# Masters of Arts in Counseling Programs

# CLINICAL MENTAL HEALTH COUNSELING

# CANDIDATE HANDBOOK

# Trinity Washington University

## School of Education

## *Advocating for Infinite Possibilities*

## Candidates beginning FALL 2019

*Original Author: Dr. Deborah Haskins, LCPC, MAC, ICGC-II*
*Revised Fall 2019*

# Counseling Programs

**President:**        President Patricia McGuire

**Provost**:        Carlota Ocampo, Ph.D.
                      Associate Professor of Psychology, CAS

**Dean**:           Nicole Strange-Martin, Ph.D.

**Faculty**:        Cynthia Greer, Ph.D.
                      Associate Professor in Counseling
                      Director, Educating for Change

                      Diane M. Reese, Ph.D., NCC, NCSC
                      Assistant Professor in Counseling

                      Luane Oprea, Ph.D., LPC
                      Assistant Professor in Counseling

**Director of Clinical**    Samantha Knox, Ph.D.
**Training**:

Please note:  The information in this handbook is intended to help you plan your degree program. Please consult the catalog for official rules and requirements.

# Table of Contents

# Welcome

Welcome to the Counseling Programs and to the School of Education at Trinity Washington University! You are embarking upon a noble and important professional identity and journey as a school counselor or licensed professional counselor. We are excited that you chose Trinity Washington University to begin your graduate education and professional counseling career.

This **Master's Student Handbook** is prepared as a guide to support you during your graduate studies. While we make references to some academic policies here, candidates must refer to the School of Education *Academic Policies* listed online, since that is the official University policy and is where updates to the degree are made. Additionally, we encourage candidates to access the *Moodle Master's of Counseling Program Resource site* (click on Moodle; scroll down on the right hand side to get access).

# Mission of the School of Education

## Advocating for Infinite Possibilities

**Excerpts from the School of Education's Conceptual Framework**

The School of Education at Trinity Washington University prepares scholar-practitioners to be educators, counselors, administrators, and reformers who strive to enhance the infinite possibilities of those they serve and combat the forces of systemic oppression.

**Preamble:**

The mission of the School of Education is to prepare educators, counselors, administrators, and reformers who advocate for those who are and historically have been marginalized by challenging systems of oppression. This mission enhances the overall University in preparing scholar-practitioners across the lifespan for the intellectual, ethical, and spiritual dimensions of life. Our scholar-practitioners do this by addressing economic, educational, and political injustices at the community, national, and federal levels. The SCHOOL OF EDUCATION Faculty implements this mission through unit goals that highlight service and leadership in diverse systems and communities and promote the conceptualization of the role of change agent in education, counseling, and administration.

The faculty recognizes that knowledge and skills, while necessary, are alone insufficient in the work of educators, counselors, and administrators (Bialka, 2016; Blount & Mullen, 2015; Grskovic & Trzcinka, 2011; Gysbers, 2013; Williams, S., 2012). As such, the Faculty has identified a set of goals to guide scholar-practitioners in their work. Trinity Washington University scholar-practitioners will:

1. Respect the dignity and worth of each individual and believe that all human beings possess capacity for thought, feeling, and learning in inclusive environments.
2. Recognize and address the effects of injustices on marginalized and historically oppressed individuals and communities.

3. Understand the components of effective pedagogy, praxis, and counseling and use evidence-based practices and technology in their fields.
4. Make ethical use of assessment, measurement, and evaluation techniques and tools recognizing the effects of socioeconomic, gender, ethnic, racial, trauma, and cultural factors in each of these endeavors.
5. Facilitate inclusion of family and community as partners in the education, counseling, and administration processes.
6. Recognize the importance of continued professional development and advocacy in maintaining best practices.
7. Use trauma-responsive practices to address the well-being of individuals and to drive and support systemic change.
8. Use technology to support equitable access to opportunities to learn and grow.

## Mission and vision of the institution and the unit:

The School of Education's mission is also grounded in the mission of the university. The University's mission is stated below:

> Trinity is a comprehensive institution offering a broad range of educational programs that prepare students across the lifespan for the intellectual, ethical and spiritual dimensions of contemporary work, civic and family life. Trinity's core mission values and characteristics emphasize: commitment to the education of women, foundation for learning in the liberal arts, the integration of liberal arts with professional preparation, and grounding in the mission of the Sisters of Notre Dame of Namur to educate people of all faiths in order to achieve the larger purposes of learning in the human search for meaning and fulfillment.

As indicated in the mission statement, Trinity is a multifaceted institution that seeks to develop the whole person. It integrates liberal arts and professional learning to prepare individuals for work, civic and family life. The mission of the School of Education grows out of this institutional mission. The School of Education's mission is to prepare educators who will have a positive impact on the social, emotional, and academic lives of each child that they encounter. Through our programs in teaching, administration, counseling, and social change, we seek to prepare professionals who will nurture and develop the whole child and see possibilities in each child. We envision the School on Education as a place of transformative pedagogy centered on the child. Our practice is grounded in the significance of the liberal arts, the belief that professional learning happens as theory and practice are merged, and the belief that learning plays a key role in each individual's "search for meaning and fulfillment."

## Mission of the Counseling Program

The Trinity Washington University Clinical Mental Health and School Counselor Programs' mission is to prepare candidates to become Licensed Professional Counselors and Certified School Counselors who work in a myriad of settings including medical, community, educational, and private practice. Our program prepares students to engage in social justice policy, advocacy, and research as it effects and reflects the profession of Counseling and the well-being of the diverse clients, students, communities, families, and institutions that we serve.

## Unit Goals:

Based on our beliefs and our mission, the School of Education has developed six unit goals that drive the bulk of our work. The unit goals are to prepare teachers, counselors, administrators and others in the education community who:

1. Demonstrate the knowledge of their professional discipline;
2. Effectively apply their professional knowledge and skills in a variety of educational settings;
3. Practice reflection as an integrated part of their professional lives;
4. Demonstrate proficiency in technology and oral/written communication;
5. Understand diversity and demonstrate the ability to work effectively with diverse populations; and
6. Model ethical standards and professional dispositions.

## Professional Dispositions:

The faculty recognize that knowledge and skills, while necessary, are insufficient for the work of educators and counselors (Cochran-Smith & Lytle, 1999). Consequently, faculty have identified a set of professional dispositions that are designed to guide candidates in their work. The professional dispositions that the unit has established include:

1. Fairness and the belief that all students can learn: Candidates believe in the infinite possibilities of all children
2. Diversity: Candidates value group and individual differences and use knowledge of these differences to support learning
3. Reflection: Candidates think critically about their professional decisions and make adjustments in future actions
4. Responsibility: Candidates demonstrate professional and ethical behaviors
5. Advocacy: Candidates recognize and seize opportunities to speak and act on behalf of the best interests of children and their families

Cochran-Smith, M. & Lytle, S.L. (1999). Relationships of knowledge and practice: Teacher learning in communities. *Review of research in education*, 24, 249-306.

Darling-Hammond, L., & J. Bransford (Eds.), (2005). *Preparing teachers for a changing world: What teachers should learn and be able to do.* San Francisco. Jossey-Bass.

Marcus, H., & Nurius, P. (1986). Possible selves. *American Psychologist*, 41(9), 954-969.

Riccio, L. (2014). For what child. Rotterdam: Sense Publishers.

## Clinical Mental Health Counseling (CMHC) Program Goals

The goals of the Clinical Mental Health Program are to train counselors who:
1. Are actively engaged in the profession of counseling
2. Understands history of the profession of Clinical Mental Health Counseling
3. Understands the ethical implications of client cases; proper documentation and presentation of credential
4. Understands the credentialing process per locale for Clinical Mental Health Counselors
5. Knows the ACA Ethical Principles
6. Understands multiple major and minor counseling theories, basic concepts and process strategies for helping relationships
7. Recognizes the importance and role of supervision and supervisory styles
8. Recognizes the impact of substance abuse on individuals, families, and communities
9. Knows current trends/advances in counseling pertaining to forensic settings, managed care, and other arenas of practice
10. Understands the counselor's role in man-made and natural disaster/crisis response
11. Understands local, state, federal, and international agencies dedicated to responding to emergencies and the counselor's role within these agencies (i.e., Red Cross, FEMA, etc.)
12. Engages in culturally competent and ethnical practice of counseling
13. Knowledge of program development, needs assessment, and various group models – from psych educational to process groups – based upon the needs of the agency and client population
14. Recognizes the appropriate level of treatment for clients contingent upon their mental status and resources (residential, outpatient, and follow-up)
15. Understands multiple models of conceptualization – medical, neuropsychological, bio psychosocial, cultural, and social determinants
16. Recognize the importance of self-care and maintain an active regiment of well-being in clinical mental health practice and in one's own life
17. Employs a wellness model based on client strengths in counseling, advocacy, crisis/disaster response, and research

## Fee Schedule of Activities and Resources for Graduate Students in the Counseling Clinical Mental Health Counseling Program
(See Appendix F for more information)

## Systematic Assessment of Counseling Candidates – Transition Points

The Counseling Program will conduct a systematic assessment of professional dispositions for all candidates at identified transition points throughout the Program. The following is a summary of this assessment process:

**Transitions Point 1:**
**First year** – During the initial group advising session the faculty will assess the candidates' readiness to be a student, and professional conduct based on a rubric that states specify criteria.

**Transition Point 2**:  Completion of the Introduction to Counseling course
Faculty, who teach the course during any given semester, will complete a disposition form on every student in the course.  The faculty member will discuss each student with the counseling faculty that will meet to determine if any course of action needs to take place, such as some type of intervention.

**Transition Point 3**
**Year 2** – Approximately 24 credits

The Group Counseling course (COUN 547) instructor will complete a disposition form and rubric for every student in the course.  The counseling faculty will meet and review the information and determine if any action needs to take place.

**Transition Point 4 – Candidacy for Clinical Sequence**
Students who believe that they have met the criteria to begin their clinical sequence will attend a meeting where the clinical sequence process will be explained, and students will be required to fill out an application.  The Director for Clinical Placement will determine if the student meets the academic qualifications, and the faculty will meet each semester and determine if the other criteria have been met.

**If it is determined that a student should not enter the clinical sequence, the student will be given other alternatives to pursue.** Students would not be eligible to begin the clinical sequence and therefore would not be eligible for the degree in counseling, if the counseling faculty believes that the student does not meet the criteria for clinical candidacy.

**Counseling Program Faculty will meet after each Transition Point and review the candidates' competencies in the Program.  If there is a concern, the student will be notified and recommended interventions will be implemented.**

# School of Education Academic Policies

## Student Status

### Degree and Non-Degree Status
All degree and non-degree students in the School of Education are graduate students and must hold a bachelor's degree from a regionally accredited institution. Undergraduate education majors are a part of the College of Arts and Sciences, and the undergraduate program is coordinated with the School of Education.

Degree or matriculated students have been formally admitted to a degree program in the School of Education at Trinity.

Non-degree students have not been admitted to a degree program; they enroll for a limited period, often with the intent to transfer credit to a degree program. Non-degree students must complete appropriate application forms with the Office of Admissions. Enrollment in courses as a non-degree student does not denote or imply admission to a degree program. No more than six credits earned at Trinity as a non-degree student may later be applied toward a degree. Special policies apply to credit earned in professional development workshops; these credits may not be applied toward a degree (see below).

Students with non-degree status may apply for degree status by meeting all admission requirements; the student's faculty advisor must approve in writing all credits earned as a non-degree student that will count toward the student's degree.

### Full-time and Part-time Status
A full-time graduate student in the School of Education registers for nine or more credits in a semester. A part-time graduate student in the School of Education registers for fewer than nine credits in a semester. No student may register for more than twelve credits per semester without obtaining permission from the Dean of the School of Education. Further, no student may register for more than fifteen credits per semester; this includes courses taken outside of Trinity. To be considered eligible for Federal financial aid, a student must register for a minimum of six credits in a semester.

### Leave of Absence
A leave of absence is a voluntary leave from campus for up to one year, with the intention of returning to Trinity. The student will not have to apply for readmission as long as she or he returns within this time frame.

A leave of absence allows the student to continue an affiliation with the University. Unlike a withdrawal (see below), a leave of absence allows Trinity to keep the student on a mailing list and continue to send important information, such as registration materials.

Students receiving financial aid must have an exit interview with a representative of Student Financial Services before the leave of absence is approved because lenders perceive a leave of absence as a withdrawal. Students are responsible for all tuition associated with course registrations and any other fees associated with the University.

Students requesting a **leave of absence** should adhere to the following procedures:
- Student requests a leave of absence from the Dean; the approved Leave of Absence Form is distributed to the student's advisor and Enrollment Services.
- If a leave of absence is requested to begin in the middle of a semester in which the student is taking classes, the student must first withdraw from all classes in accordance with the policy for course withdrawals (see below).
- The student meets with an academic advisor for an exit interview.
- The student meets with a representative of Enrollment Services if the student is receiving or has received financial aid.
- Student arranges payment for all outstanding bills with the Business Office.

**Withdrawal from the University**
A withdrawal from the University indicates that the student has no intention of returning to Trinity. If the student decides to return at a later date, the student must apply for readmission.
Since withdrawal from the University has immediate implications on financial aid, students must have an exit interview with a representative of Student Financial Services. Students are responsible for all tuition associated with course registrations and any other fees associated with the University. Students who withdraw from the University should follow these procedures:
- Notify the Dean of the School of Education of intent to withdraw from the University.
- Withdraw from all classes in accordance with the policy for course withdrawals (see below) if the student withdraws from the University in the middle of a semester in which the student is taking classes.
- Meet with an academic advisor for an exit interview.
- Meet with a representative of Student Financial Services.
- Student arranges payment for all outstanding bills with the Business Office.
- Order an official transcript and ensure that it indicates withdrawal from the University after the completed withdrawal request has been processed.

**Intervention Policy**
The faculty of the School of Education is deeply committed to the professional development of each student. Upon occasion, our concern for the ability of specific students to function at the standard level expected within the profession is called into question. The educator's role and obligation in maintaining the integrity of the educational profession is found in the ethical codes of the professional organizations for teachers, administrators, and counselors.

The *Code of Ethics of the Education Profession* of the National Educational Association states:

*Commitment to the Profession (Principle II)*:
The education profession is vested by the public with a trust and responsibility requiring the highest ideals of professional service. It is the belief that the quality of the services of the education profession directly influences the nation and its citizens, the educator shall exert every effort to raise professional standards, to promote a climate that encourages the exercise of professional judgment, to achieve conditions that attract persons worthy of trust to careers in education, and to assist in preventing the practice of the profession by unqualified persons.

In fulfillment of the obligation to the profession, the educator shall not assist any entry into the profession of a person known to be unqualified in respect to character, education, or other relevant attribute.

This policy is not intended to supersede actions that may be taken against a student by Trinity for unsatisfactory academic progress or for violations for the Trinity Honor Code and Honesty Policy. Students will be evaluated throughout their degree programs in three areas:

ACADEMIC PERFORMANCE: Each graduate student is expected to maintain a minimum 3.0 (B) grade point average.

