



# **Master of Arts in Counseling Programs**

## **CLINICAL MENTAL HEALTH COUNSELING CANDIDATE HANDBOOK**

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

# **2022-2023**

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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 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 page of your **Graduate Counseling Faculty Advisor** (i.e., Clinical Mental Health Counseling, School Counseling, or School Counseling Urban Student Specialization) **Counseling Program Resource** information (click on Moodle; scroll down on the right hand side to get access).

Clinical Mental Health Counselors are licensed and/or certified professional counselors with a minimum of a master's degree in clinical mental health counseling. Licensed Professional Counselors contribute significantly and address areas of relationships, human development along the lifespan, career, trauma and crises, education, health, community engagement, and social-emotional needs. These areas are addressed through designing, implementing, evaluating, and enhancing wellness treatment plans and strength-based interventions with their clients (i.e., children, adolescents, adults, couples, families, and groups). Employment of professional mental health counselors is projected to grow 25 percent from 2019 to 2029, about as fast as the average for all occupations (*Occupational Outlook Handbook*, U.S. Bureau of Labor, 2021). 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 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.

### **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, 4<sup>th</sup> ed., ASCA, 2019). See [www.schoolcounselor.org](http://www.schoolcounselor.org)

## **Clinical Mental Health Counseling (CMHC) Program Goals**

The goals of the Clinical Mental Health Program are to train counselors who:

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

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

### **Professional Dispositions:**

Students are expected to demonstrate in their course work, practicum and internship experiences the knowledge, skills and professional dispositions as articulated by Cochran-Smith & Lytle, (1999). Students will be evaluated on professional work characteristics by site supervisors on the practicum and internship evaluation forms. Also, faculty provides ongoing feedback to students during personal discussions and in other settings which showcase classroom projects, presentations, and professional development activities. 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**

<b>Professional Dispositions</b>	<b>General Indicators</b>
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.

## Counseling Program Requirements - Transition Points

The Counseling Program will conduct a systematic assessment intended to certify the readiness of the student to continue in the Counseling Program. The emphasis of the requirements is on the student's knowledge of the field and their demonstration of professional dispositions required in the profession. The Advancement/Transition Points process consists of four parts. Transition Point 1 is *Completion of the Introduction of Counseling course (COUN 535)*; Transition Point 2 is *Advancement to Candidacy*; Transition Point 3 is *Clinical Sequence Eligibility*, and Transition Point 4 is *Program Exit*.

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:

**Transition Point 1: Completion of the Introduction to Counseling course (COUN 535)** - Faculty who teach the course during any given semester will complete a professional disposition form on every candidate in the course. The faculty will also review the students' initial writing assignment based on the Counseling Program's writing rubric. Faculty will review the information about candidates in the course in terms of assessing professional dispositions and professional writing standards. This information will be used to determine if any course of action needs to take place, such as some type of intervention that may include but is not limited to a specified academic intervention and/or additional writing support.

**Transition Point 2: Advancement to Candidacy**- At the completion of 18 credit hours in the Trinity Counseling Program, candidates are required to submit an application for Advancement to Candidacy. In order to successfully advance, students must have:

1. A 3.0 grade point average.
2. A grade of B or better in COUN 540 Theories of Counseling and COUN 560 Techniques in Counseling.
3. Be recommended by at least two members of the full-time faculty, based on the student's professional disposition assessment.

### **Failure to meet Advancement to Candidacy**

The Counseling Program Team will review the reasons for student lack of success and will determine the most appropriate path related to a potential future in the counseling profession. The most appropriate path may include but is not limited to:

1. Completion of additional coursework and/or field experience.

2. Completion of and/or participation in personal counseling and/or dismissal or time off from the counseling program.
3. The student may be counseled to enter into another graduate program in the School of Nursing and Health Professions.

**Transition Point 3: Clinical Sequence Eligibility-** 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. The Director of Clinical Training will determine if the candidate meets the academic requirements and a conference will be held with the Counseling Program team to determine clinical sequence eligibility.

