (25%) than their clinical counterparts (18%).
- For both clinical and counseling programs, approximately two thirds of incoming doctoral students were baccalaureate level and one third master's level. However, this generic conclusion was tempered by the fact that counseling psychology programs accepted a far higher proportion of master's-degree students than Psy.D. programs, which in turn accepted a far higher proportion than the Ph.D. clinical programs (67% vs. 40% vs. 21%).

Research Areas

- In the same study, we took a close look at the frequency of research areas for clinical and counseling psychology doctoral programs. For all programs, the most frequently listed areas of faculty research, in descending order, were: behavioral medicine/health psychology, minority/cross-cultural psychology, psychotherapy process and outcome, family therapy and research, child clinical/pediatric psychology, neuropsychology, mood disorders, anxiety disorders, eating disorders, and assessment. In order to discern patterns of probable differences in research areas between clinical and counseling programs, we examined the frequency of listings for departures from the expected ratio.
- By far, the largest differences occurred in minority/cross-cultural psychology and vocational assessment: 69% and 62% of counseling psychology programs listed these, respectively, compared to only 32% and 1% of the clinical programs. Counseling psychology programs more frequently provided research training and mentorship in human diversity (e.g., gender differences, homosexuality, minority/cross-culture, women's studies), and professional issues (e.g., ethics, professional training). Conversely, clinical psychology program offered, as a group, more research opportunities in psychopathological populations (e.g., attention deficit hyperactivity disorder, autism, affective disorders, chronic mental illness, personality disorders, posttraumatic stress disorder, schizophrenia) and in activities traditionally associated with medical and hospital settings (e.g., pediatric, neuropsychology, pain management, psychophysiology).

Concluding Comments

- Choosing between counseling psychology and clinical psychology has been difficult for graduate school applicants given the paucity of published studies and their considerable overlap. As a resource to applicants and advisors, this article has attempted to review the similarities and highlight their differences.
- The specific credentials, characteristics, and interests of students should guide applications, of course. Counseling psychology programs seem best suited for those with established interests in the vocational and career processes, human diversity, and professional training. Similarly, students possessing master’s degrees and those seeking more intensive exposure to humanistic theory and practice would find these the "norm" in counseling psychology.
- Conversely, students with an abiding interest in psychopathological populations and in behavioral health will more likely find these in clinical psychology programs. While all APA-accredited programs expect their incoming students to manifest relatively high GREs and GPAs, the Ph.D. clinical psychology programs expect them a bit higher. Students with a cognitive-behavioral orientation should also find Ph.D. clinical programs most amenable to their interests.
- Distinctive emphases between Ph.D. counseling psychology and Ph.D. clinical psychology programs ought not to be rigidly interpreted as absolute or unique characteristics. With the robust overlap in these programs, qualified students should consider all options and then tailor their applications to those specializations that match their academic credentials, research interests, career trajectories, and theoretical orientations. We hope that the systematic comparisons provided in this article will assist students and advisors in doing just that.

References

Ph.D. Versus Psy.D.  What's the Difference?

What is the Psy.D.?

The Psy.D. stands for Doctor of Psychology and is similar to the Ph.D. (Doctor of Philosophy) or the EdD (Doctor of Education) in academic standing. The Psy.D. was developed in the late 1960’s in reaction to the limitations of the scientist-practitioner model (Boulder Model) of the clinical Ph.D.. The Psy.D. is designed primarily to train psychologists to be clinicians able to work in a wide range of clinical settings. The emphasis is on clinical work and focused less heavily on research than Ph.D. programs. The degree is rapidly growing in both numbers and respectability, therefore making it a viable option to pursue.

What is the difference between a Psy.D. program and a Ph.D. program?

The most glaring difference between the two programs is that the Ph.D. focuses more on research, whereas the Psy.D. focuses more on clinical training. Many Psy.D. programs are four years in length, whereas Ph.D. programs are five years. Although the Psy.D. does not focus as heavily on research as the Ph.D., research is required. In a Psy.D. program a student will still have to take statistics and write a doctoral dissertation or its equivalent. Psy.D./professional school programs are usually expensive, in part because there are fewer opportunities to earn money through working as a teaching or research assistant.

Where are the programs located?

Ph.D. programs are typically found in universities, while Psy.D. programs are often (but not always) located in freestanding training institutions (e.g., in Schools of Professional Psychology). There are about 175 APA approved clinical Ph.D. programs. APA approved Psy.D. programs are only offered at 30 schools around the country, seven of which are in California. APA approval makes licensing easier to obtain and also helps with job and internship placement following degree completion. Ph.D. programs tend to be offered in more prestigious institutions. If you are interested in getting a degree from a prestigious institution, then a Ph.D. would be the better option to pursue. Ph.D. programs offer more financial support than do Psy.D. programs, and there is also a greater opportunity for support within a university than within a professional school.

What do you need to get in?