INTERPERSONAL SKILLS: Each student is expected to demonstrate effective interpersonal skills considered requisite to the field of education. These skills include the ability to:
- Function effectively with fellow students and faculty.
- Be open and adaptable in relationships with fellow students; faculty; and students, supervisors and school personnel at their field placement sites.
- Demonstrate self-awareness by being open to self-examination and commitment to personal growth.
- Demonstrate a positive attitude toward the learning process and toward fellow students.
- Cope with stressors presented by the expectations of all academic requirements and additional stressors such as family and job situations.
- Maintain a calm, rational, professional demeanor when faced with adversity, disappointments, and disagreements with students, supervisors, parents, and instructors.

ETHICAL BEHAVIOR: Each student is expected to demonstrate awareness of and adherence to the ethical standards of the relevant professional associations both in field experiences and in the classroom.

*Academic Review*
If a student is experiencing difficulty in meeting the assessments and/or standards of a particular course, the course instructor will notify the student in writing with a copy of the correspondence to the student's academic advisor. As appropriate, a referral plan for assistance by the Writing Workshop or Academic Services Center may be written, or the instructor may provide remediation within the course.

*Interpersonal Skills and Ethical Behavior*
The Faculty of the School of Education has established the following path as a working guide when questions regarding student retention arise:

1.  The individual faculty member meets with the student, expresses specific concern(s) to the student, and seeks to establish a mutually agreed upon plan to resolve the situation before more action is required.
2.  If a plan cannot be reached between the faculty member and the student, if the student fails to follow the agreement reached, or if the plan agreed on fails to resolve the concern, the faculty member is free to discuss the question of a student's progress and/or competence with the student's academic advisor. This can be done in an informal discussion and may include other School of Education faculty members, as needed. The goal of this action is to resolve the situation with the input of other faculty and to formulate a reasonable corrective action plan.
3.  If the student objects to the plan resulting from step two or if the informal approach developed during step two fails to accomplish the desired goal, the issue will be forwarded for formal review by the Retention and Review Committee, a sub-committee of the Education/Curriculum and Academic Policy (EDU-CAP) committee. The Retention and Review Committee is composed of the Dean of the School of Education, the student's academic advisor, and an EDU-CAP member. The purposes of the formal review are: to determine if an actionable problem exists; if a specific plan to resolve the issue can be developed; and if the student should be retained in the program.

After reviewing the original concern and the student's academic performance, interpersonal skills, and ethical behavior, the Retention and Review Committee will determine the student's status in the program. The student and faculty member will be provided the opportunity to present any appropriate information.

A decision will be made which may include one of the following:

1.  The concerns raised by the faculty member do not warrant further action, and the student will be allowed to continue in the program without restriction.
2.  The student will be placed on "Professional Probation" with specific requirements for remediation. Procedures will be specified for progress to be monitored by the concerned faculty member, the student's academic advisor, and the Dean of the School of Education. The Committee will also determine if and when the student may be removed from "Professional Probation." While on "Professional Probation," the student will not be allowed to enroll in Practicum or Internship courses, but may be enrolled in other courses, appropriate to the student's program of study.
3.  The student may be terminated from the program and may not enroll in further course work in the School of Education at Trinity.

The student will be informed of the Retention and Review Committee's decision through written communication within 10 days of the meeting. The student may appeal the Committee's decision to

Trinity's Vice President of Academic Affairs/Provost; such an appeal must be in writing and must be postmarked no more than 10 days following the date of the written communication from the Committee. If no resolution is reached at the level of the Vice President of Academic Affairs/Provost, the appeal may be forwarded to Trinity's President. The decision of the President is final.

**Commencement Participation**
Only students who have fulfilled all requirements may participate in Commencement and related activities.

To participate in Commencement, students must adhere to the following procedures:

- Submit application for graduation to Enrollment Services by the printed deadline.
- Receive financial clearance.
- Participate in an advisor audit. Advisors will provide a written audit of each student's transcript and forward the signed transcript to Enrollment Services, indicating the student's status for graduation.

# Advising, Enrollment, and Registration

**Advising**
*Advising for Degree Students*
Students admitted to a degree program must meet with an academic advisor to discuss their career options and degree requirements; students and advisors collaboratively plan a Program of Study. Once a Program of Study is on file in the School of Education, students may choose to register by obtaining the approval of their advisor or the appropriate academic Dean in the School of Education who verifies their Program of Study. If students propose to deviate from their Program of Study (e.g. take an additional course or take a course out of sequence), they must discuss the proposed course of study with their academic advisor and obtain the advisor's signature.

*Advising for Non-Degree Students*
Students who have not been fully admitted into a degree program should be advised to take courses according to the sequences established by the appropriate graduate program. Offices that perform advising functions should follow the recommended course sequences outlined by each graduate program. To register, non-degree students must obtain the signature of the Director of Admissions for the School of Education, the Dean of the School of Education, or the Dean's designate.

*Advisor Assignment and Change of Advisors*
Students are assigned academic advisors specific to their course of study. Only in extenuating circumstances may students change advisors if an option is available.

**Registration**
During the registration period near the end of each term, matriculated students register for courses according to the Program of Study for the following semester. After selecting the appropriate

courses, each student must register via Self-Service, following all instructions. Incomplete registrations will not be processed, and registrations will not be processed until all financial holds are cleared.

**Course Schedule Adjustments**
Students may add or drop courses without academic penalty during the designated Course Schedule Adjustment period at the start of each semester; official deadlines are listed on the Academic Calendar. During this period students may also change to or from a formal audit or alter the number of credits in courses carrying variable credit. If a schedule change involves increased tuition and/or fees, payment arrangements must be made before the change will be processed. Students seeking a Course Schedule Adjustment should follow these procedures:

- Obtain a Schedule Adjustment Form.
- Meet with an academic advisor to discuss how the proposed change(s) may affect the student's academic goals and progress toward degree.
- Complete relevant sections of the Schedule Adjustment Form and obtain advisor's signature.
- Return signed form to Enrollment Services.

**Audit**
*Formal audits*
Classes audited on a formal basis will appear on the transcript, but they do not carry credits applicable toward a degree. Students in the School of Education must pay a fee per credit to audit a class. Students must obtain formal permission from their academic advisor to audit a class. An auditor must register for the course and attend class meetings regularly.

*Informal audits*
Informal audits of classes in the School of Education are not allowed; only enrolled students or formal auditors may attend classes. Children may not attend classes with or without their parents.

**Withdrawal from a Course**
Once the Course Schedule Adjustment period has passed, a course may not be removed from a student's academic record for any reason, but students may still withdraw from a course at any time up to the deadline for withdrawal from all classes; exact dates are listed in the Academic calendar. This policy is not applicable to Winter and May Terms or other intensive sessions; in such cases, withdrawal is not allowed after the published Course Schedule Adjustment period.

When a student withdraws from a course, a designation of "W" (Withdrawal) will appear on the student's transcript. Students who fail to withdraw officially or to meet course requirements are liable to receive a grade of "F" (Fail).

Students are responsible for the full payment for courses from which they have withdrawn. Students should refer to the published course schedule for withdrawal and payment information. To withdraw from a course, students should follow this procedure:

- Obtain a Schedule Adjustment Form.
- Confer with an academic advisor to discuss how withdrawing from the course will affect academic plans.
- Complete relevant sections of the Schedule Adjustment Form.
- Obtain the signatures of their academic advisor and the course instructor.
- Return signed form to Registration Services or the Office of the Registrar.

Enrollment Services will inform the course instructor(s) in writing that the student has officially withdrawn from the courses(s).

**Late Withdrawal from a Course**
Withdrawing from a course after the deadline to withdraw constitutes a late withdrawal; late withdrawal is a serious academic matter and an application for late withdrawal will be considered only in exceptional circumstances. Late withdrawals will not be considered after the last day of classes.

When a student withdraws from a course late, a designation of "W" (Withdrawal) will appear on the student's transcript. Students who fail to withdraw officially or to meet course requirements are liable to receive a grade of "F" (Fail).

Students are responsible for the full payment for courses from which they have withdrawn late. To pursue late withdrawal from a course, students should follow this procedure:

- Student obtains Petition for Schedule Adjustment after Registration Deadline form.
- Student meets with advisor to discuss how withdrawal from the course will affect academic plans.
- Student fills out relevant sections of the form.
- Student obtains the signatures of student's academic advisor and returns the form to Enrollment Services.
- Enrollment Services consults with the Dean and, as appropriate, the School of Education Curriculum and Academic Policy (EDU CAP) Committee. A final decision is rendered regarding the appeal.
- If the application is approved, Enrollment Services will inform the course instructor(s) in writing that the student has officially withdrawn from the course(s).

## Attendance and Examinations

**Attendance**
Students are expected to attend all class meetings; class attendance means students are punctual and stay for the duration of the class. Faculty have the right and obligation to monitor attendance, and absences are defined at the instructor's discretion. Students are responsible for reviewing the attendance policy for each instructor as listed in the course syllabus. A student's final course grade will be impacted by class attendance. See the course syllabus.

No children may attend classes or be left unattended anywhere on campus; childcare is the responsibility of the student. We understand that child care emergencies happen. However, Trinity is not in a position to provide emergency child care on campus. We advise students, faculty and staff who have child care emergencies to choose to remain at home rather than trying to bring the child to campus.

**Final Examinations**
Course examinations or final assessments are held at the end of each semester at the discretion of each instructor.

In accordance with the Honor System, Trinity's semester examinations are not proctored. The faculty entrusts the students and the Student Association with the responsibility of maintaining the integrity of this system.

**Comprehensive Examinations and Assessments**
Comprehensive Examination for Candidates in Mental Health Counseling and School Counseling To be eligible for graduation, students in the Counseling programs must take the Counselor Preparation Comprehensive Examination (CPCE) and receive a passing score that is equivalent to or above one standard deviation below the national mean on a particular test administration. Students in the School Counseling program must take the Praxis II for Professional School Counselors examination and receive a passing score equivalent to what is set by the Office of State Superintendent of Education (OSSE).

Students in good standing who have successfully completed all major coursework, including courses covering core areas of study representing accepted standards of the counseling profession, are eligible to take the appropriate examination and typically do so in the semester in which the student is enrolled in COUN 631 Practicum in Counseling or COUN 633 Practicum in School Counseling. Under extenuating circumstances and when approved to do so, a student may take one required course (typically a prerequisite to taking the examination) during the same semester as the student takes the examination.

Both the CPCE and the Praxis II for Professional School Counselors are objective and standardized national exams. The purpose of each exam is to assess student progress toward mastery of essential counseling subject matter and to provide a summative evaluation of professionally relevant knowledge competency obtained through coursework deemed important by counselor licensing and accreditation boards. The CPCE consists of 160 multiple-choice questions, with 20 items representing each of the eight core training areas designated by CACREP, and developed from information found in the most commonly used counseling textbooks. The Praxis II for Professional School Counselors consists of 120 selected-response questions in four categories: Foundations, Delivery of Services, Management, and Accountability. These four components mirror the American School Counselors Association's (ASCA) national model.

The CPCE is computer scored and returned to Trinity University approximately two weeks after the test date. Students are notified of the results in writing. The Praxis II for Professional School Counselors is scored by the Educational Testing Services (ETS). Students should request that a copy of their scores be sent to Trinity by ETS. All counseling students should confer with their academic advisors concerning the timing and administration of the appropriate examination in order to meet degree program and graduation requirements.

When a candidate is unsuccessful in achieving a qualifying score after three opportunities, the faculty reserves the right, on approval of the Dean, to not recommend the student for graduation, for endorsement for certification/licensure, or both. Student appeals must be filed with the Dean within four weeks of being notified of the third failure.

## Transfer Policies & Courses at Other Institutions

**Transfer Credits Satisfying Graduate Degree Requirements**
A maximum of six transfer credits may be granted for transfer to a degree program. Courses eligible for transfer must meet the following requirements:

- The course(s) must have been completed at a College or university accredited by the appropriate regional higher education accrediting association.
- The course(s) must have been completed with a final grade of "B" or better.
- The course(s) must have been taken at the graduate-level.
- Each course must have been completed no longer than five years prior to the date of matriculation to the School of Education.

Requests for transfer credit must be relevant to the degree sought and must be approved by the student's faculty advisor.

Continuing Education courses taken at Trinity or other approved organizations and institutions do not count toward a Trinity degree. Only under special circumstances may a student make a written appeal to his or her advisor and the Dean to request that a maximum of three credits of Continuing Education courses be transferred to a degree program.

**Courses at Other Institutions**
While enrolled at Trinity, a student may earn credits on a limited basis at other accredited institutions. Students planning to take courses at another institution must first obtain approval from their faculty advisor for the number of credits and specific courses to be taken before they enroll in the course(s). A student who does not follow these procedures has no guarantee that the credits earned will apply toward the Trinity degree. Authorization from the faculty advisor will be documented on the student's Program of Study. Students should obtain the appropriate forms from Enrollment Services.

Transfer courses will appear on a student's transcript as "TR" unless the course was completed at a consortium school. A student may transfer no more than six credits toward a Trinity degree (see above).

**Courses through the Consortium of Universities of the Washington Metropolitan Area**
Through the Consortium of Universities of the Washington Metropolitan Area, full-time degree students at Trinity can participate in special programs and take courses offered by other member institutions during fall and spring semesters only.

- Registration is limited to a needed course or courses that cannot reasonably be expected to be offered at Trinity.
- The approval of the Dean is required for registration in any course offered through the Consortium.

Enrollment is subject to Consortium as well as Trinity regulations. Students should confer with the Consortium Coordinator.

The following policies govern the participation of Trinity students in the Consortium:
1. Trinity students may take Consortium courses only if the courses are not available at Trinity during the semester.
2. Only full-time degree students are eligible for Consortium privileges. Exceptions require approval by Trinity's Consortium Coordinator.
3. Students in their last semester before graduation are discouraged from taking courses through the Consortium. Delays in reporting Consortium grades may prevent a student from graduating and/or participating in commencement activities.
4. Students must demonstrate the relevance of proposed Consortium course(s) to their academic and post-College goals. This rationale must be submitted with the registration form.
5. Before receiving advisor approval, students must obtain approval from the appropriate Trinity Program Chair in the subject area involved (or the Trinity Consortium Coordinator for courses in subjects without corresponding programs at Trinity).
6. Students on probation or carrying a grade of "Incomplete" should take Consortium courses only in extraordinary circumstances; approval is required from Trinity's Consortium Coordinator.
7. Students wishing to take more than two Consortium courses in any given semester must obtain approval from Trinity's Consortium Coordinator.
8. All registrations for Consortium courses must receive final approval from the Dean of the School of Education.
9. The final grade received in a Consortium course is recorded on the Trinity transcript and calculated into the student's grade point average.
10. Students participating in Consortium courses or programs must arrange for their own transportation.

Grades of "I" (Incomplete) may be given for courses taken through the Consortium. Students who arrange grades of Incomplete at a visited institution should note that the time limits for making up

the incomplete are not to exceed those of the home institution. However, a faculty member at the visited institution may require an earlier deadline.

Trinity is not responsible for delays in the reporting of grades from Consortium institutions; all grades must be recorded by the Registrar for a student to be eligible to receive credit. Students are responsible for checking with instructors at Consortium institutions to assure the timely report of grades to Trinity.