**Transition Point 4: Program Exit-** The student is to meet all graduate academic requirements:

1. 3.0 or higher cumulative GPA
2. No more than one "C" grade.
3. Successfully complete a clinical practicum field experience (100 hours) and two internship field experiences (700 clock hrs) with a B or better.
4. Successfully pass the exit examination (CPCE or Praxis II).

# 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.

### *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 to 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 for a final decision.

## **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 students can have 1 “C” on their transcripts.. Students cannot have an F in their courses.
- Submit application for graduation to Enrollment Services by the printed deadline.
- Receive financial clearance.
- Participate in a Graduation 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 Term 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 Course Withdrawal Form.
- Confer with an academic advisor to discuss how withdrawing from the course will affect academic plans. If on financial aid, talk with the Financial Aid office about the impact of withdrawing.
- Complete relevant sections of the Schedule Adjustment Form.
- Obtain the signatures of their academic advisor and the course instructor.
- Return signed form to Registration Services or the Office of the Registrar.

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

### **Late Withdrawal from a Course**

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

When a 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. The candidate must take their comprehensive examination while they are enrolled in the Practicum course.

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). All counseling candidates should confer with their academic advisors and the Director of Clinical Training 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:

Letter Grade	4-Point Scale	100-Point Scale	Letter Grade	4-Point Scale	100-Point Scale
	Equivalent	Equivalent		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." 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," 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 Director may mediate the issue for three weeks after the date on the instructor's written response to the candidate. The Program Director'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 overrule the academic judgment of the Faculty, Deans and Provost as to the academic performance of the candidate. The President may overrule 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 includes 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 CLINICAL MENTAL HEALTH COUNSELING 2016 STANDARDS**

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

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

#### **1. FOUNDATIONS**

- a. history and development of clinical mental health counseling

- b. theories and models related to clinical mental health counseling
- c. principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning
- d. neurobiological and medical foundation and etiology of addiction and co-occurring disorders
- e. psychological tests and assessments specific to clinical mental health counseling

## 2. CONTEXTUAL DIMENSIONS

- a. roles and settings of clinical mental health counselors
- b. etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders
- c. mental health service delivery modalities within the continuum of care, such as inpatient, outpatient, partial treatment and aftercare, and the mental health counseling services networks
- d. diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the *Diagnostic and Statistical Manual of Mental Disorders (DSM)* and the International Classification of Diseases (ICD)
- e. potential for substance use disorders to mimic and/or co-occur with a variety of neurological, medical, and psychological disorders
- f. impact of crisis and trauma on individuals with mental health diagnoses
- g. impact of biological and neurological mechanisms on mental health
- h. classifications, indications, and contraindications of commonly prescribed psychopharmacological medications for appropriate medical referral and consultation
- i. legislation and government policy relevant to clinical mental health counseling
- j. cultural factors relevant to clinical mental health counseling
- k. professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling
- l. legal and ethical considerations specific to clinical mental health counseling
- m. record keeping, third party reimbursement, and other practice and management issues in clinical mental health counseling

## 3. PRACTICE

- a. intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management
- b. techniques and interventions for prevention and treatment of a broad range of mental health issues
- c. strategies for interfacing with the legal system regarding court-referred clients
- d. strategies for interfacing with integrated behavioral health care professionals
- e. strategies to advocate for persons with mental health issues

## **Program of Study**

Candidates receive a **Program of Study (POS)** for the *Clinical Mental Health Counseling degree* (60 credits) 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 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 is a copy of Clinical Mental Health Counseling (CMHC) Program of Study and summary information. **Please note that in the 3<sup>rd</sup> column, the POS indicates when the course is offered: Fall, Spring, Summer, Term Classes. 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).**