Scores listed below are for the average student accepted to a university offering both programs

<table>
<thead>
<tr>
<th></th>
<th>Psy.D.</th>
<th>Ph.D.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall GPA</td>
<td>3.1</td>
<td>3.49</td>
</tr>
<tr>
<td>Psychology GPA</td>
<td>3.67</td>
<td>3.62</td>
</tr>
<tr>
<td>GRE-V</td>
<td>533</td>
<td>585</td>
</tr>
<tr>
<td>GRE-Q</td>
<td>544</td>
<td>580</td>
</tr>
<tr>
<td>GRE-Psych</td>
<td>542</td>
<td>595</td>
</tr>
</tbody>
</table>

(Parenthesized scores are the minimums requested by the universities; italicized scores are average scores of students accepted.)

In general, admission to Ph.D. programs is more competitive, and an applicant should have research experience including activities such as presentations and publications. Although Psy.D. programs do not have as stringent GPA and GRE score requirements, they do look more heavily upon clinical experience such as peer advising, social service volunteering, etc.

What can and can't you do with a Psy.D.?

A Psy.D. prepares you to work in a variety of clinical settings, ranging from family therapy to working with severely disturbed patients in mental institutions. With a Psy.D. you can get licensed in any state as a clinical psychologist. Pay scales are comparable to those earned by clinical psychologists with Ph.D.s. You may also teach courses relating to therapy, but most of the positions available will be on a part-time basis. Psy.D.s are limited in attaining full time faculty positions in traditional academic institutions because of their perceived lack of research knowledge. It is also difficult to get employment as a researcher in a business setting.

What can and can't you do with a Ph.D. in clinical psychology?

With a Ph.D. in clinical psychology, many avenues are open. It is possible to become a full professor, researcher, practicing therapist, consultant or some combination of these. A Ph.D. in clinical psychology is the most versatile psychology degree available. It does not close any of your options. This is the better choice for someone who is not absolutely sure what s/he wants to do in the future or who wishes to perform in a variety of roles.

Which program should you select?

This decision is largely up to you, the student. Keep in mind that you may be spending four to six years in the program that you choose, so carefully explore what you will be doing in your time there. Do not go to the most prestigious school just for that reason, because you may be miserable there and not complete the program. Try to find a program that fits your needs and future goals.
Summary

Similarities in Programs:

- Both are highly competitive and involve a rigorous application process
- Both require courses in research methods, statistics, and clinically relevant courses
- Both programs take approximately 4-7 years to complete and both promote and provide training in ethics
- Both require a dissertation (most Psy.D's now require a dissertation or research project)
- Both programs produce clinicians that are license eligible in all states
- Both can be APA approved and both degree types receive comparable salaries in the workforce

Differences in Programs:

- Ph.D. program participants are trained in the Boulder Model. The primary focus/emphasis in Ph.D. programs is the rigorous education as a researcher with clinical training
- Psy.D. program participants are trained in the Vail Model. The primary focus is to train students to become practicing clinicians working in a variety of settings. There is less focus on research and more applied work
- Acceptance rates in Psy.D. programs tend to be higher, with higher enrollment rates as well. Psy.D. programs average 4 out of 10 applicants to be accepted where Ph.D. programs average 1 out of 10 (Norcoss & Castle, 2002)
- Psy.D. programs typically do not provide the amount of financial assistance that Ph.D programs offer
- Psy.D. faculty members often have more diverse theoretical orientation than Ph.D. faculty. Psy.D. faculty members consist of 30% psychoanalytic, 30% cognitive behavioral, 20% systems/family systems, where Ph.D. faculty tend to be about 65% cognitive behavioral (Norcoss & Castle, 2002)

The GRE (Graduate Record Exam)

Comprehensive, up-to-date information on the GRE can be found at [www.gre.org](http://www.gre.org)

Information on registration, test preparation (free and fee-based), what to expect on test day, score reports, test content, fees, disability accommodations, and how to order the Information and Registration Bulletin is all available on the site. Detailed information on the Subject Tests is also available.

The closest location for testing is Prometric Testing Center in Sycamore. NIU students who want to take the GRE General Test should call Prometric Testing at 815/899-0292 or 1-800-967-1100 to schedule a time. This should be done at least two weeks in advance. Prometric is located at 1715 DeKalb Ave. in Sycamore.

The GRE website offers several options for test preparation, both free and fee based. Other options include books and CD/ROMs from publishers like Princeton Review, Barron’s, and Kaplan. The average cost is around $25. These companies and others also offer expensive GRE test preparation courses. Kaplan ([www.kaplan.com](http://www.kaplan.com)) and Princeton Review ([www.princetonreview.com](http://www.princetonreview.com)) offer classroom courses and online self-directed lessons. Costs vary from $300 to over $1,000, and courses are offered throughout Chicagoland.