**Credit through Non-College or Experiential Learning**
Trinity recognizes that learning may occur in a variety of settings. Graduate students who can demonstrate by submission of a portfolio that they have already acquired the knowledge, skills, and competencies taught in a Trinity graduate program course may receive credit for that course. Eligibility for experiential learning credit is as follows:

- Degree-seeking students who have completed nine credit hours at Trinity with a grade point average of at least 3.0 may apply, with approval of their advisor, for a maximum of six credits for experiential learning.
- The student will then be required to submit a portfolio through their advisor for review by an appropriate faculty member.
- The portfolio must provide appropriate evidence that the student has acquired the competencies required to pass the course for which they are requesting credit.
- If the portfolio is approved, this credit may be applied toward the requirements of a Master of Arts, Master of Arts in Teaching, Master of Education, or the Master of Science in Administration degree.

All cases involving experiential learning credit will be considered on an individual basis by the student's academic advisor and the office of the Dean of the School of Education. All portfolios must be completed and presented to the advisor for approval prior to the semester in which one plans to graduate.

Students applying for experiential learning credit must follow these procedures:

- All students who wish to apply for experiential learning credit must discuss their experiences with their academic advisor prior to applying. This will give both parties an indication of whether the experiences are credit-worthy.
- After meeting with the advisor, the student may apply to develop an experiential credit portfolio. The student will fill out the experiential learning application form and acquire a receipt from the business office indicating payment of the application fee. The student submits the application and the receipt to the advisor.
- Upon receipt of the advisor's and the Dean's approval on the portfolio application form, a copy will be sent by the Dean's office to the Business office so the applicant will be billed by the Business Office for the appropriate tuition for experiential credit. NOTE: Submission of a portfolio does not guarantee awarding of credit. Credit will be awarded on the basis of the merit of the portfolio.

- The Dean and the advisor will mutually agree as to the most appropriate faculty member to be given the portfolio for the review.
- The faculty reviewer will notify the advisor and the dean as to the acceptance or rejection of the portfolio on the appropriate form. The dean's office will forward a copy of the form to the Registrar, the student's file in EDU, and Human Resources.

## Degree Requirements

### General Requirements for the Master's Degree (M.A., M.A.T., M.Ed., M.S.A.)
Students must meet three general requirements to graduate and receive a master's degree:
1. Successfully complete all program requirements (refer to the appropriate Catalog page for specific requirements).
2. Successfully complete the capstone, final project, student teaching or internships, as appropriate to the program (see below).
3. Be in good academic standing (see Academic Standing below).

The minimum cumulative grade point average (GPA) required to graduate is 3.0.
No student who has more than 3 credits below a "B" on his or her transcript may graduate and receive a degree.

All degree requirements must be completed within five years of matriculation as a degree candidate. Any request for an extension must be made in writing to the Dean of the School of Education.

### Practicum and Internships
Near the end of their degree program, all graduate students must complete a practicum and internships which provides them with the opportunity to apply, synthesize, and evaluate knowledge and skills acquired during their graduate study. Students should consult their faculty advisor for a description of guidelines.

Admission into a degree program does not automatically guarantee admission into practicum or internships. To qualify for admission into these courses, students must meet the requirements of their specific program.

## Grading System

### Grades and Grade Point Average (GPA)
A student's grade point average (GPA) is determined by the average of grade points earned in a semester. The School of Education uses the following system to assign grade points to graduate students:

| Letter Grade | 4-Point Scale Equivalent | 100-Point Scale Equivalent | Letter Grade | 4-Point Scale Equivalent | 100-Point Scale Equivalent |
|---|---|---|---|---|---|
| A | 4.0 | 100-95 | B- | 2.7 | 83-80 |

| A- | 3.7 | 94-90 | C+ | 2.3 | 79-77 |
| B+ | 3.3 | 89-87 | C | 2.0 | 76-75 |
| B | 3.0 | 86-84 | F | 0.0 | 74 and below |

Designations carrying no grade points include:

| AU | Audit | TR | Transfer Credit |
| I | Incomplete | U | Unsatisfactory |
| IP | In Progress | W | Withdrawal |
| S | Satisfactory | [ ] | Repeated Course |

**Incomplete Grades**
A grade of "I" (Incomplete) is recorded only in cases judged sufficiently serious by the instructor. In all cases, the student and instructor must fill out and sign a Request for Incomplete form no later than the end of the final examination period, stipulating the work to be completed before the grade and credit for the course will be recorded and the date by which the work must be accomplished.

The Request for Incomplete form must be submitted to the Enrollment Service office no later than the date when final term grades are due. A copy of the Request for Incomplete form must be delivered to the student's advisor.

Graduate students must complete all work as specified in the Request for Incomplete before the end of the subsequent semester, whether they register for courses in that semester or not. All summer sessions constitute one semester. Students must submit work sufficiently in advance of the end of the semester to allow instructors time for grading, and instructors must submit a valid grade within 72 hours of the end of the final examination period. Extensions of the Request for Incomplete require the approval of the EDU CAP Committee.

Grades that are still incomplete after the deadline are changed from "I" to "F" on the student's transcript. For Incomplete Grades in Consortium courses, see above.

**Grades for Work In Progress**
The grade of "IP" (In Progress) is recorded only in cases where a student has not completed the Practicum, Internship, or Capstone Project during the semester in which the student initially registered for the course(s). Students who receive a grade of "IP" for a course must register for one credit in their program's Directed Research course for each subsequent semester until the project is completed. Directed Research courses are graded on the basis of "S"/"U" (Satisfactory/Unsatisfactory) and are not calculated in a student's GPA. Once all required work has been submitted for a grade, the supervising faculty member will replace the grade of "IP" with the letter grade earned in the course. Grades of "IP" are exempt from the 120-day limit for grade changes, although students must still complete all work for their degree within the five-year time limit.

**Grades for Withdrawals**
A designation of "W" (Withdrawal) will appear on the student's transcript if the student withdraws from the course following the Course Schedule Adjustment deadline. Withdrawals are not used to calculate a student's GPA. The process for withdrawal from a course is described above.

**Grade Changes**
Faculty, at their discretion and only after serious consideration, may change a student's grade. Any grade change must be finalized with Enrollment Services no later than one hundred twenty calendar days following the last day of the academic term in which the original grade was posted. To appeal a grade received in a course, refer to the section on Academic Appeals below.

**Grades for Repeated Courses**
A graduate student may repeat a course only once. Transcripts will indicate all semesters in which the course was taken, but only the most favorable grade will be reported and used to calculate the GPA. In place of the less favorable grade(s), the notation "[ ]" will appear on the transcript to indicate that the course has been repeated.

## Academic Standing

**Good Academic Standing**
Good academic standing for students in the School of Education constitutes maintaining a minimum cumulative grade point average (GPA) of 3.0. Students receiving a grade of "F" in a course are not considered to be in good academic standing regardless of their GPA and may be dismissed from the College (see below).

**Academic Probation**
Students who are not in good academic standing are placed on academic probation. Students may be placed on academic probation if their semester or cumulative GPA falls below 3.0 or if they have completed less than two-thirds of their attempted credits. All courses, except audits, that appear on a student's transcript constitute attempted credits. Courses for which the student has earned grades of "F," "I," or "W," are considered attempted credits that have not been completed.

Academic probation indicates that the student is no longer in good academic standing and the student's eligibility to continue studies at Trinity is under question. Students on academic probation are limited to two courses comprising a course load of no more than six credits during the semester for which they are on academic probation. Students may be removed from academic probation once their cumulative GPA is raised to the minimum standard of 3.0. A student may remain on academic probation for no more than one semester. Failure to raise the GPA to the minimum standard of 3.0 during a student's semester on academic probation may result in dismissal from the University (see below).

**Academic Dismissal**
Students may be dismissed from Trinity for academic reasons, including:

- Carrying a GPA below 3.0 after spending one semester on academic probation.
- Earning a final grade of "F" in a graduate course.
- Violating the Honor System in an academic matter, as detailed in the Trinity Honor Code and Procedure Manual.

Trinity reserves the right to dismiss students because of poor academic performance or unsatisfactory conduct. Trinity reserves the right to dismiss students because of academic standing or unprofessional conduct.

To appeal decisions regarding probation and dismissal, students may submit a written request to the School of Education Dean (see below).

**Readmission**
Students who have been dismissed from Trinity for academic reasons may reapply after one year following the dismissal by making a written appeal to the Dean of the School of Education presenting compelling evidence for why they should be readmitted. Following the Dean's approval, students must then apply for readmission through the Office of Admissions and be reaccepted to Trinity before attending classes.

If the student is readmitted, she or he will receive an acceptance letter from the Office of Admissions that details specific provisions and conditions of their readmission.

A copy of the acceptance letter will be sent to Enrollment Services and the student's academic advisor, and it will become a part of the student's permanent academic record.

For students readmitted after academic dismissal, conditions for readmission typically include a mandatory semester on academic probation, although other conditions may also apply.

Failure to comply with the provisions and conditions of admission may result in disciplinary action, including dismissal.

## Academic Appeals

**General Policy for Appeals**
Appeals may be made to change only grades lower than a "B" (3.0). Separate procedures should be followed for appealing grades of "F" (see below). Appeals regarding academic probation or dismissal should be directed to the School of Education Dean.  (See below for procedures.) Requests for an exception to an academic policy stated in the Trinity Catalog or the Academic Policy Handbook should be directed to the EDU CAP Committee.

Any other application for the redress of a student grievance based on the charge of discrimination that relates to academic procedures or policies must be addressed to the EDU CAP Committee.

**Appealing a Final Grade in a Course Below a "B" (3.0), Excluding Grades of "F"**

The student first submits a written appeal to the course instructor in order to resolve the issue no later than three weeks after the beginning of the semester following that in which the grade was assigned. The instructor will respond to the student in writing within three weeks.

If the student and instructor do not resolve the matter, the student may appeal the grade in writing to his or her faculty advisor no later than one week after the date on the instructor's response. The advisor may mediate the issue for three weeks after the date on the instructor's written response to the student.

The faculty advisor's decision about the issue represents the final resolution of a dispute for grades below a "B," excluding grades of "F."

## Appealing a Final Grade of "F" in a Course

The student first submits a written appeal to the course instructor in order to resolve the issue no later than three weeks after the beginning of the semester following that in which the grade was assigned. The instructor will respond to the student in writing within three weeks.

If the student and instructor do not resolve the matter, the student may appeal the grade in writing to his or her faculty advisor no later than one week after the date on the instructor's response. The advisor may mediate the issue for three weeks after the date on the instructor's written response to the student.

If the advisor is unable to resolve the dispute, the student may appeal formally to the School of Education Curriculum and Academic Policy (EDU CAP) Committee in writing; this appeal must be filed no later than nine weeks after the beginning of the semester following that in which the grade was assigned.

The (EDU CAP) Committee may resolve the dispute based solely upon the written appeal. The (EDU CAP) Committee informs the student, the advisor, the instructor, and Enrollment Services of its decision in writing.

## Appeals of Academic Dismissals

Grade appeals occur through the process described above, and the decision of the EDU CAP Committee is final on all grade appeals.

If the denial of a grade appeal results in the student's academic dismissal from Trinity, or if the student incurs academic dismissal for failure to satisfy academic progress requirements, or failure to satisfy professional standards in the professional schools, then the student has the opportunity to appeal the academic dismissal according to this procedure:

1. The student may write a letter of appeal requesting reinstatement to the EDU Dean stating the reasons why she or he should not incur academic dismissal.
2. The Dean will review the appeal with the director or chair of the student's major academic program.

3. The Dean will inform the student in writing of the appeal decision.
4. If the Dean denies the student's request for reinstatement, the student may make a further written appeal to the Provost.
5. The Provost will review the case and render a decision to the student.
6. If the Provost denies the student's appeal, the student may make a written appeal to the President. The President does not over-rule the academic judgment of the faculty, deans and provost as to the academic performance of the student. The President may over-rule the lower decisions and direct a different outcome only if she finds evidence of improper procedures or bias in the lower reviews of the case. The different outcome may include a new review of the case at lower levels or an alternative disposition of the case.

The President's decision is final and no further internal appeals are available.

**Other Academic Complaints**
If a student has a complaint about an academic matter that is unrelated to an appeal of grades or a dismissal, the process for registering and reviewing general complaints is as follows:

1. The student should attempt to resolve the complaint directly with the staff person or faculty member responsible for the topic in question.
2. If the student cannot resolve the complaint through direct discussion with the staff or faculty member, the student should register the complaint with the academic dean of the collegiate unit. Email directly to the dean is the best method for registering the complaint since the written complaint gives the dean the opportunity to review the complete set of facts clearly.
3. The dean will address the complaint with the student, orally or in writing as may be best, and will meet with the student if a meeting is appropriate.
4. Upon reviewing the complaint, the dean may also ask another member of the faculty or staff to resolve the matter with the student.
5. If the matter remains unresolved, the student may direct the complaint to the provost, who will review the matter and direct the appropriate outcome. The provost may direct another member of the faculty or staff to resolve the matter with the student.

Students need to be aware that not all complaints result in a resolution in the student's favor. Students have a right to be heard, to have the complaint taken seriously and reviewed for appropriate application of Trinity's policies and procedures. Students do not have a right to a specific requested result.

# Student Information, Records, and Transcripts

**Disclosure**
The following categories of student information are designated as public or directory information:

> Category I information includes name, address, telephone number, dates of attendance, and class standing.

Category II information includes previous institution(s) attended, major field(s) of study, awards, honors (such as Dean's List), and degree(s) conferred.

Information from Category I or Category II may be disclosed by the institution for any purpose, at its discretion.

Under the provision of the Family Educational Rights and Privacy Act of 1974, students may withhold disclosure of any category of information. To prohibit disclosure, students must provide Enrollment Services with written notification.

Trinity assumes that any student who does not specifically request the withholding of Category I or II directory information has indicated individual approval for disclosure.

**Maintenance of Student Records**
Trinity protects the reputation of its students by carefully maintaining the confidentiality of their official College records. To preserve privacy, the records are safeguarded from unauthorized access and disclosure. Trinity faculty, administrators, and staff are fully aware of the necessity to ensure integrity, accuracy, and confidentiality.

Accordingly, Trinity complies with the provisions set forth in Sec. 438 of the General Educational Provisions Act, 20 U.S.C. 1232 (g), entitled the Family Educational Provisions Act of 1974. This law guarantees the student's right to examine her or his official educational records, as well as her or his right to privacy pursuant to the release of such records to third parties.

Trinity's policy on the maintenance of student records is in accord with federal regulations. A copy of the policy is available from Enrollment Services, and this statement serves as notification of rights protected by law.

**Transcripts**
Current and former students of Trinity may request academic transcripts from Enrollment Services. Requests must be made in writing and include the student's social security number, most recent date of attendance or graduation, the full name and address of the party receiving the transcript, and the student's signature.

Trinity adheres to the following policies on the release of transcripts:

a. No transcript will be released if the student has failed to satisfy all financial obligations to the College.
b. Transcripts will not be issued to a third party without written authorization of the student.
c. A faxed transcript request will be accepted provided a credit card number, including expiration date, is included. This request must be signed by the student.

