



Masters of Arts in Counseling Programs

SCHOOL COUNSELING CANDIDATE HANDBOOK

COUNSELING PROGRAM

**School of Nursing & Health Professions
Trinity Washington University**

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Counseling Program

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

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Welcome

Welcome to the Counseling Program and to the School of Nursing and Health Professions (NHP) 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 **Masters Student Handbook** is prepared as a guide to support candidates during their graduate studies. While we make references to some academic policies here, candidates must refer to NHP **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 Masters of Counseling Program Resource site** (click on Moodle; scroll down on the right hand side to get access).

Professional school counselors are certified/licensed educators with a minimum of a master's degree in school counseling. Professional School Counselors contribute significantly to addressing all students' academic, career, and social-emotional needs by designing, implementing, evaluating, and enhancing a comprehensive school counseling program that promotes and supports student success (American School Counselor Association, schoolcounselor.org). Employment of professional school counselors is projected to grow 12 percent from 2012 to 2022, about as fast as the average for all occupations (*Occupational Outlook Handbook*, U.S. Bureau of Labor, 2014). Candidates have chosen one of the most rewarding professions, and we look forward to supporting candidate's development as they serve culturally and linguistically diverse schools and communities in the future.

Mission and Vision of the Institution

The University's mission is stated below:

Trinity is a comprehensive institution offering a broad range of educational program that prepare candidates 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 education 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.

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 or Licensed School Counselors, who work in a myriad of settings including medical, community, educational, and private practice. Our program prepares candidates to engage in social justice policy, advocacy, and research as it affects and reflects the profession of Counseling and the well-being of the diverse clients, students, communities, families, and institutions that we serve.

Mission of the School Counseling Program

Trinity's School Counseling Program is based upon the American School Counselor Association (ASCA) National Model framework (Appendix A) and prepares candidates to become culturally competent certified or licensed school counselors. In addition, candidates are prepared to meet the needs of diverse schools and students in K-12 using data-supported school-based programming. Our candidates learn to create indirect and direct programming for students, as well as family counseling relating to student concerns; use assessments that promote student development; prepare K-12 students for career and college readiness; interpret and disseminate data generated about students and student learning outcomes; and provide integral assistance to school administration and teachers for classroom management and school-based directives. For their applied training, school counseling candidates are required to complete three (3) semesters of school counseling, under the supervision of a certified or licensed school counselor within K-12 schools totaling seven hundred (700) hours of direct and indirect service.

Professional Dispositions:

The Faculty recognizes 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:

PROFESSIONAL DISPOSITIONS FOR GRADUATE COUNSELING STUDENTS

Professional Dispositions	General Indicators
1. Commitment to Counseling	Demonstrates genuine interest and consistent self-application to counselor education and field training. Shows personal initiative to become informed & competent.
2. Responsibility	Keeps appointments/logs, adheres to policies/deadlines; meets attendance requirements; is prepared for class. Initiates contact with instructor/supervisor(s) as problems arise.

3. Integrity	Refrains from making false, misleading or deceptive statements; Engages others honestly, strives toward gaining perspective/understanding, promotes confidence.
4. Maturity & Professional Demeanor	Demonstrates constructive self-control (e.g., anger/impulse); Any personal difficulties conscientiously addressed so as not to interfere with learning/performance. Accepts limitations as opportunities for growth.
5. Interpersonal Skills	Relates well with others. Models tact, sensitivity, openness, acceptance, respect for the rights, dignity and worth of others. Communicates directly, honestly; listens well.
6. Professionalism & Judgment	Displays (models) suitable professional judgment/decision making in conduct/ appearance; exhibits awareness of beliefs, values, needs/limitations, and the potential effects of these on learning/practice; consults with others as appropriate.
7. Group Participation	Collaborates constructively; contributes to positive group performance; Respects different styles/approaches to learning, leadership & communication. Appreciates that counseling is a diverse field of ideas and viewpoints.
8. Reflective Practitioner	Reflectively conceptualizes/abstracts, accurately interprets information; Seeks/accepts feedback & incorporates observations, discussions, learning opportunities that developmentally enhance knowledge/skill.
9. Ethical Conduct in Counselor Role	Exhibits awareness/concern for ethical self-conduct (e.g., confidentiality, consent, dual-relationships) as determined by professional codes (ACA, ASCA, APA).
10. Scholar-practitioner	Displays concern for research/study of best practices; developing a solid understanding of theory/rationale for provision of effective counseling and integrated school/ community-based counseling services.

American School Counseling Association (ASCA) Framework

School counselors design and deliver comprehensive school counseling programs that support student achievement (ASCA, 2019). The ASCA National Model:

- Ensures equitable access to a rigorous education for all students
- Identifies the knowledge and skills all students will acquire as a result of the K-12 comprehensive school counseling program
- Is delivered to all students in a systematic fashion
- Is based on data driven decision making
- Is provided by a state-credentialed school counselor

(ASCA National Model: A framework for school counseling programs, 4th ed., ASCA, 2019). See www.schoolcounselor.org

School Counseling Goals

Candidates in the School Counseling Program are provided a variety of didactic and experiential courses and activities to prepare them to be culturally responsible, competent professional school counselors. The following goals were developed to ensure that program scholar-practitioners achieve the school counseling competencies needed to work with pre-K through 12 students in a culturally diverse society.

The goals of the School Counseling Program are to train professional school counselors who:

1. Understand the historical evolution of contemporary school counseling.
2. Demonstrate a thorough understanding of the American School Counseling Association (ASCA) National Model, the framework for a comprehensive, data-driven school counseling program.
3. Demonstrate knowledge of the ACA and ASCA ethical principles, standards, and an ethical decision-making model.
4. Maintain membership in a professional school counseling association.
5. Demonstrate an understanding of the role and function of the contemporary professional school counselor as it relates to leadership, advocacy, collaboration and systemic change.
6. Demonstrate an understanding of systemic school counseling as a process for promoting access, equity and social justice in school settings.
7. Demonstrate awareness and knowledge of issues of multiculturalism and diversity and how they affect student achievement.
8. Demonstrate knowledge of group work approaches that include a theoretical framework, group counseling methods and dynamics and intervention skills.
9. Demonstrate knowledge of and skills in assisting students with career development and associated life factors that influence career decision making process.
10. Demonstrate knowledge of individual and group approaches to testing, assessment and evaluation.
11. Demonstrate an understanding of how to conduct school counseling research and to use research to inform school counseling practice.
12. Recognize the importance of self-care and maintain an active regiment of well-being in school counseling practice and in one's own life.

<http://www.cacrep.org/wp-content/uploads/2017/08/2016-Standards-with-citations.pdf>

Systematic Assessment of Counseling Candidates – Transition Points

The Counseling Program will conduct a systematic assessment of professional dispositions, and an assessment of professional writing standards based on the assessment of the writing process developed by the Faculty for all candidates at identified transition points throughout the Program. The Counseling Program Team 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.

The following is a summary of this assessment process:

Transitions Point 1: Completion of the Introduction to Counseling course (COUN 535)

Faculty who teach the course during any given semester will complete a disposition form on every candidate in the course. Candidates would have been given an initial writing assessment in the course, and the Faculty member would have completed an assessment of the candidate's writing. A copy of the candidate's writing assignment and the completed writing rubric will become a document in the candidate's electronic file. If the writing assessment demonstrated that the candidate needed writing support, the candidate would be required and referred for support services. At the end of semester, Faculty will review the information about candidates in the course, in terms of the assessment of professional dispositions and the assessment of professional writing standards, to determine if any course of action needs to take place, such as some type of intervention **which may include, but not limited to academic intervention and additional writing support.**

Transition Point 2: Year 2 – Approximately 24 credits

The Group Counseling course (COUN 547) instructor will complete a disposition form for every candidate in the course. As a core course, the instructor will give each candidate a first writing assessment. The Faculty member will assess the writing assignment based on the writing rubric and determine if the candidate needs additional writing support. If the candidate needs additional support, the Faculty member will inform the candidate that they are required to get this support in order to successfully complete the course, and to meet the qualifications for Practicum. The writing assignment and the completed writing rubric will be placed in the candidate's electronic file. The Counseling Faculty will meet and review the information to determine if **an intervention needs to take place.**

Transition Point 3 – Candidacy for Clinical Sequence

The Director of Clinical Training will identify candidates who have met the basic criteria to apply to begin the clinical process. Those candidates will attend a Practicum orientation where the clinical sequence process will be explained, and candidates will be given an application to complete by the designated deadline. As part of the application process, candidates will be required to submit a writing sample. The requirements for the writing sample will be explained on the application. The Director of Clinical Training will determine if the candidate meets the academic qualifications, by reviewing all relevant documents that are specified in the dispositional and writing assessment information explained in Transition Points 1 and 2.