**MASTER OF ARTS IN CLINICAL MENTAL HEALTH COUNSELING  
PROGRAM OF STUDY (60 CREDITS)\***

Name: \_\_\_\_\_ Student ID: \_\_\_\_\_

Start Date (i.e., semester and year): \_\_\_\_\_

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 &amp; Development Across Lifespan</i>		
COUN 535	Introduction to Counseling		
COUN 540	<i>Principles &amp; Theories of Counseling</i>		
COUN 550	<i>Multicultural Counseling</i>	Spring	
COUN 560	Techniques of Counseling <b>(Prerequisites: COUN 535 &amp; 540)</b>	Fall/Spring	
COUN 608 (formerly EDCC 600)	<i>Research in Counseling</i>		

<b>Year Two Courses (Pre-Requisites: All Year 1 courses)</b>			
COUN 544	<i>Principles &amp; Techniques of Assessment</i> <b>(Prerequisites: COUN 535, 540 &amp; 560)</b>	Fall	
COUN 547	<i>Counseling &amp; the Group Process</i> <b>(Prerequisites: COUN 535, 540 &amp; 560)</b>	Fall	
COUN 555	Counseling Children & Adolescents <b>(Prerequisites: COUN 535, 540 &amp; 560)</b>	Summer (TERM CLASS)	
COUN 561	Principles & Practices School Counseling	Summer	
COUN 570	Diagnosis & Treatment in Counseling <b>(Prerequisites: COUN 535, 540 &amp; 560)</b>	Spring	
COUN 604 or COUN 695	Expressive Arts in Counseling or <b>Bibliotherapy: Counseling &amp; Academic Interventions for Culturally &amp; Linguistically Diverse Youth</b>	<b>Winter/Summer Summer</b> (offered every summer)	
COUN 605	<i>Ethical, Legal &amp; Professional Issues</i> <b>(Prerequisites: COUN 535, 540 &amp; 560)</b>	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).

<b>Year Three Courses (Pre-Requisites: All Year 1 &amp; 2 courses)</b>		<b>Semester</b>	<b>Grade</b>
<i>COUN 538</i>	<i>Career &amp; Lifestyle Development</i>	Fall	
COUN 553	Alcohol and Substance Abuse	Spring & Fall (TERM CLASS)	
COUN 557	Introduction to Family Therapy	Summer (TERM CLASS)	
<b>Counseling Practicum &amp; Internship Field Training (Pre-Requisites: All Year 1 &amp; 2 Courses)</b>			
COUN 631	Practicum in Counseling (100 hours)		
COUN 640	Internship in Counseling I (300 hours)		
COUN 642	Internship in 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).

- Clinical Mental Health Counseling Program of Study is subject to change and under review during the 2022-2023 academic year.

(revised for academic year 2022-2023)

Counseling 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 631, 640, 642). Candidates cannot be enrolled in COUN 631, 640 or 642, unless they have an approved site that has been approved by the 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 (Clinical Mental Health Counselor Exam), during the semester when they enroll in the first clinical course (COUN 631). 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 538 Career and Lifestyle Development (if not taken in Year 2)
- COUN 631 Practicum in Counseling

**Winter Term:**

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

**Spring Term:**

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

**Summer Term:**

COUN 557 Introduction to Family Counseling

COUN 642 Internship II in 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. Also, students who follow the School Counseling Program of Study are only placed at school sites during the FALL and SPRING semesters.**

During clinical training:

- candidates will take 3 courses in the final year. Candidates begin with *COUN 631 (Practicum in Counseling)*.
- candidates will enroll in *COUN 640 Internship I in Counseling*.
- candidates will enroll in *COUN 642 Internship II in Counseling*.
- candidates will take and pass their comprehensive examination.
- candidates must be in good academic standing with the University in order to continue into practicum and internship.
- **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 registrations 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 631-640-642 courses. If a candidate does not complete all of the *direct* counseling hours and/or *total* hours required by the time they complete

COUN 642, the student will be required to enroll in COUN 697 Clinical Internship Continuation.

## Clinical Training

### Practicum and Internship

Trinity's Counseling Program offers comprehensive field training for advanced graduate candidates in the Masters of Arts in Clinical Mental Health 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 (i.e., children, adolescents, adults, families, and/or groups) 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 clinical mental health counselors, and Counseling Program policies.