# Curriculum
The Counseling Programs are structured to meet the needs of working adults. Many of our candidates are working full-time (or close to) and/or involved in multiple roles (such as spouses,

partners, parents, and family caregivers).  We have developed a curriculum structure to meet this profile. The courses in the counseling program are offered in the evening hours to meet the scheduling needs of working adults. Candidates are expected to manage their time in order to meet the extensive and intensive work load that is required to earn a graduate professional degree. The curriculum is structured to fulfill the CACREP standards and to document that all key assessments have been met to maintain CACREP accreditation.

**The Program is a 3-year degree,** with the final year including 700 hours of clinical instruction. *Candidates will need to think ahead about how they will accomplish the clinical training while engaged in other life roles.*  Many candidates are receiving financial aid, which requires 6 credits of enrollment; therefore, the Program is structured to offer 6 credits from the time of admissions to the completion of the final clinical sequence course.  If a candidate experiences personal and/or academic challenges, the program completion could take longer than 3 years.

# Program of Study

Candidates receive a ***Program of Study (POS)*** for the *School Counseling degree (60*-credits), *School Counseling degree Counseling Urban Students Specialization* (60 credits), or *Counseling d*egree (60 credits, Licensure Track) when they attend the first advising/registration session with the Year-One Academic Advisor.  This document is your official curriculum, which you will follow during your matriculation throughout the degree.  Candidates should be acquainted with the POS, which can also be accessed online through Self-Service; each candidate is **responsible for reading and following the POS in the order of sequence of Year 1 courses first, Year 2 courses next, and finally Year 3 courses.**  There are several courses that are only offered once a year; therefore, please pay close attention (e.g., COUN 561 Principles and Practices of School Counseling; COUN 570 Diagnosis in Counseling).

Candidates should **review** the POS **before each registration period** and determine which courses they intend to take before selecting the course/s at registration in the Self-Service.  When a candidate submits registration for a class, the Advisor will review the course after consulting the POS.  If the candidate is not eligible to take the class or there is another class the candidate should take instead, the Advisor may deny the original requested course and recommend other courses.  It is a good idea for candidates to consult the Advisor prior to the registration period session.

We want to stress that the School of Education expects all candidates to familiarize and follow the POS.  Candidates **should not** substitute peer advising for advising with your Faculty Advisor. Errors have occurred when candidates sought the advice of their peers, instead of following the POS or meeting with the adviser if there were questions and concerns about the POS sequence and curriculum.  We are here to support candidates, but they are expected to be active learners and graduate consumers of their respective Counseling program.

**Beginning Fall 2019, students are required to meet in person with their Faculty Advisor minimally once a year so that we can best support your educational and career goals. Students will also be required to attach the most recently approved POS signed by their**

**Faculty Advisor when submitting the Practicum/Internship Eligibility Application as part of the academic review for eligibility to begin Practicum/Internship.**

The following is a copy of the Program of Study and summary information.
**Please note that in the 3ʳᵈ column, the POS indicates when the class is offered:  Fall, Spring, Summer (10 week semester, June term or July Term).  Please be sure you attend to when the class is offered, especially for a class that is offered once a year** (e.g., COUN 570 Diagnosis in Counseling offered during year 2)

# Trinity

MASTER OF ARTS IN CLINICAL MENTAL HEALTH COUNSELING
PROGRAM OF STUDY (60 CREDITS)
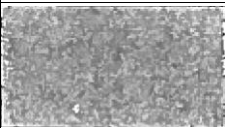
Name:                                    Student ID:


Starting Date:

| Year One Courses | | Semester | |
|---|---|---|---|
| EDCC 601 | Orientation: Tools for Graduate School (0 credits) | | |
| COUN 535 | Introduction to Counseling | | |
| COUN 540 | Principles & Theories of Counseling (course requires minimum "B" grade for advancement) | | |
| COUN 560 | Techniques of Counseling (prerequisites: COUN 535 & 540; course requires minimum "B" grade for advancement) | Fall/Spring | |
| EDCC 600 | Research in Education | | |
| EDCC 510 | Human Growth & Development | | |
| COUN 550 | Multicultural Counseling | Spring | |
| Year Two Courses (Pre-Requisites: All Year 1 courses) | | | |
| COUN 544 | Principles & Techniques of Assessment (prerequisites: COUN 535, 540, & 560) | Fall | |
| COUN 547 | Counseling & the Group Process (prerequisites: COUN 535, 540, & 560; course requires minimum "B" grade for advancement) | Fall | |

| | | | |
|---|---|---|---|
| COUN 604<br>OR<br>COUN 695 | Expressive Arts in Counseling<br>OR<br>Bibliotherapy | Winter/May<br><br>Every Other Summer | |
| COUN 570 | Diagnosis & Treatment in Counseling | Spring | |
| COUN 605 | Ethical, Legal & Professional Issues<br>(prerequisites: COUN 535, 540, & 560; course requires minimum "B" grade for advancement) | Spring | |
| COUN 606 | Trauma and Crisis | May | |
| COUN 555 | Counseling Children & Adolescents | Summer | |
| COUN 561 | Principles & Practices School Counseling | Summer | |

| | | | |
|---|---|---|---|
| Year Three Courses (Pre-Requisites: All Year I & 2 Courses) | | Semester | |
| COUN 538 | Career & Lifestyle Development | Fall | |
| COUN 553 | Alcohol and Substance Abuse | Spring | |
| COUN 557 | Intro to Family Counseling | Summer | |
| Counseling Practicum & Internship Field Training<br><br>(Pre-Requisites: All Year I & 2 Courses)<br>Clinical Sequence Courses must be pre-approved by Counseling Faculty and Director of Clinical Placement | | | |
| COUN 631 | Practicum in Counseling ( 100 hours)<br>(course requires minimum "B" grade for advancement) | | |
| COUN 640 | Internship in Counseling I (300 hours)<br>(course requires minimum "B" grade for advancement) | | |
| COUN 642 | Internship in Counseling Il (300 hours)<br>(course requires minimum "B" grade for advancement) | | |

Student Signature:                    Advisor Signature: _____

Transfer Credits:                                              (revised 2019)

## *Year 1*
**EDCC 601 – Orientation:  Tools for Graduate School**

Candidates in the School of Education graduate programs are all required to take EDCC 601 Orientation:  Tools for Graduate School Seminar in the first semester.  This is an all-day Saturday seminar course that is **mandatory** for all new students.  Trinity is committed to student success, and the seminar will cover essential topics.  Although we do not require the GRE for admissions, the School of Education will administer a Writing Assessment after a student is admitted; this assessment is graded by the School of Education faculty.  Candidates who do not meet the standards of the Writing Assessment will be required to enroll in a mandatory Introduction to Professional Writing class (EDCC 511); the course carries 3 credits and results in additional tuition.  Candidates will be notified about their assessment score and, if writing instruction is recommended, will be directed to meet with their Faculty Advisor.  In this meeting, the Professional Writing course will be added to the Candidate's POS, and the candidate will register for the course in their first semester. Candidates will be unable to register for future semesters if the candidate does not take the course, withdraws from the course, or does not pass the course.

*Candidates who hold a previous master's degree are required to attend **a portion of the Saturday Tools for Graduate School course (to be announced).**  This attendance ensures that the student will learn essential information about Trinity Washington University and the School of Education policies, procedures, and pertinent information.*

During Year 1, students take 6 credits of School of Education foundation courses (EDCC 600: Research in Education and EDCC 510: Human Growth and Development). These foundation courses are required registrations in the first year for all candidates, who will enroll in these courses within their first 2 semesters if taking 6 credits each semester.  These courses are typically offered each semester.  Candidates must enroll in:

EDCC 601        Orientation: Tools for Graduate School

EDCC 510        Human Growth and Development

COUN 535        Introduction to Counseling

EDCC 600        Research in Education

Research in Education is a challenging course that prepares candidates to be scholars in their profession.  Because of the intensity of this course, candidates should discuss with the Advisor their aptitude in research and consider the best course combinations.  We encourage candidates to plan strategically when enrolling in particular courses.

## Other Year 1 courses include:
COUN 540        Principles and Theories in Counseling

COUN 560        Techniques in Counseling

COUN 550      Multicultural Counseling (offered Spring and Summer)

**Summer:**

COUN 561      Principles and Practices of School Counseling

Often, the Advisor will recommend that a candidate begin with EDCC 510 and COUN 535 or COUN 535 and COUN 540 if one is registering during Fall or Spring (when COUN 540 is offered). **What is key is that candidates must complete all Year 1 classes before moving to Year 2 classes.** For example, the Advisor will not approve delaying registration in EDCC 600 (Research in Education) until Year 2 or their last year in the Program.

## *Year 2*
**During Year 2, you will begin enrollment in many of the Counseling Theory and Application courses. This is an exciting time in the Program because you will learn key content knowledge and skills to perform as a Professional School Counselor and Licensed Professional Counselor.**

Counselor education courses are different from many academic courses. A major aspect of counselor education includes our ability to "reflect on self as part of the therapeutic and counseling process." It is not enough to have intellectual strengths to function as effective professional counselors. Because we are entering relationships with students, consumers of counseling services, supervisors, parents/caregivers, and school professionals, etc., we also develop the capacity and skillfulness to strengthen our self-identity, our emotional awareness, and our ability to strengthen our intrapersonal (internal emotional and personal relationship with self) and interpersonal (relationships with others). The School of Education Professional Dispositions are very important during the counselor education process. Because we are a reflection not only of Trinity, the School of Education, but also the profession, it is imperative that we conduct ourselves as professionals during our graduate enrollment, in our clinical training experiences, in the profession, and in the world.

During the 2nd year, you will reflect on where you would like to function in the schools, community agencies, and other settings such as behavioral health, military settings, and career counseling. You will begin the process of identifying potential clinical training experiences. If you are in the School Counseling Program, you should think about the students you want to develop knowledge and skills with. We encourage candidates to have a broad experience base and not limit yourself to one developmental age and setting (e.g., elementary school vs. high school).

You will meet with the Director of Clinical Training during the formal Practicum and Internship planning process beginning in Year 1. Candidates do not formally apply to the Practicum and Internship Process until Year 2, but we encourage you to attend the clinical training information sessions so that you become familiar with the process early. You should refer to the process and key documents on the **Moodle Master's in Counseling Programs Resource** page and **attend the mandatory Practicum and Internship planning meetings (and appointment) with the Director of Clinical Training.**

Candidates **will not be given permission to enroll in the clinical training classes unless they have followed the formal application process by the posted deadline,** attended the meetings/appointments with the Clinical Coordinator, followed the process (e.g., interviewing with the approved partnership sites that the Counseling Programs have referred you to) and received a firm offer from the partner site. Candidates will not be permitted to register if they have not followed each step in this process. Again, remember, you are preparing for the professional role and having attentive planning skills will be critical for your success here as well as in the profession.

Candidates who **do not** have a site by the communicated deadline **before the semester of the intended clinical training enrollment** will be advised to drop the clinical-sequence class (COUN 631, 640, 642). Candidates cannot be enrolled in COUN 631, 640 or 642 unless they have an approved site that has been approved by the Clinical Coordinator and confirmed before the semester begins.

Candidates will then need to consult with the Faculty Advisor to identify a substitute course if advised to withdraw from the clinical training course. Additionally, if a candidate encounters a Professional Disposition matter or academic issue that impacts their clinical training enrollment, the candidate may be advised to withdraw from COUN 631, 640, 642. It is important for candidates to understand that when we place you in clinical training, the partnership site expects strong interns. They do not expect to "remediate," and the Counseling Program will not place a candidate in the field that is lacking core knowledge and counselor competencies. The School of Education may request a formal Intervention Plan (see the Academic Policies under School of Education for more details) to address any academic or Professional Dispositions that may interfere or affect a candidate's success in the clinical training sequence and/or the profession.

It is important to understand that key prerequisite courses are necessary as foundational courses when beginning the clinical training sequence. Candidates should not expect the Counseling Program to modify the graduate curriculum to accommodate their personal needs. We do not have the flexibility to alter an accredited graduate education program.


## A typical Year 2 semester in Fall could include:

COUN 544      Principles and Techniques of Assessment
                **(Fall Only Class and must take to be eligible for Practicum)**

COUN 538      Lifestyle and Career Development

COUN 547      Counseling and the Group Process

### Winter Term

COUN 604      Expressive Arts (if prerequisites COUN 540 and 560 successfully completed)

## A typical Year 2 semester in Spring could include:
### (and is vital in order to move to Clinical Training in the next term):

COUN 570       Diagnosis in Counseling

COUN 605       Ethical, Legal, and Professional Issues

### May Term:
COUN 604 Expressive Arts (if prerequisites COUN 540 and 560 successfully completed) COUN 606 Loss and Bereavement (if prerequisites COUN 540 and 560 successfully completed) **A typical Summer semester could include:**

COUN 555       Counseling Children and Adolescents

COUN 561       Principles and Practices of School Counseling
                  (Licensure Track can take Year 2 based on Advisor's approval)


COUN 695       Bibliotherapy (elective in place of COUN 604; also note that School Counseling
                  Candidates can elect to add this course to their Program of Study)

## Year 3
**You're almost in the final stretch!** You are now moving into the field. During Year 3, you will begin your Clinical sequence courses/training as well as prepare to take the **Comprehensive Counselor Preparation Exam (CPCE) during the semester when you enroll in the first clinical course (COUN 631).** Below are just highlights of what you can consider as you plan for this critical aspect of your graduate and professional education. In the next Handbook section, candidates will be introduced to the Clinical Training sequence in depth and provided with information regarding preparation for that part of the degree. Candidates can refer to the Moodle site for more information and materials (including the formal CPCE application).


## Clinical Training Sequence

In your first year of the program, you will have time to think and reflect on your interests, values, personality, aptitude, and abilities as a counselor-in-training. You may begin to consider the ways you want to function as a counselor and the populations you are interested in working with. As you move through your courses, you will have many opportunities to read, discuss, and reflect on how you want to practice as a professional counselor. Many candidates feel they should know *exactly* what they want to specialize in as a counselor. ***Try not to feel pressured. You really do have time.*** The clinical training courses provide this opportunity to explore your counselor interests and test out what may be the optimal settings for you. However, your first jobs in the field are also exploration opportunities. The key is just to begin gaining clinical training experiences in the schools (for school counselor students) or varied counselor settings (for licensure-track students) so that you can gain more awareness, knowledge, and skills in functioning as a professional counselor.

## Courses taken in Year 3 include:

**(Note the Clinical Sequence Courses will occur depending on your matriculation/readiness to begin)**

## A typical Fall semester:

| | |
|---|---|
| COUN 547 | Group Process and Counseling (if not taken in Year 2)<br>**Note: You must request special permission (from Faculty Advisor and Program Director) to take this course concurrently** |
| COUN 631/640 | Practicum in Counseling or Internship in Counseling I |

## Winter Term:

| | |
|---|---|
| COUN 604 | Expressive Arts (if not taken during Year 2 Winter or May Term) |

## Spring Term:

| | |
|---|---|
| COUN 553 | Alcohol and Substance Abuse |
| COUN 640 | Internship in Counseling I |

## Summer Term:

| | |
|---|---|
| COUN 557 | Introduction to Family Counseling |
| COUN 642 | Internship in Counseling II |

**\*We offer enrollment in the clinical sequence Fall, Spring, and Summer. Students begin based on their eligibility. A student may be eligible to begin Practicum during the summer after the Spring Year 2. Students must stay informed about their advising plan and consult with the Faculty Advisor to ensure they are eligible for Practicum as they are approaching Year 2 Spring course enrollme**nt.