The Faculty will meet each semester and determine if the other criteria have been met. **Candidates will not be able to begin the clinical sequence if they have not met all of the criteria.** Additional interventions could be implemented, however, if it is determined that the candidate will not be able to meet the standards and criteria, the candidate will not be approved for clinical candidacy. Therefore, the candidate will not be eligible for the degree.

Transition Point 4 – Endorsement and Recommendation

Many state licensure boards and school licensure/certification systems request information from the program Faculty about the candidate even though the candidate may have received the required degree. These systems want to know if the program recommends or endorses the candidate. The Counseling faculty would not make this decision arbitrarily. Therefore, the Counseling team will meet during the graduation audit process to determine if the candidate would receive an endorsement or recommendation, if requested by an outside entity. The decision will be based on the documented evidence in the candidates' file, such as any documented academic integrity issues, and based on the evaluation that the candidate received from site supervisors and written evaluations from candidates' clinical faculty.

University Academic Policies

Student Status

Degree and Non-Degree Status

All degree and non-degree candidates in the Counseling Program are graduate candidates and must hold a bachelor's degree from a regionally accredited institution. Candidates with non-degree status may apply for degree status by meeting all admission requirements; the candidate's Faculty Advisor must approve, in writing, all credits earned as a non-degree candidate that will count toward the candidate's degree.

Full-time and Part-time Status

A full-time graduate candidate in the Counseling Program registers for nine or more credits in a semester. A part-time graduate candidate in the Counseling Program registers for fewer than nine credits in a semester. No candidate may register for more than twelve credits per semester without obtaining permission from the Dean of NHP. To be considered eligible for Federal financial aid, a candidate 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 candidate will not have to apply for readmission as long as she or he returns within this time frame.

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

Candidates receiving financial aid must have an exit interview with a representative of Candidate Financial Services before the leave of absence is approved because lenders

perceive a leave of absence as a withdrawal. Candidates are responsible for all tuition associated with course registrations and any other fees associated with the University. Candidates requesting a leave of absence should adhere to the following procedures:

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

Withdrawal from the University

A withdrawal from the University indicates that the candidate has no intention of returning to Trinity. If the candidate decides to return at a later date, the candidate must apply for readmission. Since withdrawal from the University has immediate implications on financial aid, candidates must have an exit interview with a representative of Candidate Financial Services. Candidates are responsible for all tuition associated with course registrations and any other fees associated with the University.

Candidates who withdraw from the University should follow these procedures:

- Withdraw from all classes in accordance with the policy for course withdrawals (see below) if the candidate withdraws from the University in the middle of a semester in which the candidate is taking classes.
- Meet with an academic advisor for an exit interview.
- Meet with a representative of Student Financial Services.
- Candidate 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 Counseling Program is deeply committed to the professional development of each candidate. Upon occasion, our concern for the ability of specific candidates to function at the standard level expected within the profession is called into question. The counselor educator's role and obligation in maintaining the integrity of the counseling professions is found in the ethical codes of the professional organizations for clinical mental health and school counselors.

This policy is not intended to supersede actions that may be taken against a candidate by Trinity for unsatisfactory academic progress or for violations for the Trinity Honor Code and Honesty Policy.

Candidates will be evaluated throughout their degree programs in three areas:

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

INTERPERSONAL SKILLS: Each candidate is expected to demonstrate effective interpersonal skills considered requisite to the field of education. These skills include the ability to:

- Function effectively with fellow candidates and Faculty.
- Be open and adaptable in relationships with fellow candidates; Faculty; and candidates, 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 candidates.
- 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 candidates, supervisors, parents, and instructors.

ETHICAL BEHAVIOR: Each candidate 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 candidate is experiencing difficulty in meeting the assessments and/or standards of a particular course, the course instructor will notify the candidate in writing with a copy of the correspondence to the candidate's academic advisor. As appropriate, a referral plan for assistance through the Writing Workshop or Academic Services Center may be written, or the instructor may provide remediation within the course. If a candidate is experiencing difficulty in meeting the assessments and/or standards of a particular course, the course instructor will notify the candidate either through Starfish or in writing with a copy of the correspondence to the candidate's academic advisor.

Interpersonal Skills and Ethical Behavior

The Faculty of the Counseling Program has established the following path as a working guide when questions regarding candidate retention arise:

1. The individual Faculty member meets with the candidate, expresses specific concern(s) to the candidate, 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 candidate, if the candidate 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 candidate's progress and/or competence with the candidate's academic advisor. This can be done in an informal discussion and may include other Counseling Program 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 candidate 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 the respective Counseling Programs Team for formal review. 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 candidate should be retained in the program.

After reviewing the original concern and the candidate's academic performance, interpersonal skills, and ethical behavior, the program chair will determine the candidate's status in the program. The candidate 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. Candidates who are not in good academic standing are placed on academic probation. Candidates may be placed on academic probation if their 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 candidate's transcript constitute attempted credits. Courses for which the candidate has earned grades of "F," "I," or "W," are considered attempted credits that have not been completed.

Academic probation indicates that the candidate is no longer in good academic standing and the candidate's eligibility to continue studies at Trinity is under question.

Candidates 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. Candidates may be removed from academic probation once their cumulative GPA is raised to the minimum standard of 3.0. A candidate 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 candidate's semester on academic probation may result in dismissal from the University.

2. The candidate may be terminated from the program and may not enroll in further course work in the Counseling Program at Trinity.

The student will be informed of the Counseling Program Team's decision through written communication within 10 days of the meeting. The student may appeal the Team's decision to Trinity's Dean of NHP; 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 Counseling Team. If no resolution is reached at the level of the Dean, the appeal may be forwarded to Trinity's Provost. The decision of the Provost is final.

Commencement Participation

Only candidates who have fulfilled all requirements may participate in Commencement and related activities.

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

- Meet grade requirements of both their graduate program and university policy which is only one grade below a B on their transcript. Students cannot have an F in their courses and can have 3 credits below a B in order to graduate.
- 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 candidate's transcript and forward the signed transcript to Enrollment Services, indicating the candidate's status for graduation.

Advising, Enrollment, and Registration

Advising

Advising for Degree Candidates

Candidates admitted to a degree program must meet with an academic advisor to discuss their career options and degree requirements; candidates and advisors collaboratively plan a Program of Study. If candidates 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 Candidates

Candidates 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. To register, non-degree candidates must obtain the signature of the Dean of NHP or the Dean's designate.

Advisor Assignment and Change of Advisors

Candidates are assigned academic advisors specific to their course of study. Only in extenuating circumstances may candidates change advisors if an option is available.

Registration

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

Candidates 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. If a schedule change involves increased tuition and/or fees, payment arrangements must be made before the change will be processed. Candidates 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 candidate'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.

Withdrawal from a Course

Once the Course Schedule Adjustment period has passed, a course may not be removed from a candidate's academic record for any reason, but candidates 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 candidate withdraws from a course, a designation of "W" (Withdrawal) will appear on the candidate's transcript. Candidates who fail to withdraw officially or to meet course requirements are liable to receive a grade of "F" (Fail).

Candidates are responsible for the full payment for courses from which they have withdrawn. Candidates should refer to the published course schedule for withdrawal and payment information. To withdraw from a course, candidates 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 course(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 candidate withdraws from a course late, a designation of “W” (Withdrawal) will appear on the candidate’s transcript. Candidates who fail to withdraw officially or to meet course requirements are liable to receive a grade of “F” (Fail).

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

- Candidate obtains Petition for Schedule Adjustment after Registration Deadline form.
- Candidate meets with advisor to discuss how withdrawal from the course will affect academic plans.
- Candidate fills out relevant sections of the form.
- Candidate obtains the signatures of candidate’s academic advisor and returns the form to Enrollment Services.
- Enrollment Services consults with the Dean and, as appropriate, the School of Nursing and Health Professions Curriculum and Academic Policy (NHP 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 candidate has officially withdrawn from the course(s).

Attendance and Examinations

Attendance

Candidates are expected to attend all class meetings; class attendance means candidates 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. Candidates are responsible for reviewing the attendance policy for each instructor as listed in the course

syllabus. A candidate'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 candidate. We understand that childcare emergencies happen. However, Trinity is not in a position to provide emergency childcare on campus. We advise candidates, Faculty and staff who have childcare 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.

Comprehensive Examinations and Assessments

Comprehensive Examination for Candidates in Mental Health Counseling and School Counseling

To be eligible for graduation, candidates in the Clinical Mental Health Program 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. Candidates 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). Candidates matriculating in Fall 2019 and beyond will take both the PRAXIS II and CPCE exams. The PRAXIS II score will remain the graduation requirement.

Candidates 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 candidate 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 candidate may take one required course (typically a prerequisite to taking the examination) during the same semester as the candidate 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 candidate 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: Define, Manage, Deliver, and Assess. These four components mirror the American School Counselors Association's (ASCA) National Model framework.