### Training Methods and Learning Modules:

The field training activities that interns will be exposed to will vary in nature among schools and grade levels, however, interns are expected to be afforded the opportunity to:

1. Observe (shadow) experienced counselors as they provide *direct services* to students.
2. Practice conducting brief time-limited individual counseling sessions under supervision.
3. Lead/co-lead a group (process or psychoeducational) for clients on selected theme of interest.
4. Assess client functioning for drafting wellness treatment plans and/or strength-based approaches and that may include responsive services (support/outcome) plans.
5. Participate in staffing/consultations with collateral professionals, family members, and external agency representatives as indicated to assist in promoting wellness success and social-emotional development of clients.

### Practicum in Counseling (COUN 631)

The Practicum is the first field placement experience and is a required component of the Master of Arts in 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 clinical mental health counseling.

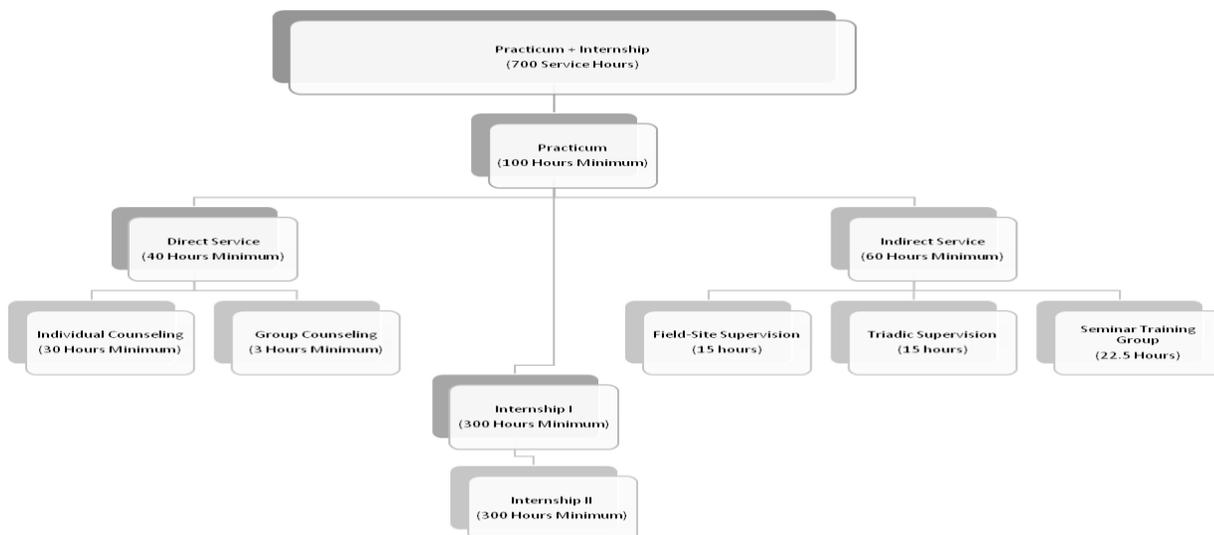
## Practicum Requirements

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).
- candidates *direct service hours* must include individual and group counseling experiences.
- 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.
- Students who follow the School Counseling Program of Study are only placed at sites during the **FALL** and **SPRING** semesters.