During clinical training, you will take 3 courses in the final year. Candidates begin with *COUN 631 (Practicum in Counseling).* Next, you will enroll in *COUN 640 Internship in Counseling I.* Finally, you will enroll in *COUN 642 Internship in Counseling II.* **Candidates must earn a grade of "B" or better and demonstrate acceptable Professional Dispositions in order to advance to the next clinical training course. Dual registration in any of these courses is not permitted.** Counselor identity development is a process that occurs over time and counselor education does not believe that this training can be compressed in a semester. Note, candidates cannot register for a dual registration of COUN 640 and 642 because 640 is a pre-requisite to enroll in 642. Counselor identity formation is a process and a progressive developmental journey of knowledge and skill identity. Moreover, partner sites prefer a training period to get a candidate acclimated to the school or agency and provide training development.

Candidates will learn that a *minimum* number of *direct* counseling hours are needed to satisfy course outcomes in COUN 631-640-642 courses.  If a candidate does not complete all of the *direct* counseling hours and/or *total* hours required by the time they complete COUN 642, the student will be required to enroll in COUN 697 Clinical Internship Continuation. Candidates are required to achieve the total hours in each course; however, there may be some circumstances that impact the student's completion of some hours (for example, client referrals are low, students "no show" for appointments and the clinical trainee may be short some hours.). Candidates must communicate this information regularly with the University Instructor and site supervisor so that a plan is in place to complete hours.)  However, if a student is enrolled in COUN 642 and does not have the *direct counseling and total hours* to complete the course, the student must register for COUN 697 to complete the clinical sequence course requirements.

After self-care, the next Handbook section will describe the process to begin the clinical training sequence and introduce you to key documents you will need while enrolled in the Year 3 clinical training courses.

## SELF CARE

In our counseling profession one of the primary areas of care is self-care. Fifty percent of graduates recently reported that their graduate programs did not promote self-care among students (Carter & Barnett, 2014). Self-care is taking time out to assess our needs and find ways to meet them. Our needs include our emotional, mental, spiritual, and physical states of wellbeing. When we address these needs, we are also using preventive measures against burnout and compassion fatigue (Figley, 1995). Self care is not only a preventive measure but more importantly self care follows our counseling model of wellness.

Here is a checklist to address and meet our needs for self care –

- **I** will stay self-aware of my emotions, thoughts, and behaviors as I experience the world around me.
- **M**y nutrition and hydration is important for the energy I need to meet my goals and to have the relationships I want.
- **A** time for me to meditate, pray, or journal is a way to stay in touch with my unconscious self where some of my needs are. And I will
- **T**ake a moment to breathe and
- **T**ake time to nurture a relationship with myself. I will
- **E**xpress gratitude for the strengths and gifts I have. And I will
- **R**emember I can move forward with purpose and intention since

<div align="center">

"**I Matter**" is a gift I give to myself and
I share with others.

</div>

Carter, L. A. & Barnett, J. E. (2014). Self-*care for clinicians in training: A guide to
     Psychological wellness for graduate students in psychology.* NY: Oxford Press.
Figley, C. R. (1995). Compassion fatigue as secondary stress disorder: An overview.
     Compassion fatigue: coping with secondary traumatic stress disorder in those who treat
     the traumatized (1-20). New York: Brunner/Mazel.

Dr. Luane Oprea
Assistant Professor in Counseling
Trinity Washington University

## Clinical Training
### Field Education Practicum and Internship

Trinity's Counseling Program offers comprehensive field training for advanced graduate candidates in the Masters of Arts in Counseling and School Counseling programs. Enrollment in practicum and internship are considered critical experiences for successful counselor education. Primary goals at each phase of field training are to develop counseling skills and to promote the development of the candidate's professional counselor identity in a school or community setting compatible with their program emphasis. Practicum and Internship activities take place at approved training sites with appropriately qualified and licensed supervisors where the practicum trainee or intern can work with clients or K-12 children and adolescents from an assigned caseload. These guidelines and requirements reflect Council for Accreditation of Counseling and Related Educational Programs (CACREP) standards, principles for the professional preparation of counselors, and School of Education and Counseling Program policies.

**Counselor Education Framework & Goals of Field Training:** Field training is widely recognized as the single most important learning opportunity in counselor education. We think of it as creating a uniquely rewarding and tailored learning experience for the development of future counselors. It is intended to provide a clear starting place for deliberate practice and self-reflection on counseling services. It involves no less than two fundamental tasks:

1) Building knowledge of formal models of counseling and human change process

2) Broadening skills accumulated through supervised practice that enhance readiness for entry into professional practice. A main goal of field training is *learning by doing and reflecting*. By its nature, because counseling is a *human* science, "helping" or "doing counseling" in this case involves systematically exploring and examining the immediacy of *lived experience* of clients in our charge for purposes of gaining depth and insight into human functioning and what ails us, and what promises to deliver us. The aim is to provide trainees ample opportunity for repeated practice of basic counselor competencies in the "real-world" setting, supervised analysis of helping strategies and outcome (i.e., case study and conceptualization), and discovery of the dynamic change or solution-centered process that counseling embodies. The crucible that addresses these domains and serves as a catalyst for the articulation and integration of knowledge and skill into a personal counseling framework for counselors-in-training is close supervision and dialogue in a <u>mentoring relationship</u>.

**Major training objectives** for Practicum and Internship, therefore, encompass development of:
1) Counselor *identity* cultivated in practice and study of brief counseling interviews tailored to the developmental level of the trainee.
2) *Knowledge* of behavior support and change principles for effective counseling, and understanding of counseling as an empowering human learning and growth process.

3) Applied *skills and practices* in the provision of counseling services (i.e., outcome planning, responsive individual/group counseling, consultation, collaboration, proactive prevention).
4) Dual process (and art) of *self-learning* (counselor awareness) and *watching and wondering* through discourse, role-play, reflection, and journaling.

Competencies to be demonstrated by interns are based on **standards for professional counseling** developed by the Council for Accreditation of Counseling and Related Educational Programs (CACREP, Sections II & III.F, http://www.cacrep.org/2016 standards.html) and the American Counseling Association (http://www.counseling.org/).   Training objectives are further designed in accordance with the fourfold mission of the School of Education's *Conceptual Framework* which underscores the importance of:

1. Active lifelong professional development through reflective practice
2. Knowledge of counseling and learning theories and integrated models
3. Application of evidence-based best practice
4. Responsive community and global leadership and empowering diversity

Counselor education at Trinity University draws on an evolving *practitioner-learner model* of training. The notion of practitioner-learner influences the way we study and learn. It means that faculty and counselors-in-training commit their energies toward fostering increasingly more relevant and meaningful connections between scholarship and practice. It represents a central aim of building and strengthening collaborative university and community partnerships for enhancing the mission of each. Our aim as *helping professionals* is to harness our individual and collective energies in the service of bringing the best from informed and critical scholarship in education and counseling we have to offer children, adolescents, adults and families. It epitomizes our embrace of the positive attributes of the counselor advocate, a love for learning about self and others, a collaborative spirit for improving formal institutions, and the promise of helping *all* persons to growth and thrive. To this end our model serves as an organizing principle for examining and reducing barriers to success in education, success in the workplace, and public service dedicated to the interests and needs of the *whole* person.

**The CACREP (2016) Specialty Standards for Clinical Mental Health Counseling are:**

**SECTION 5: ENTRY-LEVEL SPECIALTY AREAS**
**C. CLINICAL MENTAL HEALTH COUNSELING**

Students who are preparing to specialize as clinical mental health counselors will demonstrate the knowledge and skills necessary to address a wide variety of circumstances within the context of clinical mental health counseling. Counselor education programs with a specialty area in clinical mental health counseling must document where each of the lettered standards listed below is covered in the curriculum.

1. FOUNDATIONS

   a. history and development of clinical mental health counseling

   b. theories and models related to clinical mental health counseling

   c. principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning

   d. neurobiological and medical foundation and etiology of addiction and co-occurring disorders

   e. psychological tests and assessments specific to clinical mental health counseling

2. CONTEXTUAL DIMENSIONS

   a. roles and settings of clinical mental health counselors

   b. etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders

   c. mental health service delivery modalities within the continuum of care, such as inpatient, outpatient, partial treatment and aftercare, and the mental health counseling services networks

   d. diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the *Diagnostic and Statistical Manual of Mental Disorders* (*DSM*) and the International Classification of Diseases (ICD)

   e. potential for substance use disorders to mimic and/or co-occur with a variety of neurological, medical, and psychological disorders

   f. impact of crisis and trauma on individuals with mental health diagnoses

   g. impact of biological and neurological mechanisms on mental health

   h. classifications, indications, and contraindications of commonly prescribed psychopharmacological medications for appropriate medical referral and consultation

   i. legislation and government policy relevant to clinical mental health counseling

   j. cultural factors relevant to clinical mental health counseling

k. professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling

l. legal and ethical considerations specific to clinical mental health counseling

m. record keeping, third party reimbursement, and other practice and management issues in clinical mental health counseling

3. PRACTICE

a. intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management

b. techniques and interventions for prevention and treatment of a broad range of mental health issues

c. strategies for interfacing with the legal system regarding court-referred clients

d. strategies for interfacing with integrated behavioral health care professionals

e. strategies to advocate for persons with mental health issues

## Training Methods and Learning Modules:

**Field training interns** are expected to be afforded opportunities to:

1. Observe (shadow) experienced counselors as they provide a range of *direct services*.
2. Practice conducting brief time-limited individual counseling sessions under supervision.
3. Lead/co-lead a counseling group (process or psych educational).
4. Participate in responsive case management, process-outcome planning, record keeping, case closure/termination and referral activities.
5. Participate in staffing/consultations with collateral professionals.

# Practicum (COUN 631)

The Practicum is the first field placement experience and is a required component of the Master of Arts in Counseling and the Master of Arts in School Counseling programs. Candidates enrolled in these programs must apply for and successfully complete the Practicum as a part of their Program of Study. The Practicum provides entry-level, supervised field training for candidates preparing for careers in counseling and school counseling.

## Practicum Requirements

The Practicum requires the successful completion of a minimum of one hundred (100) clock hours of supervised training in key activities at an approved site (See below diagram). Practicum placement trainees are to complete the one hundred (100) hours in an approved setting under supervision from faculty and site supervisors. Practicum trainees typically spend six to ten (610) hours per week involved in direct and indirect counseling service activities and individual and group supervision. At least forty (40) of the total one hundred (100) clock hours must be accrued providing *direct service* (face-to-face contact). Thirty (30) of the forty (40) *direct service* hours must be obtained through individual counseling services, and three (3) of the *direct service* hours must include group counseling. At least sixty (60) of the one hundred (100) clock hours must be obtained in *indirect service* activities that are pertinent to the "direct service" functions. The total hours spent in the weekly on-campus Practicum class are included in the *indirect* services hours. Hours in Practicum must be accrued throughout the 15-week semester (or 10week Summer Term). Trainees ordinarily earn Practicum hours at a single site. Faculty must approve requests for completion of any service hours between semesters.

Practicum & Internship

## Practicum
100 Hours (Minimum)

### Direct Service
40 Hours (Minimum)

### Indirect Service
60 Hours

### 30 hours
Individual Counseling

### 15 hours
Field-Site Supervision

### 2 hours
Group Counseling

### 37 hours
Seminar Training Group

## Internship I
300 Hours

## Internship II
300 Hours

700 Service Hours (Total)

## Eligibility for the Practicum

Candidates are eligible to apply for Practicum (pre-internship) on successful completion of *preliminary Foundation* courses and *prerequisite Counseling Theory & Application* courses that are outlined in the Program of Study. A minimum of a "B" grade must be earned in prerequisite *Counseling Theory & Application* Courses for advancement to the Practicum phase.

1) **Preliminary Foundation courses**: EDCC 601, EDCC 510, EDCC 600 2)
   **Prerequisite Counseling & Application courses**:
   a. COUN 535, COUN 540, COUN 560, COUN 538, COUN 544, COUN 547, COUN 550, COUN 570, COUN 605
   b. Minimum "B" grade required in COUN 535, COUN 540, COUN 560, COUN 547, COUN 605

Candidates who have earned a grade lower than "B" in COUN 535, COUN 540, COUN 560, COUN 547, or COUN 605, must repeat the course and successfully complete the course by earning a minimum grade of "B" to be eligible for Practicum. Any course that must be repeated is to be re-taken and successfully completed prior to the Practicum semester.

## Practicum Application Process

Complete the *Practicum & Internship Application* Form by the deadline and submit the completed form to the Clinical Coordinator. The candidate's resume, the signed *Candidate Informed Consent*, and the signed *Ethics Policy & Candidate Contract* must be submitted with the application. Ensure that the required supporting documents are attached to the application and that you have responded to all items on the application. Incomplete applications will be returned. Applications are due by the designated date during the semester immediately preceding the Practicum semester. Candidates are not eligible to enroll in the Practicum course if the Practicum application is not received by the designated deadline. The deadline dates are as follows:

1) *Application Deadlines (Note the application dates may change and will be announced by the Clinical Coordinator/Director of Program if dates are adjusted)*
   a. **Fall Practicum** – Application due by March 15th
   b. **Spring Practicum** – Application due by September 15th
   c. **Summer Practicum** – Application due by February 15th

2) *Supporting Documents (that must accompany the Practicum application)*
   a. Candidate's current resume
   b. Candidate Informed Consent

c. Ethics Policy & Candidate Contract

Candidates are to confirm their field placement sites with the prospective field supervisor by obtaining an offer letter and/or by completing the *Clinical Assignment Agreement & Verification Form*. The *Clinical Assignment Agreement & Verification Form* must be signed by the candidate and the prospective field supervisor, accompanied by the field supervisor's resume, and submitted to the Clinical Coordinator no later than one week prior to the end of the semester that immediately precedes the Practicum semester. All of the remaining supporting documents (e.g., verification of professional liability insurance, TB test if needed, security screening if needed) must also be submitted no later than one week prior to the last day of the semester that immediately precedes the Practicum semester. If the Practicum is not confirmed by the designated date and all of the remaining supporting documents have not been received by the designated date, the candidate cannot take the Practicum course.

> *Supporting Documents* (that must be received one week prior to the last day of the semester)
> a. Clinical Assignment Agreement & Verification Form
> b. Verification of professional liability insurance (must be obtained before beginning at the placement site)
> c. Health Screening (Tuberculosis test if required by the site) **(TB Tests can be done in the Trinity Health/Wellness Center)**
> d. Security Screening (finger printing and background check if required by the site)

## Enrollment in the Practicum (COUN 631)

The candidate may enroll in the Practicum course (COUN 631) once the approved site has been confirmed and all supporting documents and necessary attachments have been submitted to and verified by the Clinical Coordinator. Authorization to enroll in the Practicum must be obtained by the candidate from the Clinical Coordinator in consultation with the candidate's faculty advisor and final approval given by the counseling team.