The CPCE is computer scored, and the results are sent to Trinity Washington University. Candidates are notified of the results in writing. The Praxis II for Professional School Counselors is scored by the Educational Testing Services (ETS). Candidates should request that a copy of their scores be sent to Trinity by ETS. All counseling candidates 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 candidate for graduation, for endorsement for certification/licensure, or both. Candidate 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 Counseling Programs.

Requests for transfer credit must be relevant to the degree sought and must be approved by the candidate's Faculty Advisor.

Courses at Other Institutions

While enrolled at Trinity, a candidate may earn credits on a limited basis at other accredited institutions. Candidates 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 candidate 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 candidate's Program of Study. Candidates should obtain the appropriate forms from Enrollment Services. While enrolled at Trinity, a candidate may earn credits on a limited basis at other accredited institutions. Counseling candidates cannot take courses designated as core courses in the program of study at other institutions, and courses cannot be taken from another institution when the course is offered through

Trinity during the semester that the candidate needs the course, according to their Program of Study. Also, candidates will not be given permission to re-take a course in which they earned an F at Trinity from another institution. If eligible to retake the course, the course must be taken at Trinity. Core courses cannot be taken at other institutions. (Note: Workshop and continuing education courses cannot be a substitution for actual graduate courses. Before approval is given of a course, a syllabus must be reviewed.)

Transfer courses will appear on a candidate's transcript as "TR" unless the course was completed at a consortium school. A candidate 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 candidates (12 credits) 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. Candidates should confer with the Consortium Coordinator and refer to the Consortium policy in the catalog.

Degree Requirements

General Requirements for the Master's Degree (M.A.)

Candidates 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 Practicum, Internships and required comprehensive examinations.
3. Be in good academic standing. The minimum cumulative grade point average (GPA) required to graduate is 3.0. No candidate 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 NHP CAP Committee.

Practicum and Internships

Near the end of their degree program, all school counseling graduate candidates must complete a practicum and internship which provides them with the opportunity to apply, synthesize, and evaluate knowledge and skills acquired during their graduate study. Candidates should consult their Faculty Advisor for a description of options and guidelines.

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

Grading System

Grades and Grade Point Average (GPA)

A candidate's grade point average (GPA) is determined by the average of grade points earned in a semester. The Counseling Program uses the following system to assign grade points to graduate candidates:

	4-Point	100-Point		4-Point	100-Point
Letter	Scale	Scale	Letter	Scale	Scale
Grade	Equivalent	Equivalent	Grade	Equivalent	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 candidate 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 candidate's Advisor.

Graduate candidates 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. Candidates 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 Incompletes require the approval of the NHP Dean. Grades that are still incomplete after the deadline are changed from "I" to "F" on the candidate's transcript.

Grades for Work In Progress

The grade of "IP" (In Progress) is recorded only in cases where a candidate has not completed the Practicum and Internships during the semester in which the candidate initially registered for the course(s). Candidates who receive a grade of "IP" for a course must register for one credit in the Counseling Programs COUN 697 course (Clinical Internship Continuation) for each subsequent semester until the project is completed. The Clinical Internship Continuation course is graded on the basis of "S"/"U" (Satisfactory/Unsatisfactory) and is not calculated in a candidate'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 candidates 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 candidate's transcript if the candidate withdraws from the course following the Course Schedule Adjustment deadline. Withdrawals are not used to calculate a candidate's GPA.

Grade Changes

Faculty, at their discretion and only after serious consideration, may change a candidate'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 candidate 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 candidates in the Counseling Program constitutes maintaining a minimum cumulative grade point average (GPA) of 3.0. Candidates 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 University (see below).

Academic Probation

Candidates who are not in good academic standing are placed on academic probation. Candidates 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 candidate's transcript constitute attempted credits. Courses for which the candidate has earned grades of "F," "I," or "W," are considered attempted credits that have not been completed.

Academic probation indicates that the candidate is no longer in good academic standing and the candidate's eligibility to continue studies at Trinity is under question. Candidates 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. Candidates may be removed from academic probation once their cumulative GPA is raised to the minimum standard of 3.0. A candidate 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 candidate's semester on academic probation may result in dismissal from the University (see below).

Academic Dismissal

Candidates 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 candidates because of academic standing or unprofessional conduct. To appeal decisions regarding probation and dismissal, candidates may submit a written request to the Dean of NHP (see below).

Readmission

Candidates 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 NHP, presenting compelling evidence for why they should be readmitted. Following the Dean's approval, candidates must then apply for readmission through the Office of Admissions and be

reaccepted to Trinity before attending classes. If the candidate 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 candidate's Academic Advisor, and it will become a part of the candidate's permanent academic record. For candidates 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 Dean of the NHP. (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 NHP CAP Committee. Any other application for the redress of a candidate grievance based on the charge of discrimination that relates to academic procedures or policies must be addressed to the NHP CAP Committee.

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

The candidate first submits a written letter 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 candidate in writing within three weeks. If the candidate and instructor do not resolve the matter, the candidate may appeal the grade in writing to the program chair no later than one week after the date on the instructor's response. The Program Chair may mediate the issue for three weeks after the date on the instructor's written response to the candidate. The Program Chair'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 candidate 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 candidate in writing within three weeks. If the candidate and instructor do not resolve the matter, the candidate may appeal the grade in writing to the Dean of NHP no later than one week after the date on the instructor's response. The Dean of NHP may mediate the issue for three weeks after the date on the instructor's written response to the candidate.

If the Dean of NHP is unable to resolve the dispute, the candidate may appeal formally to the School of Nursing and Health Professions Curriculum and Academic Policy (NHP 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 (NHP CAP) Committee may resolve the dispute based solely upon the written appeal. The (NHP CAP) Committee informs the candidate, 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 NHP CAP Committee is final on all grade appeals.

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

1. The candidate may write a letter of appeal requesting reinstatement to the NHP Dean stating the reasons why she or he should not incur academic dismissal.
2. The Dean will review the appeal with the Counseling Program Team.
3. The Dean will inform the candidate in writing of the appeal decision.
4. If the Dean denies the candidate's request for reinstatement, the candidate may make a further written appeal to the Provost.
5. The Provost will review the case and render a decision to the candidate.
6. If the Provost denies the candidate's appeal, the candidate 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 candidate. 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 candidate 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 candidate should attempt to resolve the complaint directly with the staff person or Faculty member responsible for the topic in question.
2. If the candidate cannot resolve the complaint through direct discussion with the staff or Faculty member, the candidate 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 candidate, orally or in writing as may be best, and will meet with the candidate 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 candidate.
5. If the matter remains unresolved, the candidate 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 candidate.

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

Student Information, Records, and Transcripts

Disclosure

The following categories of candidate 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, candidates may withhold disclosure of any category of information. To prohibit disclosure, candidates must provide Enrollment Services with written notification.

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

Maintenance of Candidate Records

Trinity protects the reputation of its candidates 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 candidate's right to examine their official educational records, as well as their right to privacy pursuant to the release of such records to third parties.

Trinity's policy on the maintenance of candidate 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 candidates of Trinity may request academic transcripts from Enrollment Services. Requests must be made in writing and include the candidate's social security number, most recent date of attendance or graduation, the full name and address of the party receiving the transcript, and the candidate's signature.

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

- a. No transcript will be released if the candidate 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 candidate.
- 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 candidate.

Curriculum

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 workload 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 designed to be a 3-year degree for those candidates who are part-time and who are following the course sequence outlined in the program of study. 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 six (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 three (3) years.

CACREP SCHOOL COUNSELING 2016 STANDARDS

Candidates who are preparing to specialize as school counselors will demonstrate the professional knowledge and skills necessary to promote the academic, career, and personal/social development of all Pre-K–12 students through data-informed school counseling programs. Counselor education programs with a specialty area in school counseling must document where each of the lettered standards listed below is covered in the curriculum.