**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.

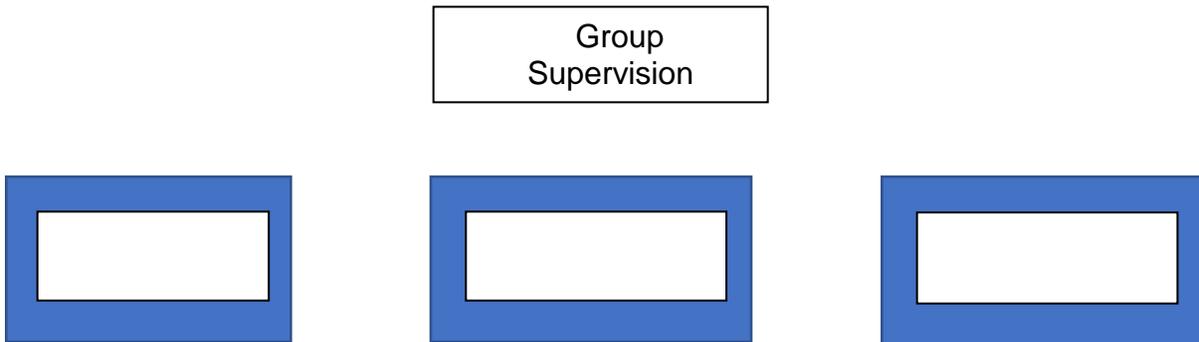
### Triadic Supervision Model

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 1<sup>st</sup> triad
- 1-hour supervision for 2<sup>nd</sup> triad
- 1-hour supervision for 3<sup>rd</sup> triad
- Total time for each student = 2.5 hours
- Total time for instructor = 4.5 hours

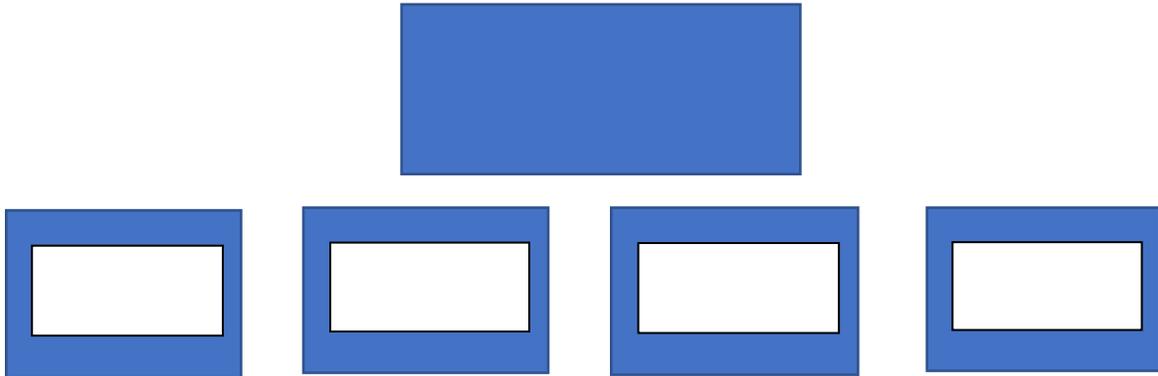
#### Weekly View



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

- 1.5 hours class time
- 1-hour supervision for 1<sup>st</sup> triad
- 1-hour supervision for 2<sup>nd</sup> triad
- 1-hour supervision for 3<sup>rd</sup> triad
- 1-hour supervision for 4<sup>th</sup> 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.

In order to be eligible for Practicum:

- 1) **The student must have successfully Advanced to Candidacy.**
- 2) **Must have a grade of B or higher in COUN 560 Techniques of Counseling and COUN 540 Principles & Theories of Counseling.**
- 3) **Must be in good academic standing with the University.**

Candidates who have earned a grade lower than "B" in COUN 560 and COUN 540 must repeat and successfully complete the course by the semester of application.

### **Practicum Application Process**

Applications for Practicum are due the semester immediately preceding candidates' Practicum semester. Candidates must complete and upload all required to their *EXXAT* profile by the

established deadline. *EXXAT* is a clinical education management system that the Counseling Program uses to store and track all data and documents related to the clinical sequence. 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.

Required Documents for Practicum Application:

- a. Ethics Policy & Student Contract
- b. Writing Sample
- c. 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 uploaded to their *EXXAT* profile 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 uploaded 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 (if required by the site) [**TB Tests can be done in the Trinity Health & Wellness Center**]
- d. Security Screening (fingerprinting 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 Counseling (COUN 631)**

Candidates who have submitted their application for Practicum with all supporting documents may register for the Practicum course (COUN 631). 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 631) 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. Students who follow the School Counseling Program of Study are only placed at sites during the FALL and SPRING semesters. 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 631, COUN 640, or COUN 642 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 clinical mental health 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 640 or COUN 642).