Once enrolled in the Practicum course, the candidate must complete and submit to the Practicum Instructor the *Practicum/Internship Weekly Field Training Schedule*. This form must be signed by the candidate and site supervisor and submitted not later than the second week of the term.

*The Practicum – Internship Weekly Activity Log* must be submitted to the instructor as designated. The signatures of the counseling candidate and the field-site supervisor provide verification of the hours logged, the services provided, and the activity completed.

## Practicum/Internship Site Requirements

All Practicum and Internship sites must be **pre-approved by the Clinical Coordinator.** Sites must provide the scope of the Counseling program requirements and meet the Counseling program objectives. At a minimum, approved sites must 1) provide opportunities for on-going

individual and group counseling with a designated caseload of clients, 2) provide weekly individual on-site supervision by a qualified and licensed mental health professional, and 3) provide opportunities for video or audio-tape recordings of counseling sessions with the appropriate informed consent.  Work at the Practicum and Internship sites begin only after the candidate enrolls in COUN 631, COUN 640, or COUN 642 and begins attending the university based seminar training group.  **If a site requires orientation prior to the intended semester, the candidate must get prior approval from the Clinical Supervisor.**

## Site Supervision

The site supervisor is the individual at the field site who has primary responsibility for the supervision of the practicum trainee at the field site.  The site supervisor must have 1) a minimum of a Master's degree in counseling or a closely related field and appropriate certifications and/or license, 2) a minimum of two years of pertinent professional experience, and
3) knowledge of the program's expectations, requirements, and evaluation procedures.

## Field Training at Employment Sites

The following criteria must be met if candidates request the use of their employment site for field training.  "Training phases" must be clearly distinct from "employee" responsibilities including the candidate's designation as "Practicum trainee" and "intern."  Candidates must separate the work hours from the training hours and specify when they are in the role of an employee and when they are functioning as a "Practicum trainee" or "Intern."  There must also be a clear distinction between the client population that is served as an employee and as a "Practicum trainee" or "Intern."  In addition, supervision must be provided by a qualified and licensed mental health professional who is not the candidate's employment supervisor.

## Extension of Clinical Training

For continuity of care or for accrual of necessary hours, candidates may request continuation at the approved training site through the university breaks (e.g., winter break/spring break).  Candidates cannot continue at the training site unless the Counseling Program is aware and a Counseling Program faculty member is monitoring the experience.  A candidate can only continue at a site if (1) the training schedule is determined with the site supervisor by a designated date, (2) the weekly schedule extension form is completed and submitted to the designated university supervisor by a designated date, (3) weekly reflections documenting the training experiences are sent to the designated university supervisor during the university break, and (4) the trainee commits to completing the weekly logs, having them signed by the site supervisor and submitting the logs to the university supervisor during the first day of class for the next training course (e.g., COUN 640 or COUN 642).  Candidates **absolutely cannot** continue at a site during the break unless the foregoing process is followed.  This is a quality assurance issue with ethical and legal implications.

## Internship

The Internship provides intensive field training in the role of professional counselor.  Candidates complete hours of approved service under supervision by a qualified mental health professional and university faculty.  Emphasis is placed on reflective practice of theory-based individual and group counseling and supportive case management.  Training stresses mastery of culturally responsive core counseling skills, empathic attunement, integration of theory and practice utilizing a guiding counseling model, case study, clinical decision making, self-discovery in the counselor role, and ethical professional disposition.  The Internship is composed of Internship I (COUN 640) and Internship II (COUN 642).  Each phase of the Internship (I and II) is to occur over one semester, with candidates working a minimum of twenty (20) hours per week at the training site during each semester of the Internship.

The internship experience requires a total of 600 hours (See Internship Diagram below).  Internship I and Internship II each require the completion of a minimum of 300 hours.  During Internship I and Internship II a *minimum of 120 hours* must be obtained performing *direct service*, and a *minimum of 180 hours* must be obtained performing *indirect service* activities.  During Internship (as with the Practicum), the department faculty will provide opportunities for discussion of professional and ethical issues related to the practice of counseling through a weekly seminar group. Attendance at this seminar is required throughout field training and until the total internship hours are accrued.  On recommendation by the field or university supervisor, or the Counseling Program Training Committee, candidates may be required to complete additional supervised practice in an additional continued directed training experience (COUN 697).

A candidate is eligible to register for Internship I (COUN 640) on successful completion of Practicum.  A candidate is eligible to register for Internship II (COUN 642) on successful completion of Internship I.

## Clinical Internship Continuation (COUN 697)

Clinical Internship Continuation provides candidates the opportunity to complete internship field training activities under the direction of the University Clinical Instructor.  Candidates continuing their Internship must register for 1 credit for each subsequent semester until all required assignments and services hours are completed.

## Practicum and Internship Evaluation Process

Candidates will receive a mid-term and final evaluation by the site supervisor.  This data is used to assess the candidate's performance and to determine the candidate's final Practicum or Internship grade.  A grade for the Practicum or Internship course cannot be determined until the

mid-term and final evaluations are received by the university supervisor.   The candidate is required to complete the *Evaluation of Practicum/Internship Site* at the end of each training term.

At the end of the Practicum/Internship term, candidates must ensure the completion of the final paperwork which includes:

1) *Practicum & Internship Activity Log* Compilation *Form*

2) *Practicum/Internship Verification* of Completion *Form*

3) *Candidate Performance and Fitness Evaluation – Practicum/Internship Training Group*

## Forms

The completion of various forms is required throughout the field training experience.  These documents are necessary to convey expectations, provide information, track the training experience and accumulation of hours, and to assess performance.  A listing of the forms is below:

1) **Practicum & Internship Application** – completed and submitted by the candidate to the Clinical Coordinator the semester prior to the proposed Practicum semester; determines eligibility to begin Practicum.  The application is *only* submitted to begin COUN 631.  The candidate will communicate directly with the Clinical Coordinator each semester after COUN 631 regarding continued clinical training enrollment (COUN 640, 642).

2) **Candidate Informed Consent** – reviewed and signed by the candidate and submitted with the Practicum & Internship Application; outlines the rules and policies of Trinity and the Counseling Program.

3) **Ethics Policy & Candidate Contract** – reviewed and signed by the candidate and submitted with Practicum & Internship Application; outlines the contract and refers the candidate to the ethics code.

4) **Clinical Assignment Agreement & Verification** – completed by the candidate in collaboration with the site supervisor; confirms the site of field training, the duration of the training, number of hours on site, the site supervisor, and must be signed and dated by both the candidate and the site supervisor; submitted to the Clinical Coordinator by the designated date.

5) **Practicum/Internship Weekly Field Training Schedule** – completed by the candidate in collaboration with the site supervisor; confirms the on-site training schedule; must be signed and dated by both the candidate and the site supervisor; submitted to the university-based supervisor/course instructor by the second week of the training semester.

6) ***Practicum/Internship Supervision Contract*** –completed by the candidate within the first 2 weeks of the semester with the Site Supervisor.  The candidate and supervisor will each discuss expectations and goals, the structure of supervision, including a specified weekly time for supervision.  The candidate and supervisor will each keep a copy and the original form is turned in to the University Clinical Instructor who will keep a copy and give the Director of Training a copy for the Student Intern file in the Dept.

7) ***Practicum – Internship Weekly Activity Log*** – completed by the candidate; signed by both the candidate and the site supervisor; documents the candidate's weekly direct and indirect service hours; submitted to the university-based supervisor/course instructor each week.

8) ***Consent for Audio and Video Recording*** – completed by the client or client's guardian to authorize audio and video recording of the counseling session; this written consent must be obtained prior to any form of recording of counseling sessions.

9) ***Candidate Performance and Fitness Evaluation: Practicum/Internship Training Group*** – completed by the university-based supervisor at the end of the training semester to evaluate the candidate's performance.

10) ***Supervisor's Counselor Trainee Evaluation Form: Midterm*** – completed by the site supervisor to assess the candidate's performance at the site; must be completed and returned to the university-based supervisor/course instructor by the date designated on the course syllabus; the Site Supervisor provides a midterm evaluation so that the student and University Clinical Instructor can assess how the candidate is doing and provide timely feedback before the final evaluation.

11) ***Supervisor's Counselor Trainee Evaluation Form: Final*** – completed by the site supervisor as a final assessment of the candidate's performance at the site; must be completed and returned to the university-based supervisor/course instructor by the date designated on the course syllabus; this feedback is included in the computation of the candidate's final grade; a grade for the course cannot be determined without this final assessment.

12) ***Practicum/Internship Verification of Completion Form*** – documents the completion of the specific training phase; provided by the candidate to the site supervisor and due by the date specified in the course syllabus.

13) ***Practicum & Internship Activity Log Compilation Form*** – allows candidates to track the accrued training hours; candidate provides a copy of the form to the university supervisor by the end of each training semester.

**14)** *Evaluation of Practicum/Internship Site* – completed by the candidate and submitted to the university supervisor at the end of each training semester; this feedback assists in monitoring the quality of the site.

# Counselor Preparation Comprehensive Exam (CPCE)

**The comprehensive examination ("comps") is an exit exam required of all counseling candidates.**
The exam is ordinarily taken in the semester in which candidates are enrolled in Practicum in Counseling (COUN 631). In order to be eligible for the comprehensive exam, candidates must have completed all required foundational courses; most counseling theory and application courses, except internship (COUN 640 & COUN 642); including a minimum grade of B in COUN 535, COUN 540, COUN 560, COUN 547, and COUN 605; and receive approval to sit for the exam by their advisor (see Eligibility Form). Candidates must have an overall average of B or better and be in good standing in the program.  Note that the National Board of Certified Counselors (NBCC) may change the format of the CPCE (i.e., computer format), and the Counseling Programs will communicate the format to all candidates. Candidates must show proof of passing the exam prior to the semester that full-fills all other graduation requirements. Candidates not passing or who have not taken the exam are not eligible to graduate until they take and pass the exam.

The comprehensive examination the program has adopted is the **Counselor Preparation Comprehensive Examination (CPCE).** It is an objective and standardized national exam developed by the Research and Assessment Corporation for Counseling (RACC), in conjunction with the Center for Credentialing and Education, affiliates of the National Board of Certified Counselors, Inc. (NBCC). The purpose of the exam is to assess candidate progress toward mastery of essential counseling subject matter, and to provide a summative evaluation of professionally relevant knowledge competency obtained through program coursework deemed important by the training committee and counselor licensing and accreditation boards. It is a highly valid and reliable way to measure and determine whether candidates have attained the level of knowledge in the field of counseling which can ensure competence in the field.  The Counseling Programs also use the CPCE data to evaluate student knowledge attainment and will use this outcome data for program enhancement and student achievement. Other benefits of the CPCE include:

1) Gives candidates comparative strength/weakness feedback.
2) Serves as a practice exam for the NCE exam taken for licensure in many states.
3) Provides the program with a comprehensive exam that meets psychometric standards.
4) Provides the program with an objective view of the knowledge level of candidates. 5) Allows the program to examine candidate functioning in various curricular areas.
6) Compares a program's results to national data.
7) Promotes longitudinal self-study.

## CPCE & NCE: Similarities and Differences

The CPCE is based on the same eight content areas as the NCE. The CPCE is taken prior to receiving your degree; results of the NCE are often used for licensure in many states after you've graduated, and for NBCC national certification.

Although both examine the same eight content areas, questions on the CPCE are based on the content that most Council for Accreditation of Counseling and Related Educational Programs (CACREP) graduate programs include in their curricula. CPCE questions, developed by consultants to NBCC, cover a variety of topics and concepts and tend to be more detail oriented. On the other hand, the NCE exam questions are developed by panels of national experts with less focus on CACREP content, material, and textbooks. NCE questions are more likely to be application oriented and based on practical experience.

Another difference between the CPCE and NCE involves the number of items on the exams and items per content area. The CPCE has 160 questions with 20 questions in each of the eight content areas. Three of the 20 questions for each area are developmental or experimental, so the highest possible score on the exam (number correct) is 136.

The NCE, in contrast, has 200 questions and each of the eight areas has a different number of questions ranging from 36 on Helping Relationships to 11 on Social and Cultural Foundations. There are a total of 40 developmental/experimental questions on the exam, so the highest possible score is 160. NBCC sets the cutoff (passing) score for each form of the NCE which is developed, more than once each year. Examinees are given four hours to complete either exam.

## CPCE Pass/Fail Criteria & Retake Policy:

Each graduate program that uses the CPCE sets its own cutoff score for passing. Trinity's Counseling Program adopted a widely used *criterion-referenced method* that objectively sets a pass/fail performance standard for the exam. **A *pass score* is determined by the total score received on the CPCE and a cutoff** *equivalent to or above one standard deviation below the national mean* on a particular test administration. The program also adopted an "Opportunity Three" procedure that allows candidates who are unsuccessful on their first attempt to pass the CPCE, up to *two* more opportunities to demonstrate knowledge competency.

Candidates who fail the exam on the first attempt must meet with their advisor or a faculty member of their choice and develop a plan of study that will help them to be successful in their next attempt. That plan is then filed in the candidate's Program file. When a candidate is unsuccessful at all opportunities, the faculty reserves the right, on approval by the Dean, to not recommend the candidate for certification/ licensure, not approve the candidate for the degree, or both.  Candidate appeals must be filed with the Dean within four weeks of being notified of the third failure.

## Administration of the Exam, Application Fee and Results:

The CPCE is administered the Summer, Fall, and Spring semesters.  The Director of Clinical Training will advise of the process for CPCE application and testing location.  Candidates will be notified about the location of the examination in advance of the exam date.

Candidates are allotted up to 4 hours for the exam. Candidates should bring two No. 2 pencils to the exam. No other material will be permitted in the examination room. Results of the exam are forwarded to the program chair and advisor approximately one week after the test administration. Candidates are notified about your results shortly thereafter.

The Counseling Programs will communicate the **cost of the CPCE as the format of the exam is changing beginning Fall, 2016 to a computer format.**  Students will be **notified prior to Practicum enrollment by the Director of Clinical Training.**  Candidates are urged to plan in advance for this financial commitment. The CPCE registration fee is the responsibility of the candidates; candidates will <u>not</u> be permitted to take the exam without paying the registration fee before the exam begins. This fee is mailed to NBCC to cover administrative costs (including scoring) of the exam.

## Preparing for the CPCE

The CPCE consists of 160 multiple-choice items, with 20 items representing each of the <u>eight</u> core training areas designated by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP), and developed from information found in the most commonly used counseling textbooks. The eight content areas include:

1. *Human growth and development* – studies that provide an understanding of the nature and needs of individuals at all developmental levels.

2. *Social and cultural foundations* – studies that provide an understanding of issues and trends in a multicultural and diverse society.

3. *Helping relationships* – studies that provide an understanding of counseling and consultation processes.

4. *Group work* – studies that provide an understanding of group development, dynamics, counseling theories, group counseling methods and skills, and other group work approaches.

5. *Career and lifestyle development* – studies that provide an understanding of career development and related life factors.

6. *Appraisal* – studies that provide an understanding of individual and group approaches to assessment and evaluation.