1. FOUNDATIONS

- a. history and development of school counseling
- b. models of school counseling programs
- c. models of Pre-K-12 comprehensive career development
- d. models of school-based collaboration and consultation
- e. assessments specific to Pre-K-12 education

CONTEXTUAL DIMENSIONS

- . school counselor roles as leaders, advocates, and systems change agents in Pre-K-12 schools
 - a. school counselor roles in consultation with families, Pre-K-12 and postsecondary school personnel, and community agencies
 - b. school counselor roles in relation to college and career readiness
 - c. school counselor roles in school leadership and multidisciplinary teams
 - d. school counselor roles and responsibilities in relation to the school emergency management plans, and crises, disasters, and trauma
 - e. competencies to advocate for school counseling roles
 - f. characteristics, risk factors, and warning signs of students at risk for mental health and behavioral disorders
 - g. common medications that affect learning, behavior, and mood in children and adolescents

- h. signs and symptoms of substance abuse in children and adolescents as well as the signs and symptoms of living in a home where substance use occurs
- i. qualities and styles of effective leadership in schools
- j. community resources and referral sources
- k. professional organizations, preparation standards, and credentials relevant to the practice of school counseling
- l. legislation and government policy relevant to school counseling
- m. legal and ethical considerations specific to school counseling

PRACTICE

- . development of school counseling program mission statements and objectives
 - a. design and evaluation of school counseling programs
 - b. core curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies
 - c. interventions to promote academic development
 - d. use of developmentally appropriate career counseling interventions and assessments
 - e. techniques of personal/social counseling in school settings
 - f. strategies to facilitate school and postsecondary transitions
 - g. skills to critically examine the connections between social, familial, emotional, and behavior problems and academic achievement
 - h. approaches to increase promotion and graduation rates
 - i. interventions to promote college and career readiness
 - j. strategies to promote equity in student achievement and college access
 - k. techniques to foster collaboration and teamwork within schools
 - l. strategies for implementing and coordinating peer intervention programs
 - m. use of accountability data to inform decision making
 - n. use of data to advocate for programs and students

Programs of Study

Candidates receive a ***Program of Study (POS)*** for the *School Counseling degree* (60 credits), *School Counseling degree Counseling Urban Candidates Specialization* (60 credits), or *Counseling degree* (60 credits, Licensure Track) when they attend the first advising/registration session with the Faculty Advisor. This document is the official curriculum, which should be followed during 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).

**Based on institutional and program needs, including enrollment projections for specific courses, the availability of courses as indicated on the Program of Study is subject to change. Therefore, the availability of courses cannot be guaranteed for any given semester. If changes in the course schedule need to be made, candidates will be given adequate notice.*

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 Self-Service. When a candidate submits registration for a course, the Advisor will review the course after consulting the POS. If the candidate is not eligible to take the course or there is another course 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 Counseling Program Team expect all candidates to familiarize themselves with the POS and to follow it. Candidates **are not** encouraged to substitute peer advising for advising with your Faculty Advisor. Many errors have occurred when candidates do not follow the POS, speak with the Faculty Advisor, and/or rely on peer advising or their own ideas that do not follow the planned POS sequence and curriculum. The Faculty supports candidates, but candidates are expected to be active learners and graduate consumers of the respective Counseling Program.

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.

If additional counseling courses are added to the counseling student's POS, counseling students need to sign the POS stating that they understand that they cannot withdraw from the course. It can be considered financial aid fraud if a student who receives financial aid and takes a course that is not required for their course of study, and they withdraw from the course.

The following are copies of both Programs of Study and summary information. **Please note that in the 3rd column, the POS indicates when the course is offered: Fall, Spring, Summer (10-week semester, June term or July Term). Please be aware when courses are being offered, especially for a course that is offered once a year** (e.g., COUN 570 Diagnosis in Counseling offered during year 1).

MASTER OF ARTS IN SCHOOL COUNSELING PROGRAM OF STUDY (60 CREDITS)

Name: _____ Student ID: _____

Start Date: _____

Year One Courses		Semester	Grade
COUN 607 (formerly EDCC 601)	Orientation: Tools for Graduate School (0 credits)	Fall/Spring	
COUN 510 (formerly EDCC 510)	<i>Human Growth & Development Across Lifespan</i>		
COUN 535	Introduction to Counseling		
COUN 540	<i>Principles & Theories of Counseling</i>		
COUN 550	<i>Multicultural Counseling</i>	Spring	
COUN 560	Techniques of Counseling (Prerequisites: COUN 535 & 540)	Fall/Spring	
COUN 608 (formerly EDCC 600)	<i>Research in Counseling</i>		
Year Two Courses (Pre-Requisites: All Year 1 courses)			
COUN 544	<i>Principles & Techniques of Assessment</i> (Prerequisites: COUN 535, 540 & 560)	Fall	
COUN 547	<i>Counseling & the Group Process</i> (Prerequisites: COUN 535, 540 & 560)	Fall	
COUN 555	Counseling Children & Adolescents (Prerequisites: COUN 535, 540 & 560)	Summer (TERM CLASS)	
COUN 561	Principles & Practices School Counseling	Summer	
COUN 570	Diagnosis & Treatment in Counseling (Prerequisites: COUN 535, 540 & 560)	Spring	
COUN 604 or COUN 695	Expressive Arts in Counseling or Bibliotherapy: Counseling & Academic Interventions for Culturally & Linguistically Diverse Youth	Winter/Summer Summer (offered every summer)	
COUN 605	<i>Ethical, Legal & Professional Issues</i> (Prerequisites: COUN 535, 540 & 560)	Spring	
COUN 606	Trauma & Crisis Intervention	Winter & Fall (TERM CLASS)	

Courses in italics represent the eight areas covered on the CPCE.

Note: For further information on minimum grade requirements, read "Academic Policies" in the handbook (see the "Degree Requirements" section).

Year Three Courses (Pre-Requisites: All Year 1 & 2 courses)		Semester	GRADE
<i>COUN 538</i>	<i>Career & Lifestyle Development</i>	Fall	
COUN 553	Alcohol and Substance Abuse	Spring & Fall (TERM CLASS)	
COUN 557	Introduction to Family Therapy	Summer (TERM CLASS)	
Counseling Practicum & Internship Field Training (Pre-Requisites: All Year 1 & 2 Courses)			
COUN 633	Practicum in School Counseling (100 hours)		
COUN 646	Internship in School Counseling I (300 hours)		
COUN 648	Internship in School Counseling II (300 hours)		

Courses in italics represent the eight areas covered on the CPCE.

Note: For further information on minimum grade requirements, read "Academic Policies" in the handbook (see the "Degree Requirements" section).
(revised for academic year 2021-2022)

Student Signature: _____ Advisor Signature: _____

Transfer Credits:

Advisor Notes:

**MASTER OF ARTS IN SCHOOL COUNSELING
COUNSELING URBAN STUDENTS SPECIALIZATION
PROGRAM OF STUDY (60 CREDITS)**

Name: _____ Student ID: _____

Start Date: _____

Year One Courses		Semester	GRADE
COUN 607 (formerly EDCC 601)	Orientation: Tools for Graduate School (0 credits)	Fall/Spring	
COUN 510 (formerly EDCC 510)	<i>Human Growth & Development Across Lifespan</i>		
COUN 535	Introduction to Counseling		
COUN 540	<i>Principles & Theories of Counseling</i>		
COUN 550	<i>Multicultural Counseling</i>	Spring	
COUN 560	Techniques of Counseling (Prerequisites: COUN 535 & 540)	Fall/Spring	
COUN 608 (formerly EDCC 600)	<i>Research in Counseling</i>		
Year Two Courses (Pre-Requisites: All Year 1 courses)			
COUN 538	<i>Career & Lifestyle Development</i>	Fall	
COUN 544	<i>Principles & Techniques of Assessment</i> (Prerequisites: COUN 535, 540 & 560)	Fall	
COUN 547	<i>Counseling & the Group Process</i> (Prerequisites: COUN 535, 540 & 560)	Fall	
COUN 555	Counseling Children & Adolescents (Prerequisites: COUN 535, 540 & 560)	Summer (TERM CLASS)	
COUN 561	Principles & Practices School Counseling	Summer	
COUN 570	Diagnosis & Treatment in Counseling (Prerequisites: COUN 535, 540 & 560)	Spring	
COUN 605	<i>Ethical, Legal & Professional Issues</i> (Prerequisites: COUN 535, 540 & 560)	Spring	

Courses in italics represent the eight areas covered on the CPCE.

Note: For further information on minimum grade requirements, read "Academic Policies" in the handbook (see the "Degree Requirements" section).

Year 2 or 3 Courses	Semester	GRADE
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Urban Student Track Courses (Students will take the following courses during Year 2 or 3)			
COUN 505	Psychology of Children & Youth Facing Poverty	Spring	
COUN 612	Conflict Management & Resolution	Fall	
COUN 655	Spanish Language & Culture	Summer	
COUN 695	Bibliotherapy: Counseling & Academic Interventions for Culturally & Linguistically Diverse Youth	Summer (offered every summer)	
Licensure Option Includes the following 2 Courses (replace 6 credits with these two; Year 3)			
COUN 553	Alcohol & Substance Abuse	Spring & Fall (TERM CLASS)	
COUN 557	Introduction to Family Therapy	Summer (TERM CLASS)	
Counseling Practicum & Internship Field Training (Pre-Requisites: All Year 1 & 2 Courses)			
COUN 633	Practicum in School Counseling (100 hours)		
COUN 646	Internship in School Counseling I (300 hours)		
COUN 648	Internship in School Counseling II (300 hours)		

Courses in italics represent the eight areas covered on the CPCE. Note: For further information on minimum grade requirements, read "Academic Policies" in the handbook (see the "Degree Requirements" section).