## Internship

The Internship provides intensive field training in the role of professional 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 640) and Internship II (COUN 642). Each phase of the Internship (I and II) is to occur over one semester, with candidates working a minimum of twenty (20) hours per week at the training site during each semester of the Internship.
- The internship experience requires a total of 600 hours. 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 640) and Internship II (COUN 642) on successful completion of Practicum and review by Counseling Program Team, and a candidate is eligible to register for Internship II (COUN 642) on successful completion of Internship I.

## **Clinical Internship Continuation (COUN 697)**

Clinical Internship Continuation provides candidates the opportunity to complete internship field training activities under the direction of the University Clinical Instructor. Candidates continuing their Internship must register for 1-3 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 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 and the clinical forms can be found in Appendix C:

- 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 631. The candidate will communicate directly with the Director of Clinical Training each semester after COUN 631 regarding continued clinical training enrollment (COUN 640, 642).

- 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) ***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.

- 9) ***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.
  
- 10) ***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.
  
- 11) ***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).

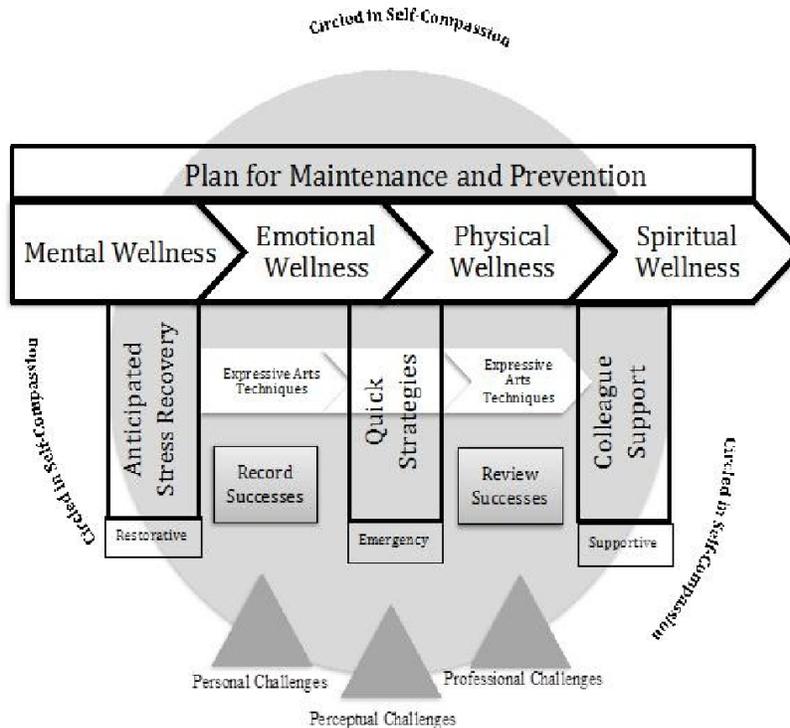


Figure 1: Model for Creative Self-Care

### 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 4<sup>th</sup> floor in Main Hall.**

Counseling Resource	Address	Phone Number
American University	4400 Massachusetts Avenue, NW Washington DC 20052	202-885-1702
CCCC Counseling (Capitol Hill Consortium for Counseling and Consultation)	650 Pennsylvania Avenue, SE 2 <sup>nd</sup> 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	<a href="http://probonocounseling.org">http://probonocounseling.org</a>	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

## The Counselor Preparation Comprehensive Exam (CPCE)

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 CPCE examination during Practicum. In registering for CPCE, 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 the exam fee. The Director of Clinical Training will send out a notice to candidates prior to (or at the start) of Practicum about registration for the CPCE.