If you feel the need for classroom preparation, a more affordable alternative would be the College of Liberal Arts and Sciences External Programming department. For information visit: [www.niu.edu/clasep/testprep/gre/index.shtml](http://www.niu.edu/clasep/testprep/gre/index.shtml)

According to their website: Cost, $545 ($495 if registered one week before the first class), $445 for NIU full-time students ($395 if registered one week before the first class). Materials include Computer Adaptive CD-ROM* (tutorial; diagnostic test; adaptive logic, analytical, and grammar skill builders; practice tests). Fee includes comprehensive workbook, several actual previous exams and a practice CD ROM. Another option is Online GRE Test Preparation: online course costs $255. Textbook, CD-ROM**, pre- and post-tests, and local problem-solving support included.

Final Note: Not all graduate schools require the GRE. Students must familiarize themselves with the admission requirements of the programs they are planning to apply to. If GRE scores are required, plan accordingly and be mindful of the timeline for admission and GRE testing and score reporting.
VALUABLE CAREER RESOURCES

SIGI³

SIGI³ is a computerized career guidance and information system that integrates self-assessment with in-depth and up-to-date career information. SIGI³ is easy to use and provides students and alumni with a realistic view of the best educational and career options for future success.

SIGI³ can help you:
- Clarify your work-related values
- Search and create a list of occupations based on values, interests, work skills, and your major field of study
- Obtain up-to-date information and printouts on hundreds of occupations
- Determine education and training requirements for each occupation

NIU MAJOR WEBLINKS
www.niu.edu/careerservices/WebLinks

NIU Major WebLinks provides extensive occupational and job search information. Designed for NIU students and alumni - the WebLinks contains thousands of links, including:
- Occupational and professional information
- General and specialty job sites
- Company and industry information
- Salary surveys
- Job Fairs: local and national
- Newspaper help-wanted sections
- Chicago area and Illinois business and job links
- Government jobs
- Job sites for diverse populations

CAREER RESOURCE CENTER
Campus Life Building, room 235
Monday through Friday from 8:00 am – 4:30 pm.

Do you need career decision making assistance or career information? Don't know where to start? Visit the Career Resource Center (CRC) and a helpful staff member will provide a tour, show you printed and computerized resources, and (if desired) schedule you for an appointment with a career counselor.

The CRC offers:
- Career staff who will critique your résumés and cover letters, answer your questions, and point you in the right direction
- Literature describing NIU academic majors, job descriptions, graduate school programs, and more
- Computers for use in researching careers and jobs, and writing résumés and cover letters

WINWAY INTERVIEW PROGRAM

Available for independent use in the Career Resource Center, the WinWay Interview Program provides answers to the most commonly asked interview questions. You'll learn how to answer questions regarding your experience, self-evaluation, education, and knowledge of company. You can view hints about hundreds of questions and then watch and hear the sample answers.
4-YEAR PLAN FOR NIU STUDENTS

FRESHMAN YEAR
• Meet with your departmental academic advisor for course selection.
• Enroll in UNIV 101 (University Experience) or CAHC 211 (Career Planning). These classes focus on college adjustment and career decision making.
• Visit the Career Resource Center to read about occupations of interest.
• See NIU Major WebLinks for information that may help you make important academic decisions.
• Unsure about your major or career goal? Schedule a career counseling appointment at Career Services.
• Talk to classmates, academic advisors, professors, and family members about careers and majors.
• Getting excellent grades? Join the NIU Honors Program (Campus Life Building, room 110, 753-0684).
• Visit Career Services for part-time or temporary jobs.
• View www.hr.niu.edu/employment to see on-campus job postings.
• Visit the Study Abroad Office (Williston Hall, room 417, 753-0304) to explore opportunities to study in other countries.

SOPHOMORE YEAR
• Review the preceding options.
• Explore internship and co-op opportunities on Victor eRecruiting.
• Attend the Internship Fairs.
• Visit the Student Association Office (Campus Life Building, room 180) to join one or more of NIU’s 200+ student organizations.
• With your academic advisor’s help, select an appropriate major and perhaps a minor.
• Continue coursework and activities that will develop computer, leadership, and communication skills.

JUNIOR YEAR
• Review the preceding options.
• Get involved in student or volunteer organizations: Join committees, run for office, and assume leadership roles.
• Obtain career-related experience through internships or part-time jobs.
• Surf the Internet and NIU Major WebLinks for information about careers, organizations, and companies of interest to you.
• Considering graduate school? Meet with your academic advisor or a Career Services career counselor.
• Consider taking CAHC 211 (Career Planning), designed to prepare juniors and seniors for their job search.
• Continue to use Career Services’ Victor eRecruiting job search program.

SENIOR YEAR
• Early in your senior year, schedule a career counseling appointment to review job search strategies.
• Attend Career Services workshops on résumé writing, interviewing and job search strategies, or schedule an appointment with a Career Services career counselor.
• Review the job search information available on the Career Services home page.
• Explore NIU Major WebLinks to research employers and find job posting links.
• Fine tune your communication, leadership, and computer skills via paid work experience, volunteerism, internships, and active involvement in student and community organizations.
• Watch your e-mail messages for job opportunities or career-related announcements from Career Services.
• Participate in Campus Recruiting.
• Attend job fairs.