(revised for academic year 2021-2022)

Student Signature: _____ Advisor Signature: _____

Transfer Credits:

Advisor Notes:

Year 1

COUN 607 (formerly EDCC 601) – Orientation: Tools for Graduate School

Candidates in the Counseling Program graduate programs are all required to take COUN 607: Orientation: Tools for Graduate School Seminar in the first semester. This is an all-day Saturday seminar course that is **mandatory** for all new candidates. Trinity is committed to candidate success, and the seminar will cover essential topics. Candidates who do not meet the standards of the Counseling Writing Initiative will be required to seek writing support services, since writing is essential for graduate education and the Counseling Program desire all candidates to do well.

Year 1 candidates must enroll in:

- COUN 607 Orientation: Tools for Graduate School
- COUN 510 Human Growth and Development
- COUN 535 Introduction to Counseling
- COUN 608 Research in Education

Other Year 1 courses include:

- COUN 540 Principles and Theories in Counseling
- COUN 560 Techniques in Counseling
- COUN 550 Multicultural Counseling (Spring)

Candidates must complete all Year 1 classes before moving to Year 2 classes.

Year 2

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

Candidates 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 they are encouraged to attend the clinical training information sessions so that they become familiar with the process early. Candidates should refer to the process and key documents in **Moodle** on the ***Counseling Practicum and Internship Resources for Candidates*** 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 Director of Clinical Training, followed the process (e.g., interviewing with the approved partnership sites that the Counseling Program have referred them 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, candidates are preparing for the professional role and having attentive planning skills will be critical for their success here as well as in the profession.

Site Deadline Confirmation

Candidates who **do not have a site before the semester of the intended clinical training enrollment** will drop the clinical-sequence class (COUN 633, 646, 648). Candidates cannot be enrolled in COUN 633, 646 or 648, unless they have an approved site that has been approved by the Director of Clinical Training and confirmed before the semester begins. The following information is for the candidates' next steps in this process. Candidates:

- will consult with their Faculty Advisor to identify substitute course due to withdrawal of clinical training course and/or
- who have encountered a **professional disposition** at their site and/or **academic issue** in their coursework will be advised through the Counseling Program Team of further recommendations such as withdrawal from their clinical sequence course in their counseling program and/or,
- may need to follow a formal Intervention Plan as outlined in the Academic Policies of NHP.

A typical Year 2 semester in Fall could include any of the two:

- COUN 544 Principles and Techniques of Assessment
- COUN 538 Lifestyle and Career Development
- COUN 547 Counseling and the Group Process

A typical Year 2 semester in Spring could include:

- COUN 570 Diagnosis in Counseling
- COUN 605 Ethical, Legal, and Professional Issues

A typical Summer semester could include:

COUN 555 Counseling Children and Adolescents

COUN 561 Principles and Practices of School Counseling

Year 3

During Year 3, candidates will begin their clinical sequence courses/training as well as prepare to take the Comprehensive Counselor Preparation Exam (Praxis II School Counselor Exam), during the semester when they enroll in the first clinical course (COUN 633) and the Counselor Preparation Comprehensive Examination (CPCE) when you enroll in the second clinical course (COUN 646). Below are just highlights of what candidates can consider as they plan for this critical aspect of their 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.

A typical Fall semester:

COUN 547 Group Process and Counseling (if not taken in Year 2)

COUN 633/646 Practicum in School Counseling (or Internship I School Counseling if 633 taken)

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 646 Internship I in School Counseling

Summer Term:

COUN 557 Introduction to Family Counseling

COUN 648 Internship II in School Counseling

Clinical Training Sequence

In the first year of the program, candidates will have time to think and reflect on their interests, values, personality, aptitude, and abilities as a counselor-in-training. As candidates move through their courses, they will have many opportunities to read, discuss, and reflect on how they want to practice as professional school counselors. Many

candidates feel they should know exactly what they want to specialize in as a school counselor. The clinical training courses can provide the following:

- the opportunity for candidate to explore counselor interests and test out what may be the optimal settings for them
- the exploration of opportunities of jobs in the field
- the key to begin gaining clinical training experiences in the schools (for school counselor students) or varied counselor settings (for licensure-track students) so that they can gain more awareness, knowledge, and skills in functioning as a professional counselor.
- enrollment in the clinical sequence is offered in the Fall, Spring, and Summer semesters

Note: Candidates 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 course enrollment

During clinical training:

- candidates will take 3 courses in the final year. Candidates begin with *COUN 633 (Practicum in School Counseling)*.
- candidates will enroll in *COUN 646 Internship I in School Counseling*.
- candidates will enroll in *COUN 648 Internship II in School Counseling*.
- **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 are not permitted.**

Candidates will learn that a *minimum* number of *direct* counseling hours are needed to satisfy course outcomes in COUN 633-646-648 courses. If a candidate does not complete all of the *direct* counseling hours and/or *total* hours required by the time they complete COUN 648, the student will be required to enroll in COUN 697 Clinical Internship Continuation.

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 School Counseling Programs. 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 the Council for Accreditation of Counseling and Related Educational Programs (CACREP) standards, principles for the professional preparation of school counselors, and Counseling Program policies.

Practicum in School Counseling (COUN 633)

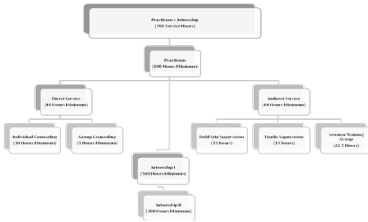
The Practicum is the first field placement experience and is a required component of the Master of Arts in Counseling and the Master of Arts in School Counseling Programs. Candidates enrolled in these programs must apply for and successfully complete the Practicum as a part of their Program of Study.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

Practicum Requirements

Practicum requires:

- successful completion of a minimum of one hundred (100) clock hours of supervised training in key activities at an approved site (See diagram below).
- placement of candidates to complete the one hundred (100) hours in an approved setting under supervision from faculty and site supervisors.
- candidates typically spend six to ten (6-10) 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.
- 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 10-week Summer Term).
- candidates ordinarily earn Practicum hours at a single site.
- Faculty must approve requests for completion of any service hours between semesters.

(Note: Beginning Spring 2018, CACREP 2016 standards do not permit clinical trainees to count more than 100 hours during Practicum enrollment and surplus hours cannot “roll over” to Internship.)



As of Spring 2018, Practicum includes participating in Triadic Supervision. This requires 1.0 hours per week of clinical supervision with the candidate’s Clinical Instructor and another practicum classmate. As section H of the 2016 CACREP Standards states:

Practicum candidates have weekly interaction with supervisors that averages one hour per week of individual and/or triadic supervision throughout the Practicum by (1) a counselor education program faculty member, (2) a candidate supervisor who is under the supervision of a counselor education program faculty member, or (3) a site supervisor who is working in consultation on a regular schedule with a counselor education program faculty member in accordance with the supervision agreement. (CACREP, 2016)

This is in addition to on-site supervision. The purpose of the Triadic Supervision Model is to provide additional support to new counselors-in-training who may not be used to receiving and giving feedback; therefore, they need to specifically learn this skill through peer feedback within the triadic model (Border, Brown, and Purgason, 2015). This model was implemented by the Trinity Counseling Program as follows.

Triadic Supervision Model

Candidates will begin with a group supervision class for a duration of 1.5 hours. During this time, the instructor will perform a group check in and provide information on counseling models, case scenarios, etc. Candidates then break into pairs to participate in triadic supervision for 1 hour. Instructors will facilitate the pairing of candidates for triads and the schedule of when each triad will meet in the first week of class.

In a class of 6 students this would look like:

- 1.5 hours group supervision
- 1-hour supervision for 1st triad
- 1-hour supervision for 2nd triad
- 1-hour supervision for 3rd triad
- Total time for each student = 2.5 hours
- Total time for instructor = 4.5 hours

Weekly View





In a class of 7-8 students this would look like:

- 1.5 hours class time
- 1-hour supervision for 1st triad
- 1-hour supervision for 2nd triad
- 1-hour supervision for 3rd triad
- 1-hour supervision for 4th triad
- Total time for student = 2.5 hours
- Total time for instructor = 5/5.5 hours

Weekly View



Structure of Triadic Supervision Hour

- Supervision session is divided into 2, 30-minute segments of a 20-10 breakdown
- For the first 20 minutes, the first student presents his/her video or audio recording of the session, highlighting challenging areas, etc. For the next 10 minutes, the supervisor provides feedback on the case and asks the second student for peer feedback.
- For the next 20 minutes, the second student presents his/her video or audio recording of the session, highlighting challenging areas, etc. For the next 10 minutes, the supervisor provides feedback on the case and asks the first student for peer feedback.