### **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). Clinical Mental Health Counseling Candidates are required to take the CPCE Exam in their Practicum semester in which they are enrolled in COUN 631. In order to be eligible for the comprehensive exam, candidates must have completed all required foundational courses; most counseling theory and application courses, 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 EXAM: 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](https://www.cce-global.org/Assets/CPCE_Textbook_List.pdf)

CPCE Practice Test

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

### **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

## Masters Licensure Tips

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

### **Boards of Professional Counselors and Therapists**

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

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

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

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

# Appendix B

## PROFESSIONAL ORGANIZATIONS IN COUNSELING

### **American Counseling Association ([www.counseling.org](http://www.counseling.org))**

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

### **American School Counselor Association (ASCA) ([www.schoolcounselor.org](http://www.schoolcounselor.org))**

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

### **National Career Development Association (NCDA) ([www.ncda.org](http://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](http://www.iamfc.org))**

6101 Stevenson Avenue  
Alexandria, Virginia 22304-3300

### **American Association for Marriage and Family Therapists (AAMFT) ([www.aamft.org](http://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 C**

## **CLINICAL FORMS**

**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

125 MICHIGAN AVENUE, N.E. WASHINGTON, D.C. 20017-1094 202/884-9275 202/884-9566 FAX www.trinitydc.edu



## EVALUATION OF PRACTICUM/INTERNSHIP SITE

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

Student: \_\_\_\_\_ Training Level: C631/640/642 Date: \_\_\_\_\_

Site: \_\_\_\_\_ Supervisor: \_\_\_\_\_

<b>Rating Scale:</b>	<b>1 (Unsatisfactory)</b>	<b>2 (Minimally)</b>	<b>3 (Fair)</b>	<b>4 (Pretty Much)</b>	<b>5 (Very Much)</b>
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<b>GENERAL CHARACTERISTICS OF SUPERVISION</b>	
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
<b>DEVELOPMENT OF SKILLS</b>	
The supervisor:	
1. assisted me in case conceptualization	1 2 3 4 5
2. effectively helped to establish goals or objectives for counseling/intervention	1 2 3 4 5
3. assisted with translation of case specific student/client data into	1 2 3 4 5
4. concrete counseling techniques or procedures for practice	1 2 3 4 5
5. provided suggestions for the development of core counseling skills	1 2 3 4 5
6. encouraged me to try new skills	1 2 3 4 5
7. provided direct observation of students/clients (live/audio/video)	1 2 3 4 5
8. used effective aids in supervision (role-playing, recordings)	1 2 3 4 5
9. was effective in facilitating useful relationships with other professionals on-site	1 2 3 4 5
10. was sensitive to ethical and multicultural concerns or issues	1 2 3 4 5
11. provided the minimum one hour supervision per week	Yes No

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

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

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

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

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

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

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<b>Overall star rating of site:</b>	<b>(Poor)</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>(Excellent)</b>
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**Counseling Practicum/Internship**

**Semester Activity Log**

Name: \_\_\_\_\_ Semester: \_\_\_\_\_ COUN: 631, 640, 642, 697 (circle)

Activity Hours <b><u>Direct</u></b>	Week	Hrs Acc d														
Assessment/intake																
Individual Counseling																
Group/Family Counseling																
Classroom Guidance/Training																
Consultation																
Other																
<b>Subtotal Direct Hours—On-site</b>																
Activity Hours <b><u>Indirect</u></b>																
Assessment/Intake Planning																
Individual Couns. Planning																
Group/Family Couns. Planning																
Classroom Training Planning																
Other																
<b>Subtotal Indirect Hours—On-site</b>																
Supervision—On-site																
Supervision—TWU Group																
Supervision—TWU Triadic																
<b>Total Hours</b>																
<b>Supervisor Initials</b>																

Supervisor Signature (end of semester) \_\_\_\_\_ Date: \_\_\_\_\_

# Appendix D

## 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
16. Professional Counselor Portfolio (electronic-Weebly.com)	\$0
<b>Approximate Total*</b>	<b>\$800-\$1950</b>

**\*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.**