7. *Research and program evaluation* – studies that provide an understanding of types of research methods, basic statistics, and ethical and legal considerations in research.

8. *Professional orientation and ethics* – studies that provide an understanding of all aspects of professional functioning including history, roles, organizational structures, ethics, standards, and credentialing.

Each content area measured by the CPCE exam corresponds generally, but not exclusively, to program coursework completed prior to taking the exam.

An illustration of corresponding courses and CACREP core content area:

| Eight CACREP Core | Related Program Courses |
|---|---|
| 1) Human Growth & Development | EDCC 510 |
| 2) Social & Cultural Foundations | COUN 550 |
| 3) Helping Relationships | COUN 540, 560, 553, 555, 557, 561, 570, 604, 606, 631, 640, 642 |
| 4) Group Work | COUN 547 |
| 5) Career & Lifestyle Development | COUN 538 |
| 6) Appraisal | COUN 544 |
| 7) Research & Program Evaluation | EDCC 600 |
| 8) Professional Orientation & Ethics | COUN 535, 605, 631, 640, 642 |

There are various published study materials available for the CPCE that are commercially available; however, Trinity (and NBCC) does **not endorse** any product or publication. The exam content of the CPCE is similar to the NBCC National Counselor Examination (NCE). For more information about the CPCE and NCE, go to the following CCE www.cce-global.org and the NBCC websites http://www.nbcc.org/ and http://www.nbcc.org/study for lists of study guides.

# COMPREHENSIVE EXAM STUDY GUIDE

A sample item from each CACREP content area follows:

## Human Growth and Development

1. Erikson described independence as an important issue in the second year of life and identified this stage of development as
    A. autonomy versus shame and doubt
    B. concrete operations versus object permanence
    C. motor versus mind development
    D. self versus other differentiation

## Social and Cultural Foundations

2. Cultural identity development models typically start with the_____stage.
    A. dissonance
    B. immersion
    C. conformity
    D. introspective

## Helping Relationships

3. According to Rogers, accurate empathy is most appropriately defined as  A.
    objective reflection to help identify the client's feelings
    B. non-judgmental acceptance of the client's reality
    C. recognition of the client's most prominent emotions.
    D. subjective understanding of the client in the here-and-now

## Group Work

4. A group leader can best enhance a group member's participation by
    A. encouraging social interactions between members outside of group time
    B. requiring a commitment that group members not drop out
    C. stressing that substantial self-disclosure is expected
    D. modeling appropriate behaviors for the group

## Career and Lifestyle Development

5. A basic assumption of the trait-and factor approach to vocational counseling is that
    A. career decisions should be based on evident needs
    B. personality and work environment are synonymous
    C. developmental constructs are of paramount
    importance.
    D. there is one best career goal for everyone

## Appraisal
6. A primary benefit of converting raw scores to standard scores is that it facilitates

      A. simplicity in interpretation of test results

      B. interpretation of the results relative to a normal distribution

      C. summarizing and organizing other qualitative data

      D. statistical analyses having greater quantitative accuracy

## Research and Program Evaluation
7. The research design, which manipulates the independent variable and a between-conditions comparison with no random assignment of subjects to conditions is known as

      A. quasi-experimental

      B. single-subject

      C. time-series

      D. true experimental


## Professional Orientation and Ethics
8. During the late 1970s and early 1980s, members of the American Personnel and Guidance Association (APGA) became aware that the words personnel and guidance did not accurately define or reflect their work. Therefore, in 1983 APGA changed its name to the:

      A. Association for Counselor Education and Supervision

      B. American Association for Counseling and Development

      C. American Mental Health Counselors Association

      D. Association of Counseling and Related Educational Professions


ANSWERS TO THE ABOVE QUESTIONS:

1. A     2. C     3. D     4. D     5. D     6. B     7. A     8. B

Other sample questions are found at: http://www.nbcc.org/NCE/Sample (check them out).

Other sites on the web include exam review texts by Howard Rosenthal and others. A recent publication by Erford, B., Hays, D., Crockett, S. & Miller, E. entitled *Mastering the National Counselor Examination and the Counselor Preparation Comprehensive Exam* (Pearson, 2011) contains practice tests. Once again, note that Trinity University cannot and does not endorse any such products. NBCC, CCE and other links are intended solely to inform you about test information available in bookstores and elsewhere. It is impossible to determine their benefit or usefulness for you, and there is no attempt to suggest otherwise.

# I want to take this exam seriously - What can I do to Prepare? A Few Tips for Success from the Counseling faculty

- Don't take the test lightly.
- Ask other candidates and professors about study guides they may be familiar with or have used in the past, and set aside study time at least 2 months before the exam.
- Raid the half-priced bookstores or you can find study guides at very low prices by searching online for used study material such as sites like http://www.half.ebay.com/ or www.amazon.com/books just to name two to get you thinking.
- Create a small study group and meet once a week. Focused and systematic peer groups work.
- Candidates suggest not cramming too much material during any one sitting, rather approach each section (break it down) one at a time and try to devote an hour or so to each subject area up to three or four times a week.
- Take practice exams others have tried or know about. And, whatever you do, DON'T get discouraged by early results on practice tests (hello!?), they're intended to take you from anxious to confident-and-practiced!
- Explore the following websites: CCE www.cce-global.org and NBCC http://www.nbcc.org/
- If you know you suffer from test anxiety or need help harnessing your intellectual powers, you might want to seek out services at the Health and Wellness center on campus, http://www.trinitydc.edu/health/ and learn some relaxation exercises.
- Review texts from key courses such as theories, group counseling, career, human growth & development, assessment, and research. Use these and class notes as supplementary material.
- When it comes to reviewing theories and key principles, pay attention to the language that is associated with the theorist or theory. Sometimes, if you can recognize the theorist/theory and pair him/her or the theory with the right terminology, it will help you answer the question correctly. For example, despair, anxiety, responsibility, loneliness, and freedom are words associated with Existentialism. Existentialism is associated with Rollo May, Viktor Frankl and Irvin Yalom, to name a few.
- Memorize the distribution for a normal curve, and review basic research principles (e.g., validity, reliability, etc.).
- Statistically speaking, the career and research sections give test takers the most trouble. You might want to spend extra time on these subjects.
- Breathe – you've made it this far! Get some rest the day before the exam and arrive early for the exam to desensitize yourself to the environment and settle in emotionally.

1.

# CPCE APPLICATION AND ELIGIBILITY FORM
# MASTER'S COMPREHENSIVE EXAMINATION

*SCHOOL OF EDUCATION COUNSELING PROGRAM*

## Section A: Identifying Information

Name: _____ Student ID #: _____

Advisor: _____ Semester of Examination: _____

Program Concentration: _____

Requesting to take the exam for the first/second/third time (circle correct one).     1       2       3

## Section B: Basic Eligibility Criteria

_____ 3.0 Cumulative GPA (Enter current GPA)

_____ In good standing (check if no disposition intervention pending)

## Section C:  Course Requirements to Take Comprehensive Examination

The following courses (33 hrs.) must be completed before taking the comprehensive exam.  (To be completed by candidate and approved by advisor. Advisor may grant eligibility to take the exam in cases where one of the required courses is being taken concurrently with Practicum).

| Required Courses | Semester Completed (sem / year) | | Grade (*B min.) |
|---|---|---|---|
| EDCC 510 | | | |
| COUN 535 | | | * |
| EDCC 600 | | | |
| COUN 540 | | | * |
| COUN 560 | | | * |
| COUN 538 | | | |
| COUN 544 | | | |
| COUN 547 | | | * |
| COUN 550 | | | |
| COUN 570 | | | |
| COUN 605 | | | * |

        TOTAL HRS:                33 HRS.
Signed: _____(student)        Date: _____

                _____ (advisor)        Date: _____
 Advisor signature verifies candidate has successfully completed all course work and eligibility requirements for taking the comprehensive examination.

## Student Services

The following resources are available for graduate candidates.  You can visit their pages on the Trinity website to see their hours, location, and other information about their services.

Academic Support: http://www.trinitydc.edu/academic-support / 202-884-9360

Admissions:  http://www.trinitydc.edu/admissions/edu /  202-884-9400

Career Services: http://www.trinitydc.edu/career /  202-884-9363

Disability Support Services: http://www.trinitydc.edu/disability /  202-884-9358

Enrollment Services: http://www.trinitydc.edu/enrollment /  202-884-9530

Health and Wellness Center: http://www.trinitydc.edu/health /  202-884-9615

Library: http://www.trinitydc.edu/library /  202-884-9350

School of Education: http://www.trinitydc.edu/education / 202-884-9555

Student Affairs: http://www.trinitydc.edu/student-affairs /  202-884-9203

Technology Services: http://www.trinitydc.edu/it /  202-884-9811

Writing Center:  http://www.trinitydc.edu/writing /   202-884-9355

# Appendix A
## Masters Licensure Tips

**Deborah G. Haskins, Ph.D., LCPC, NCGC-II**
**School of Education**
**Trinity Washington University**

Counseling licensure is an arduous process that requires attention to detail, fortitude, and persistence to endure the process.    Many states now have the Licensed Graduate Professional Counselor (i.e., Maryland) or Licensed Graduate Counselor (i.e., DC) and students should become familiar with these requirements early in the Program.  The following are recommendations to help you during the process:

## Boards of Professional Counselors and Therapists

The Professional Counselor Licensure Boards conduct the credentialing of applicants for the masters-level licensure (or doctoral applicants who graduated from counseling or related human services programs).  Typically, the Boards are comprised of volunteers who attend monthly (or other times) meetings.  In many states, these Licensure Boards conduct all of the credentialing for applicants.  These are typically volunteer professionals.  They may be responsible for conducting **all** of the credentialing because the credentialing is done by persons who hold the license and are familiar with the educational requirements.  In some states, there may be a staff person who performs the credentialing.

Candidates should contact the state licensure board to **understand what the credentialing process is, when the Board meets, and the timetable for licensure credentialing.  For example, what is the expected time from the point of turning in the application to when the final credentialing is approved for licensure?**

Candidates should also know incomplete applications or *missing* information will **delay** the credentialing process.  For example, if there is a question about the content of a course and you did not provide the course description, the Board may ask for this additional information before they can complete the credentialing approval; any additional information requested may slow down the credentialing process.

For example, in Maryland, the Board has typically met on the 3rd Friday of the month, and all of the credentialing applications are distributed at this time.  The Board then works on the credentialing between Board meetings.  A typical time period is 4-6 weeks.  However, the clock "begins counting" from the time when the Board meets since the work is distributed at the Board meetings).  Again, the information would not necessarily be apparent, but you should inquire

about the time period. (Note: Dr. Haskins (former Director of the Counseling Program), served on the Board of Professional Counselors and Therapists in Maryland for 8 years, 2002-2010).

## Suggestions to smooth the way:

o **Complete the application and do not leave out any information (e.g., course information, course titles, and a photo if asked)**.  If the application asks for specific information, **you must** provide it. Leaving out essential information could delay your application because you may be requested to supply it.

o **Attach course descriptions for every course being reviewed as part of your degree or post-degree** (if you took additional licensure courses after the degree).  The key is that you should *attach a copy of evidence regarding course content.*  Providing course information assists licensure boards to verify what the course is since the professional counselor law requires specific educational requirements and the credentialing process must verify that the applicant took the state mandated course.  (**Note, that DC Board of Examiners has asked us to submit course descriptions and syllabi.  This step was completed during July, 2016 as they prefer not to have applicants submit all this paperwork, D. Haskins**).

o **Attach official transcripts.**  Typically official transcripts are required. Additionally, the transcript must show that you **actually completed the Master's degree.**  This information will be verified.

o **Licensed Supervisors:**  Part of the process requires a particular type of supervisors.
States specify what type of supervisor they want. For example, in Maryland, a LCPC, LCSW-C (must be a licensed clinical social worker), a licensed psychologist, a licensed psychiatrist, and in some cases a psychiatric nurse will be accepted).  In many states, including Maryland recently, a certain percentage of the professional experience hours must be done by a Professional Counselor.   Applicants must be sure that they are being supervised by *the right kind of supervisor.* You will want to get this information early in the process so that as you job seek you are getting supervision by the supervisor approved in that state licensure law.  **If you are supervised incorrectly, you will not be able to count those hours.**  Therefore, you will want to ask during the job seeking process, whether you will be supervised by the appropriate supervisor.  Check out the requirements in the state you plan to apply to.  In some states, for LCPC, they may specify that certain # of hours must be done by a professional counselor.

Also, the state licensure law may specify a certain number of the professional hours must be **face to face hours.**  You will need to keep your own records or counseling logs to monitor the amount of face to face vs. non-face-to-face.  Applicants typically don't turn in these logs with your application; however, if one is audited by a licensure board you will need to produce this information.

o **Supervision Verification:** At some point when you turn in your application for licensure, you will need to get your licensed supervisor to sign off on your hours. There is a lot of movement in our field. Supervisors leave agencies, move out of the area, and in some cases are deceased. It is recommended that applicants get their professional hours verified when it is known that a supervisor is leaving the company or when you are ending that experience. It is in your best interest to get your hours signed off at this time. Because in the future, when you are ready to submit your professional hours and attempt to "track down the supervisor," you may have trouble finding this person. During your COUN 631-640-642 classes, you will submit clinical hour verification forms before you exit the class; **we must have these completed and signed forms in order to complete any future reporting (you will need to send us a form in the future verifying your clinical training sequence hours).** The Clinical Coordinator will verify your hours for the degree and you should forward this licensure verification form in the future to the Clinical Coordinator in the Counseling Programs.

o **Be sure you check out the state requirements regarding the supervision.** In some states, like Virginia, "a plan for supervision" **must be submitted to the Board and approved before** an applicant begins working in the mental health job. In states like this, the applicant must submit the credentials of the supervisor and the Licensure Board approves this person as being eligible to supervise the LCPC (or LPC) applicant. This is not true of every state; however, you should do early homework to discover the process in that state.

o **Be honest.** Applicants should not be dishonest about any information because they are attesting that the information on the application is true and, typically, the forms must be notarized. Dishonest applications may nullify your application. A major focus for licensure is one's character; dishonesty during the process will communicate one lacks the character to provide ethical, professional, and legal services to consumers who are trusting the professional.

o **The applications will often ask if you have any criminal convictions.** In these cases, applicants should follow the application requirements regarding this issue. For example, if one was sentenced, you may need to submit legal documentation and an explanation of what happened. Applicants should inquire at the licensure board regarding what is needed.

# Appendix B

## Process for Obtaining Standard Certification in School Counseling
### (For Clinical Mental Health students also interested in becoming certified school counselors)

**As of June 2012, applicants submit the appropriate paperwork directly to the Office of the State Superintendent of Education (OSSE).  The correct application form is F-2.**

**Beginning January 2015, all applicants for certification in School Counseling have to pass an ETS test** (Professional School Counselor 0421/5421).  It will become available in September 2014.

What OSSE requires

1) Fully completed F-2 application form bearing your original signature.