Eligibility for the Practicum

Counseling candidates will be required to meet with the Faculty Advisor minimally once a year. Additionally, candidates will be required to attach the most updated Program of Study (POS) to their Practicum/Internship Eligibility Application. Failure to do so may result in non-approval of clinical training start time. In order to approve a candidate for Practicum, the Director of Clinical Training must have the candidates' up-to-date POS, which is the responsibility of the candidate.

The following courses need to be successfully completed for Practicum eligibility:

- 1) **Preliminary Foundation Courses:** COUN 607, COUN 510, COUN 608
- 2) **Prerequisite Counseling 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 all courses except COUN 535 and COUN 608, in which a grade of "B-" is acceptable.

Candidates who have earned a grade lower than "B" in any course, other than a grade of "B-" in COUN 535 and/or COUN 608, must repeat and successfully complete the course by semester. If the candidate's transcript indicates that they have two grades below a B regardless of whether the courses are required for students to earn a B or better, they will be expected to repeat the course before approval for practicum.

Practicum Application Process

Applications for Practicum are due the semester immediately preceding candidates' Practicum semester. Candidates must complete and submit the *Practicum & Internship Application Form* to the Director of Clinical Training by the established deadline. Candidates are not eligible to enroll in the Practicum course, if the Practicum Application is not received by the designated deadline.

The candidate's resume, the signed *Student Informed Consent*, and the signed *Ethics Policy & Student Contract* must be submitted with the application. Candidates must ensure that the required supporting documents are attached to the application and that they have responded to all items on the application. Incomplete applications will be returned. Upon Faculty review of the Practicum & Internship Applications, candidates will receive an approval, an approval with conditions, or a rejection letter.

The deadline dates are as follows:

1) Application Deadlines (Note: The application dates may change and will be announced by the Director of Clinical Training, if dates are adjusted)

- a. **Fall Practicum** – Application due by mid- February
- b. **Spring/Summer Practicum** – Application due by late September

2) Supporting Documents (that must accompany the Practicum application)

- a. Candidate's current resume
- b. Student Informed Consent
- c. Ethics Policy & Student Contract
- d. Writing Sample (As part of the application process, candidates will submit one of their "best written" assignments from a course they have taken as a Trinity graduate candidate. The "best written" assignment should be 12-font, double-spaced, and no more than five (5) pages. It will be considered an Honor Code violation to submit a paper that was not written by the candidate.)

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 Director of Clinical Training no later than one week prior to the end of the semester that immediately precedes the Practicum semester. All 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 and Contract 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)
- e. Ethics Policy and Candidate Contract

Candidate Review Process

The Counseling Program Team determines the eligibility of students for clinical practice. Students are informed of the decision in writing and any conditions or stipulations will be stated. If students would like to discuss the stipulations/conditions, they will address any concerns first with their advisor.

Upon the Counseling Program Team review of Practicum & Internship Applications, the Director of Clinical Training will:

1. Determine if the candidate meets the academic qualifications
2. Meet with the Faculty to identify and discuss any dispositional issues that may hinder candidacy
3. Notify candidates via their Trinity email address, whether they have been approved or rejected to begin their clinical sequence.

If it is determined that a candidate should not enter the clinical sequence, the candidate will be given other alternatives to pursue. If the Counseling Faculty believes that the candidate does not meet the criteria for clinical candidacy, the candidate will not be eligible for the degree in counseling,

After the approval process, and if candidates are approved for Practicum, the selection of a site begins with the Director of Clinical Training. The process is as follows:

1. The Director of Clinical Training will meet with each candidate to discuss potential sites based on the candidate's specialization and interests. If the candidate has suggestions or ideas about a placement site, those ideas will be considered, however, the Director will have to communicate with the site and schedule a site visit. All sites that the Director will recommend will have been vetted, according to specific criteria.
2. Upon identification of potential sites, the Director of Clinical Training will either send candidate resumes to the Human Resources department, or prompt candidates to contact site supervisors via email. Candidates should alert the Director of Clinical Training of any interviews and offers.
3. 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 Director of Clinical Training no later than one week prior to the end of the semester that immediately precedes the Practicum semester.
4. 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.

Enrollment in the Practicum in School Counseling (COUN 633)

Candidates who have submitted their application for Practicum with all supporting documents may register for the Practicum course (COUN 633). However, their registration will not be approved by their advisor until the Counseling Program Team reviews the candidate based on the criteria for approval stated in Transition Point 3, inclusive of the candidates' application and supporting documents. The Director of Clinical Training will inform the candidate in writing about their approval status, and any conditions that may have to be made for the candidate to be approved, or conditions that must be met in order to be approved at a later time. After this process, the candidate's registration will be approved or denied.

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 no later than the second week of the semester.

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. The candidate may enroll in the Practicum course (COUN 633) once the approved site has been confirmed and all supporting documents and necessary attachments have been submitted to and verified by the Director of Clinical Training. Authorization to enroll in the Practicum must be obtained by the candidate from the Director of Clinical Training in consultation with the candidate’s faculty advisor.

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 Director of Clinical Training**. Sites must provide the scope of the Counseling Program requirements and meet the Counseling Program objectives. At a minimum, approved sites must:

- Provide opportunities for on-going individual and group counseling with a designated caseload of clients

- Provide weekly individual on-site supervision by a qualified and licensed mental health professional

- 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 633, COUN 646, or COUN 648 and begins attending the university-based seminar training group. **If the 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 and Internship trainee at the field site. Site supervisors have (1) a minimum of a master's degree, preferably in counseling, or a related profession; (2) relevant certifications and/or licenses; (3) a minimum of two years of pertinent professional experience in school counseling; (4) knowledge of the program's expectations, requirements, and evaluation procedures for students; and (5) relevant training in counseling supervision.

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 certified professional school counselor or licensed mental health professional who is not the candidate's employment supervisor.

Extension of Clinical Training

Candidates cannot continue at a site during university breaks and holidays unless the following process is followed. 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 Director of Clinical Training is aware. The Director of Clinical Training and a Counseling Program faculty member will monitor the experience.

A candidate can only continue at a site if:

- The training schedule is determined with the site supervisor and the Director of Clinical Training by a designated date
- *The Weekly Schedule Extension Form is completed and submitted to the Director of Clinical Training, a week prior to the start of the new semester*

- Weekly reflections documenting the training experiences are sent to the Director of Clinical Training during the university break
- 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 646 or COUN 648).

Internship

The Internship provides intensive field training in the role of professional school counselor. The following describes what is characteristic of internship:

- 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 646) and Internship II (COUN 648). 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. 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 school 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, 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 646) and Internship II (COUN 648) on successful completion of Practicum and review by Counseling Program Team, and a candidate is eligible to register for Internship II (COUN 648) 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 1-3 credits for each subsequent semester until all required assignments and services hours are completed. The following is the formula for registration:

1 – 100 hours needed	1 credit
101 – 200 hours needed	2 credits
201 – 300 hours needed	3 credits

Practicum and Internship Evaluation Process

Candidates will receive a mid-term and final evaluations 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 and Site Supervisor* form 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*
- 4) *Evaluation of Practicum / Internship Site and Site Supervisor*

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 Director of Clinical Training the semester prior to the proposed Practicum semester; determines eligibility to begin Practicum. The application is *only* submitted to begin COUN 633. The candidate will communicate directly with the Director of Clinical Training each semester after COUN 633 regarding continued clinical training enrollment (COUN 646, 648).
- 2) ***Student 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 & Student 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 and Contract*** – 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 Director of Clinical Training by the designated date.
- 5) ***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 Clinical Training a copy for the Student Intern file in the department.
- 6) ***Practicum/Internship Semester Activity Log*** – completed by the candidate; signed by the site supervisor; documents the candidate's weekly direct and indirect service hours; reviewed by the university-based supervisor/course instructor each week; submitted at the end of the semester to the university-based course instructor.

- 7) **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.
- 8) **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.
- 9) **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.
- 10) **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.
- 11) **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.
- 12) **Evaluation of Practicum/Internship Site & Site Supervisor** – 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.

SELF-CARE

Self-care is generally defined as the holistic approach of a counselor’s own care of her emotional, physical, mental, and spiritual well-being in relation to her counseling work experiences (Barlow & Phelan, 2007; Coster & Schwebel, 1997; Posluns & Gall, 2019).

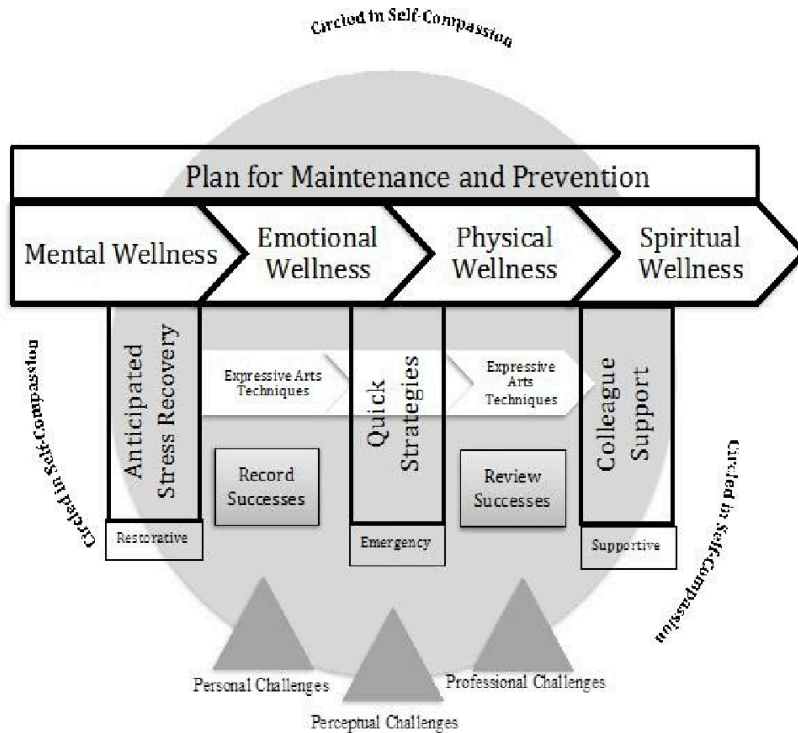


Figure 1: Model for Creative Self-Care

Practical Implementation and Strategies for Creativity and Self-Care

1. First, create a plan that quickly, creatively, and consistently — perhaps daily — engage in mentally, emotionally, physically, and spiritually nourishing activities (Barlow & Phelan, 2007).
2. Schedule larger blocks of time for wellness rejuvenation when needed. Often counselors can anticipate busier weeks, stressful events, or more demanding client-load days of the week.
3. Prepare for unanticipated stressful times. While maintenance can be helpful at preventing feeling depleted, and recovery can revive flagging energy, unanticipated stressors may also drain the well.
4. Meet with peers or colleagues for support. Barlow and Phelan (2007) described peer collaboration contributing to self-care with continuous learning, in a non-task-driven, inward looking, and focused approach.

“Creative Counselor Self-Care” (Thomas, D. A. & Morris, M. H., 2017)

Self-Care Community Counseling Resources

Counseling Program candidates will also benefit from participating in personal counseling as a self-care support. If candidates have insurance that provides behavioral healthcare support, they can work through their benefits to obtain a referral for a mental health professional. The following list includes the counseling centers in the Washington, DC area that offer a low and/or sliding scale fee for counseling services. Candidates can also seek personal counseling with Trinity's Health and Wellness Services on the 4th floor in Main Hall.

Counseling Resource	Address	Phone Number
American University	4400 Massachusetts Avenue, NW Washington DC 20052	202-885-1702 Dr. Erica Hart
CCCC Counseling (Capitol Hill Consortium for Counseling and Consultation)	650 Pennsylvania Avenue, SE 2 nd Floor, Suite 240 Washington, DC 20003	202-544-5440
The Center Clinic (Counseling Services at George Washington University)	2134 G Street, NW Suite #200 Washington, DC 20052	202-994-8645
Pro Bono Counseling Project of Maryland	http://probonocounseling.org	410-825-1001 or 1- 877-323-5800 for a confidential phone interview for eligibility
The Meltzer Center	2125 G Street, NW George Washington Univ, Psych Dept Washington, DC 20052	202-994-0950 Dr. Risa Broudy

Process for Obtaining Standard Certification in School Counseling in District of Columbia

School Counselor Requirements

- Has successfully completed an approved certification program with master's degree or higher in school counseling education and have passed the required Praxis II subject content exam.

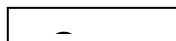
Required documents to Submit:

1. An [Identity History Summary Check \(IHSC\)](#) issued by the FBI or an approved FBI channeler agency. If employed with DCPS, make sure that their central office have made your clearance information available to OSSE electronically.
2. Official transcripts verifying a completed bachelor's degree and Official transcripts verifying a completed master's degree school counseling for elementary, middle and secondary grade schools.

(*Applicants with degrees and coursework from institutions outside of the US must submit a [foreign credential evaluation report](#) issued by an approved evaluation agency.); and
4. A [program completion verification form](#) signed by the certification officer at Trinity University.
5. Passing [test scores](#) for the DC-required Praxis II school counselor content exam.

How to Apply:

All individuals seeking a school counselor credential, must use OSSE's online Educator Credentialing Information System (ECIS) to apply. In ECIS applicants must upload scanned copies of all required documents and pay required fees using a valid Visa or MasterCard debit or credit card. Consequently, applicants must obtain all required official documents and ensure that they have been properly scanned into a color PDF formatted file/document prior to submission of an application in ECIS.



PRAXIS II School Counselor Exam and The Counselor Preparation Comprehensive Exam (CPCE)

School Counseling candidates are required to take the Praxis II School Counselor Exam and the CPCE Exams (those students admitted Fall 2019 and after). The Praxis II exam is the **exit exam for graduation** for School Counseling candidates. The CPCE exam is a comprehensive exam taken to assess candidates' knowledge of the core subject areas in the program. The Director of Clinical Training will provide information regarding registration for the Exams that are offered in off-campus testing centers. Examinees are given four hours to complete either exam. The Exam is administered year-round. Candidates will register to take the Praxis II examination during Practicum and the CPCE in the Internship. In registering for both exams, there is a fee. Please see the fee chart in Appendix F of this document. It is recommended that candidates plan in advance for payment of these exam fees. The Director of Clinical Training will send out a notice to candidates prior to (or at the start) of Practicum and their Internship about registration for the Praxis and the CPCE.

Praxis II

Trinity Washington University is a District of Columbia (DC) institution; therefore, candidates are required to take the examination to be certified as professional school counselors in DC. It is recommended that candidates apply for certification in the District of Columbia regardless of their desire to be a counselor in the District. When candidates apply for certification/licensure as a school counselor in other jurisdictions, it may be helpful to have a certification in the District. It is the candidates' responsibility to research the certification/licensure requirements for the jurisdiction of interest.

The Educational Testing Service (ETS) provides free and fee-based prep resources at the following link: www.ets.org/praxis/testprep. Candidates will complete the *Praxis II School Counselor Exam Eligibility Form* within the first week of Practicum and submit to their Faculty Advisor for approval.

Praxis II Exam Pass/Fail Criteria & Retake Policy:

The passing score is determined by ETS for this exam. The Counseling Programs have adopted an "Opportunity Three" procedure that allows candidates who are unsuccessful on their first attempt to pass the Praxis II Exam, up to *two* more opportunities to demonstrate knowledge competency.

Candidates who fail the exam on the first attempt must meet with their Advisor 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, 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.

Counselor Preparation Comprehensive Exam (CPCE)

The comprehensive examination the Counseling 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.

The comprehensive examination ("comps") is required of all counseling candidates (clinical mental health and school counseling). School counseling candidates are required to take the CPCE Exam in the semester in which they are enrolled in Internship I in School Counseling (COUN 646). 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 II in School Counseling (COUN 648); 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.

Candidates must show proof of taking the exam prior to the semester that fulfills all other graduation requirements. Candidates who have not taken the exam are not eligible to graduate until they take the exam. The National Board of Certified Counselors (NBCC) may change the format and the scheduling of the CPCE and when possible, the Director of Clinical Training will communicate these changes to all candidates.

CPCE & PRAXIS II EXAMS: Website Resources

Center for Credentialing & Education

<https://www.cce-global.org/assessmentsandexaminations/cpce>

Counselor Preparation Comprehension Examination (CPCE) Textbook List 2014

https://www.cce-global.org/Assets/CPCE_Textbook_List.pdf

CPCE Practice Test

<https://www.test-questions.com/cpce-exam-questions-07.php>

Professional School Counselor - Praxis: For Test Takers

<https://www.ets.org/praxis/prepare/materials/5421>

Prepare for a Praxis Test: Strategy & Tips

<https://www.ets.org/praxis/prepare/tips/>

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 have 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. Examinees are usually given up to 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.

Graduate Student Services

The following resources are available for graduate candidates. Candidates can visit these pages on the Trinity website to see hours of operation, location, and other information about services offered.