2) Program Verification Form: An In-State Program Verification and Licensure Recommendation Form must be filed with this office. **The School of Education at Trinity will do this.**

3) An original fingerprint supported nation-wide Criminal History Report that has been issued within the previous 12 months.
   a. If you are employed with the D.C. Public Schools (DCPS), you may submit the official clearance letter issued by the DCPS Office of School Security – Fingerprinting/ID Badge Office, in lieu of the national criminal history report.
   b. Photo-copies and local-only criminal history reports will not be accepted)

4) Application processing fee of $50.00 in the form of a money order or cashier's check. Fee(s) must be made payable to: DC Treasurer. Personal checks or Cash are not accepted!! *Application processing fee(s) are NON-REFUNDABLE, even if the final determination of the application does not result in the issuance of a license.*

5) Your undergraduate transcript. Trinity MA in Counseling transcript is not needed *(the form we send on your behalf will be sufficient).* Photocopies of transcripts, evaluations, and/or grade reports will not be accepted.

6) Any applicants submitting paperwork after December 2014 should submit a copy of their passing ETS score in School Counseling.

| Submit your completed application to: |
| --- |

**OSSE – Division of Elementary and Secondary Education**

**Educator Licensure and Accreditation**
**810 First Street, NE, 5th Floor / Washington, DC 20002**


**Questions?  Please contact: educator.licensurehelp@dc.gov**

# Appendix C
## TIPS FOR SCHOOL COUNSELORS

(For Clinical Mental Health students also interested in becoming certified school counselors)

1. Place self-care as your primary responsibility

2. Arrange an internship in the county where you wish to work

3. Make connections with an administrator or resource counselor in the school district where you wish to work

4. Obtain a membership in several professional organizations including ACA and ASCA

5. Attend a workshop on creating your resume and build a flawless one for your job applications without grammatical errors

6. Purchase 3 or 4 essential tools for the job including books on useful interventions

7. Do self-reflections often and have pep talks with your peers

8. Familiarize yourself with community resources such as the YMCA
   Family Services and Child and Adolescent Mental Health Programs

9. Conduct research on current interventions that are used for counseling students at risk such as cyberbullying, suicide prevention, academic failure, and school drop-out

10. Develop plans for group work with children and adolescents surrounding the areas of grief, self-esteem, and academic support like combating test anxiety

11. Be open to learn new ways of working with students even if you think that your way is the best way

12. Get ready to spend several months creating students' schedules and doing tedious work that is geared to meet their academic needs

13. Take every course in the Counseling Program seriously

- ✓ Work with your supervisor to master the skills of writing functional behavioral assessments and comprehensive behavioral intervention plans

- ✓ Expose yourself to the development of IEP and 504 Plans during your internship

**Author:**
Wilma Drakes, M.A. 2012
School Counseling Program Graduate Trinity Washington University

# Appendix D

## PROFESSIONAL ORGANIZATIONS IN COUNSELING

- **American Counseling Association (**[www.counseling.org](www.counseling.org)**)**

5999 Stevenson Avenue
Alexandria, Virginia 22304-3300 Phone:
800-347-6647


· **American School Counselor Association (ASCA)** (www.schoolcounselor.org)
801 North Fairfax Street, Suite 310
Alexandria, VA 22314


· **National Career Development Association (NCDA)** (www.ndca.org)
5999 Stevenson Avenue
Alexandria, Virginia 22304-3300


· **International Association of Marriage & Family Counselors (IAMFC)** (www.iamfc.org)
5999 Stevenson Avenue
Alexandria, Virginia 22304-3300


· **American Association for Marriage and Family Therapists (AAMFT)** (www.aamft.org)
    AAMFT - Central Office
112 South Alfred Street
Alexandria, VA 22314
Phone: (703) 838-9808


**Counseling Associations in Specific Practice Areas**
- Association for Assessment in Counseling and Education (AAC)
- Association for Creativity in Counseling (ACC)
- Association for Adult Development and Aging (AADA)
- American College Counseling Association (ACCA)
- Association for Counselors and Educators in Government (ACEG)
- Association for Counselor Education and Supervision (ACES)
- Association for Lesbian, Gay, Bisexual, & Transgender Issues in Counseling (ALGBTIC)
- Counseling Association for Humanistic Education and Development (C-AHEAD)
- Counselors for Social Justice
- Association for Multicultural Counseling and Development (AMCD)
- American Mental Health Counselors Association (AMHCA)
- American Rehabilitation Counseling Association (ARCA)
- American School Counselor Association (ASCA)
- The Association for Humanistic Counseling (AHC)
- Association for Spiritual, Ethical, and Religious Values in Counseling (ASERVIC)
- Association for Specialists in Group Work (ASGW)
- International Association of Addiction and Offender Counselors (IAAOC)
- International Association of Marriage and Family Counselors (IAMFC)
- National Career Development Association (NCDA)
- National Employment Counseling Association (NECA)

From the website: http://www.counselor-license.com/resources/counseling-organizations.html

# Appendix E
**CLINICAL FORMS**

**CAL ASSIGNMENT/CONTRACT FORM**

*Practicum* _____     *Internship I* _____     *Internship II* _____

| Student Information |
|---|
| Name_____ ID# _____ Program (SC/LPC) _____ |
| Phone _____E-mail Address _____ |

## Site Information

School/Agency _____

Address _____

City, State, Zip _____ Phone _____

County/District_____Public___Private___ Parochial___

Principal/Director _____

Start Date_____ End Date_____ Hours/Week _____

## Clinical Supervisor Information

Name _____Title _____

Years in Current Position _____ Highest Degree Held _____

Supervision Experience_____ Ethnicity _____

*I agree to:*
*-Provide a client caseload needed to fulfill 100-300 hours of clinical mental health counseling or school -counseling experience (40-120 hours being direct, 60-180 hours being indirect) per semester,*
*-Provide 1 hour of individual supervision per week (10-15 hours per semester),*
*-Evaluate the performance of the assigned student(s) in writing, using forms provided or approved by the University, at the mid-term and final semester (dates provided by University),*
*-Sign off on weekly activity logs,*
*-Supervise student intern at all times in the assessment, treatment planning, and counseling of all agency/school clients,*
*-Facilitate the recording of client sessions (with consent) for the purpose of clinical instruction, and*
*-Prohibit student interns from performing mental health duties in a client's private home unless accompanied by a licensed employee of the Facility at all times.*

*Supervisor Signature: _____ Date: _____*

*Supervisor's E-mail address _____*

**COUNSELING PROGRAM: PRACTICUM/INTERNSHIP <u>VERIFICATION OF COMPLETION FORM</u>**

Name: _____ Semester/Year: _____

**Part A**: **Hours completed in Practicum**

Placement Site: _____
Name of Primary Supervisor: _____
Total Hours: _____
Direct Hours: _____
Site Supervision Hours (Individual):_____
Site Supervision Hours (Group):_____
Triadic Supervision Hours:_____

Part B: **Hours completed in Internship I**

Placement Site: _____
Name of Primary Supervisor: _____
Total Hours: _____
Direct Hours: _____
Site Supervision Hours (Individual):_____
Site Supervision Hours (Group):_____

**Part C: Hours completed in internship 2**

Placement Site: _____
Name of Primary Supervisor: _____
Total Hours: _____
Direct Hours: _____
Site Supervision Hours (Individual):_____
Site Supervision Hours (Group):_____

I verify that _____ has completed _____ hours
required by CACREP (700 total, 280 being direct) in practicum and internship in the Clinical Mental
Health or School Counseling program.

_____/_____
Faculty Instructor's Signature                                                      Date

_____/_____
Director of Clinical Training Signature                                              Date

# TRINITY UNIVERSITY

## W A S H I N G T O N

### CONSENT FOR AUDIO AND VIDEO RECORDING

I understand that counseling services are provided by graduate practicum and internship students in the Master of Arts in Counseling Program at Trinity University, and these services are provided under the supervision of a credentialed or licensed counselor and Trinity University faculty. I understand that any counseling sessions audio or videotaped will be used for professional training and supervision purposes only. Tapes will be destroyed after supervision. If any other use of the tape(s) is desired by the training institution, I must first be asked for permission and must give that consent separate from this agreement.

I have read the above information about audio/video recording during the time that I/my child utilizes counseling services. I hereby give permission to

_____, to make audio or videotape
            (Print Student Counselor-Trainee's Name)

recordings of counseling interviews at _____.

   **If the client is a minor (under 18 years), his/her parent or legal guardian must also sign this consent agreement.**

_____  _____
Name of Student (Please Print)                              Student Signature

_____  _____
Counselor-in-Training Signature                    Parent/Guardian Signature

_____  _____
School Counselor Signature                             Date

# EVALUATION OF PRACTICUM/INTERNSHIP SITE

(To be completed by the student at the completion of Practicum and Internship)

Student: _____ Training Level: C631/640/642
Date: _____

Site: _____ Supervisor:
_____

| Rating Scale: | 1 (Unsatisfactory) | 2 (Minimally) | 3 (Fair) | 4 (Pretty Much) | 5 (Very Much) |
|---|---|---|---|---|---|

| GENERAL CHARACTERISTICS OF SUPERVISION<br>The supervisor: | |
|---|---|
| 1. clearly defined expectations and responsibilities for my placement | 1　2　3　4　5 |
| 2. set clear expectations and responsibilities for supervision | 1　2　3　4　5 |
| 3. was available for discussion and questions | 1　2　3　4　5 |
| 4. kept informed of my activities | 1　2　3　4　5 |
| 5. allowed time for supervision | 1　2　3　4　5 |
| 6. was interested and committed to supervision | 1　2　3　4　5 |
| 7. provided regular feedback that enabled me to express myself | 1　2　3　4　5 |
| 8. demonstrated interest in my learning and progress, problems, ideas | 1　2 |

| | |
|---|---|
| | 3 4 5 |
| 9.  motivated me to examine my own behavior | 1    2 3 4 5 |
| 10.  provided  effective trainee- peer balance that encouraged independence | 1    2    3 4 5 |
| 11.  was flexible enough for me to be spontaneous and creative | 1    2 3 4    5 |
| 12.  presented a positive role-model | 1    2    3 4 5 |
| **DEVELOPMENT OF SKILLS**<br>The supervisor: | |
| 1.  assisted me in case conceptualization | 1    2 3 4 5 |
| 2.  effectively helped to establish goals or objectives for counseling/intervention | 1    2 3 4 5 |
| 3.  assisted with translation of case specific student/client data into | 1    2 3 4 5 |
| 4.  concrete counseling techniques or procedures  for practice | 1    2 3 4 5 |
| 5.  provided suggestions for the development of core counseling skills | 1    2 3 4 5 |
| 6.  encouraged me to try new skills | 1    2 3 4 5 |
| 7.  provided direct observation of students/clients (live/audio/video) | 1    2 3 |

| | | |
|---|---|---|
| | | 4 5 |
| 8. used effective aids in supervision (role-playing, recordings) | 1 | 2 3 4 5 |
| 9. was effective in facilitating useful relationships with other professionals on-site | 1 2 3 4 5 | |
| 10. was sensitive to ethical and multicultural concerns or issues | 1 | 2 3 4 5 |
| 11. provided the minimum one hour supervision per week | Yes No | |

**Briefly reflect on the quality of your site and overall experience (complete each/continue over):**

1. Special aspects of *this site* (e.g., strengths/weaknesses, accessibility/characteristics of clients for training purposes, variety of experiences for growth & learning, equipment, etc.).

_____
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\_\_\_\_

2. Special aspects of *supervision & supervisory relationship* (e.g., strengths/weaknesses, rapport, commitment to trainee learning, experiences geared to level of training, quality of instruction/mentoring, etc.).

_____
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3. Describe *counseling activities* (e.g., type/modalities, dose, theoretical/philosophical stance, counseling service(s) provided, adequacy of range and depth of counseling training activities).

_____
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4. Special aspects of your field placement *experience* (e.g., specify how you benefited from the practicum/ internship, insight gained; took initiative, missed opportunities, etc.).

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5. *Recommendations to students* interested in this site as a future placement (please be specific).

_____
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_____

| Overall star rating of site: | (Poor) | 1 | 2 | 3 | 4 | 5 | (Excellent) |
|---|---|---|---|---|---|---|---|

**Name:** _____   **Semester:** _____   **COUN:  631/633, 640/646, 642/648, 697 (circle)**

| Activity Hours **Direct** | Week | Week | Week | Week | Week | Week | Week | Week | Week | Week | Week | Week | Week | Week | Week | Hrs Accrued |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Assessment/intake | | | | | | | | | | | | | | | | |
| Individual Counseling | | | | | | | | | | | | | | | | |
| Group/Family Counseling | | | | | | | | | | | | | | | | |
| Classroom Guidance/Training | | | | | | | | | | | | | | | | |
| Consultation | | | | | | | | | | | | | | | | |
| Other | | | | | | | | | | | | | | | | |
| **Subtotal Direct Hours—On-site** | | | | | | | | | | | | | | | | |
| Activity Hours **Indirect** | | | | | | | | | | | | | | | | |
| Assessment/Intake Planning | | | | | | | | | | | | | | | | |
| Individual Couns. Planning | | | | | | | | | | | | | | | | |
| Group/Family Couns. Planning | | | | | | | | | | | | | | | | |
| Classroom Training Planning | | | | | | | | | | | | | | | | |
| Other | | | | | | | | | | | | | | | | |
| **Subtotal Indirect Hours—On-site** | | | | | | | | | | | | | | | | |
| Supervision—On-site | | | | | | | | | | | | | | | | |
| Supervision—TWU Group | | | | | | | | | | | | | | | | |
| Supervision—TWU Triadic | | | | | | | | | | | | | | | | |
| **Total Hours** | | | | | | | | | | | | | | | | |
| **Supervisor Initials** | | | | | | | | | | | | | | | | |

Supervisor Signature (end of semester)_____Date:_____

# Appendix F

**Trinity Washington University Counseling Programs**
**Student Fee List**
**(Subject to change)**

| Program Requirement | Cost |
|---|---|
| 1.  ACA Membership (Years 1-3)<br>OR | $99 (student rate) x 3 = $297 |
| ASCA Membership (Years 1-3) | $69 (student rate) x 3 = $207 |
| 2.  Liability Insurance (Year 3) | $0 (part of ASCA or ACA membership) |
| 3.  Background Check/Fingerprinting | $30-$60 (varies based on school system/agency) |
| 4.  CPCE<br>OR | $150 (per exam administration) |
| Praxis II (SC program) | $100 (per exam administration) |
| 5.  Practicum/Internship Online Management Site | $175 (one-time fee in third year) |
| 6.  Cengage Fee | $179 (per year) |
| 7.  Grammarly Fee | $0 |
| 8.  Professional School Counseling Certification (DC) | $0 |
| 9.  Professional School Counseling Certification (MD) | $10 |
| 10. Professional School Counseling Certification (VA) | $50 |
| 11. NCE exam fee | $85 |
| 12. LGPC Application Fee (DC) | $230 |
| 13. LGPC Application Fee (MD) | $300 ($200 application fee; additional $100 once approved) |
| 14. Supervisor approval application (VA; toward LPC) | $0 |
| 15. LPC (VA) | $175 |
|  |  |
| **Approximate Total\*** | **$691-$1,101** |

**\*Total additional fees will vary based on program, number of times needed to pass exit exams, choice to rent text books, number of sites applied to for clinical training (i.e. background check fees), etc.**