Academic Support: <https://discover.trinitydc.edu/academic-services/academic-support-tutoring/academic-support-home/> 202-884-9360

Admissions: <https://discover.trinitydc.edu/admissions/nhp/> 202-884-6882

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 Nursing and Health Professions: <https://www.trinitydc.edu/nursing-health/>
202-884-9670

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

American School Counselor Association (ASCA) National Model Framework

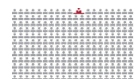
School counselors design and deliver school counseling programs that improve student outcomes. “The ASCA National Model: A Framework for School Counseling Programs” outlines the components of a school counseling program that is integral to the school’s academic mission and is created to have a significant positive impact on student achievement, attendance and discipline.

The ASCA National Model guides school counselors in the development of school counseling programs that:

- are based on data-informed decision making
- are delivered to all students systematically
- include a developmentally appropriate curriculum focused on the mindsets and behaviors all students need for postsecondary readiness and success
- close achievement and opportunity gaps
- result in improved student achievement, attendance and discipline

Training and credentialing matters.

School counselors are certified/licensed educators with a minimum of a master’s degree in school counseling, making them uniquely qualified to address academic, career and social/emotional development implementation of a school counseling program that student success.



address all students’ needs through the promotes and enhances

Ratios matter. Research shows that appropriate student-to-school counselor ratios have a significant effect on student attendance and lead to higher test scores. The ideal caseload is 250:1.

For research on the effectiveness of school counseling programs, go to www.schoolcounselor.org/effectiveness.

The framework of the ASCA National Model consists of four components: define, manage, deliver and assess.

DEFINE

Three sets of school counseling standards define the school counseling profession. These standards help new and experienced school counselors develop, implement and assess their school counseling program to improve student outcomes.

Student Standards

ASCA Mindsets & Behaviors for Student Success: K–12 College- and Career-Readiness for Every Student

Professional Standards

- ASCA Ethical Standards for School Counselors
- ASCA School Counselor Professional Standards & Competencies

MANAGE

To be delivered effectively, the school counseling program must be efficiently and effectively managed. The ASCA National Model provides school counselors with the following program focus and planning tools to guide the design and implementation of a school counseling program that gets results.

Program Focus

- Beliefs
- Vision Statement
- Mission Statement

Program Planning

- School Data Summary
- Annual Student Outcome Goals

- Action Plans
 - Closing the Gap
- Lesson Plans
- Annual Administrative Conference
- Use of Time
 - Calendars
 - Annual
 - Weekly
- Advisory Council

Appropriate and Inappropriate Activities for School Counselors

Appropriate Activities for School Counselors	Inappropriate Activities for School Counselors
■ advisement and appraisal for academic planning	■ building the master schedule
■ orientation, coordination and academic advising for new students	■ coordinating paperwork and data entry of all new students
■ interpreting cognitive, aptitude and achievement tests	■ coordinating cognitive, aptitude and achievement testing programs
■ providing counseling to students who are tardy or absent	■ signing excuses for students who are tardy or absent
■ providing counseling to students who have disciplinary problems	■ performing disciplinary actions or assigning discipline consequences
■ providing short-term individual and small-group counseling services to students	■ providing long-term counseling in schools to address psychological disorders
■ consulting with teachers to schedule and present school counseling curriculum lessons based on developmental needs and needs identified through data	■ covering classes when teachers are absent or to create teacher planning time
■ interpreting student records	■ maintaining student records
■ analyzing grade-point averages in relationship to achievement	■ computing grade-point averages

<ul style="list-style-type: none"> ■ consulting with teachers about building classroom connections, effective classroom management and the role of noncognitive factors in student success 	<ul style="list-style-type: none"> ■ supervising classrooms or common areas
<ul style="list-style-type: none"> ■ protecting student records and information per state and federal regulations 	<ul style="list-style-type: none"> ■ keeping clerical records
<ul style="list-style-type: none"> ■ consulting with the school principal to identify and resolve student issues, needs and problems 	<ul style="list-style-type: none"> ■ assisting with duties in the principal's office
<ul style="list-style-type: none"> ■ advocating for students at individual education plan meetings, student study teams and school attendance review boards, as necessary 	<ul style="list-style-type: none"> ■ coordinating schoolwide individual education plans, student study teams, response to intervention plans, MTSS and school attendance review boards
<ul style="list-style-type: none"> ■ analyzing disaggregated schoolwide and school counseling program data 	<ul style="list-style-type: none"> ■ serving as a data entry clerk

DELIVER

School counselors deliver developmentally appropriate activities and services directly to students or indirectly for students as a result of the school counselor's interaction with others.

These activities and services help students develop the ASCA Mindsets & Behaviors for Student Success and improve their achievement, attendance and discipline.



Direct Student Services

- Instruction
- Appraisal and Advisement
- Counseling

Indirect Student Services

- Consultation
- Collaboration
- Referrals

ASSESS

To achieve the best results for students, school counselors regularly assess their program to:

- determine its effectiveness
- inform improvements to their school counseling program design and delivery
- show how students are different as a result of the school counseling program

School counselors also self–assess their own mindsets and behaviors to inform their professional development and annually participate in a school counselor performance appraisal with a qualified administrator. The ASCA National Model provides the following tools to guide assessment and appraisal.

Program Assessment

- School Counseling Program Assessment
- Annual Results Reports

School Counselor Assessment and Appraisal

- ASCA School Counselor Professional Standards & Competencies Assessment
- School Counselor Performance Appraisal Template



AMERICAN
SCHOOL
COUNSELOR
ASSOCIATION

For more information about the ASCA National Model, go to
www.schoolcounselor.org/ascanationalmodel.

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Appendix B

Masters Licensure Tips

For School Counseling Candidates Interested in Licensure

Clinical Mental Health Counseling Professions

Trinity Washington University

Counseling licensure is an arduous process that requires attention to detail, fortitude, and persistence to endure the process. The following are recommendations to help candidates 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 the candidate 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 the candidate should inquire about the time period.

Appendix C

PROFESSIONAL ORGANIZATIONS IN COUNSELING

American Counseling Association (www.counseling.org)

6101 Stevenson Avenue
Alexandria, Virginia 22304-3300
Phone: 800-347-6647

American School Counselor Association (ASCA) (www.schoolcounselor.org)

1101 King Street, Suite 310
Alexandria, VA 22314
Phone: 703-683-ASCA

National Career Development Association (NCDA) (www.ncda.org)

305 N. Beech Circle
Broken Arrow, OK 74012
Phone: 866-FOR-NCDA

International Association of Marriage & Family Counselors (IAMFC) (www.iamfc.org)

6101 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 and Research in Counseling](#) (AARC)
- [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 D

CLINICAL FORMS

CLINICAL 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 VERIFICATION OF COMPLETION
FORM**

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 _____
(name of Internship Student)

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

_____/_____
Faculty Instructor's Signature

Date

_____/_____
Director of Clinical Training Signature

Date

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 Practicum/Internship 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 Client (Please Print)	_____ Client Signature
_____ Counselor-in-Training Signature	_____ Parent/Guardian Signature
_____ Site Supervisor Signature	_____ Date

EVALUATION OF PRACTICUM/INTERNSHIP SITE

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

Student: _____ Training Level: C633/646/648 Date: _____

Site: _____ Supervisor: _____

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

GENERAL CHARACTERISTICS OF SUPERVISION					
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					
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	1	2	3	4	5

professionals on-site					
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.).

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.).

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).

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.).

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

Overall star rating of site:	(Poor)	1	2	3	4	5	(Excellent)
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Name: _____ Semester: _____ COUN: 633, 646, 648, 697 (circle)

Activity Hours	Week	Week	Week	Week	Week	Week	Week	Week	Week	Week	Week	Week	Week	Week	Week	Hrs Accr d
Direct																
Assessment/intake																
Individual Counseling																
Group/Family Counseling																
Classroom Guidance/Training																
Consultation																
Other																
Subtotal Direct Hours—On-site																
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 E

Trinity Washington University Counseling Programs Student Fee List

Program Requirement	Cost
1. ACA Membership (Years 1-3) OR	\$105 (student rate) x 3 = \$315
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 OR	\$150 (per exam administration)
Praxis II (SC program)	\$120 (per exam administration)
5. Cengage Unlimited (a subscription services that gives students access to over 20,000 Cengage products)	\$179 (per year)
6. Grammarly Premium (Required for Intro to Counseling, Grammarly Premium integrates with Microsoft Office to support students in avoiding issues with plagiarism, grammar, and readability).	\$139.95x3= \$419.85
7. Professional School Counseling Certification (DC)	\$50
8. Professional School Counseling Certification (MD)	\$10
9. Professional School Counseling Certification (VA)	\$50
11. National Counselor Exam (NCE) fee	\$275
12. LGPC Application Fee (DC)	\$230
13. LGPC Application Fee (MD)	\$400 (\$200 application fee; additional \$200 once approved)
14. Supervisor approval application (VA; toward LPC)	\$0
15. LPC (VA)	\$175
Approximate Total*	\$800-\$1950

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