Masters of Arts in Counseling Programs

SCHOOL COUNSELING CANDIDATE HANDBOOK

Trinity Washington University
School of Education

Educating for the Possibilities: For Every Child
Candidates beginning FALL 2014

Author: Dr. Deborah Haskins, LCPC, NCGC-II
Counseling Programs

President: President Patricia McGuire

Interim Provost: Carlota Ocampo, Ph.D.
Associate Professor in Psychology, College of Arts and Sciences

Dean: Janet Stocks, Ph.D.

Associate Dean: Ms. Lynn Johnson, M.A.
NCATE Coordinator

Director: Deborah G. Haskins, Ph.D., LCPC, NCGC-II
Assistant Professor of Counseling

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

Mark Bolden, Ph.D.
Assistant Professor in Counseling
Counseling Psychologist

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

Clinical Coordinator: Sara Pula, Ph.D., LCPC, NCC

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

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

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

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

Mission of the School of Education

Educating for the Possibilities – For Every Child

Excerpts from the School of Education’s Conceptual Framework

The Conceptual Framework guides the curriculum, instruction, and assessment in the School of Education at Trinity University. It informs the School of Education’s approach to teacher, counselor, and administrator preparation.

Preamble:

The vision in the Trinity School of Education is that as educators we are also reformers. We see the possibilities in all facets of what we do as professionals (i.e. advocates, researchers, life-long learners) who educate and serve as co-constructors with our candidates entering the field. Based on Markus and Nurius’s Theory of Possible Selves (1986), we believe that it is essential that we educate our candidates about the endless possibilities for realizing the future potential of children, even though the faculty recognize the realities of the challenges our candidates will face. As reflective practitioners, faculty counter these challenges by preparing candidates to become visionaries of the possibilities….
Candidates in the School of Education will “educate for the possibilities.” They will have an integrated knowledge base and theoretical foundation that encompass an understanding of the impact of diversity on learning, growth, and development. They will embrace reflective practice and be able to educate every child by demonstrating the ability to address the educational and cultural contexts; the cognitive, emotional, physical, psychological and linguistic development; and the relevance of what is being taught for each child (Darling-Hammond & Bransford, 2005). As candidates work with students, they will continually ask and answer the following questions: For what child, for what time in a child’s life and for what purpose. (Riccio, 2001)

**Mission and vision of the institution and the unit:**
The School of Education’s mission is grounded in the mission of the university. The University’s mission is stated below:

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

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

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

**Mission of the School Counseling Programs**
Trinity’s School Counseling program is based upon the American School Counselor Association (ASCA) model (Appendix A) and prepares students to become culturally competent certified School Counselors. In addition, students 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 students are required to complete three (3) semesters of school counseling under the supervision of a certified school counselor within K-12 schools totaling seven hundred (700) hours of direct and indirect service.

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

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

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

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


Systematic Assessment of Counseling Candidates – Transition Points

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

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

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

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

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

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

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

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

October 2014
Curriculum
The Counseling Programs are structured to meet the needs of working adults. Many of our candidates are working full-time (or close to) and/or involved in multiple roles (such as spouses, partners, parents, family caregivers). We have developed a curriculum structure to meet this profile.

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

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

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

What OSSE requires

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

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

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

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

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

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

Submit your completed application to:
OSSE – Division of Elementary and Secondary Education
Educator Licensure and Accreditation
810 First Street, NE, 5th Floor / Washington, DC 20002

Questions? Please contact: educator.licensurehelp@dc.gov
Program of Study

Candidates receive a **Program of Study (POS)** for the *School Counseling degree* (48-credits), *School Counseling degree Counseling Urban Students Specialization* (60 credits), or *Counseling degree* (60 credits, Licensure Track) when they attend the first advising/registration session with the Director of the Counseling Programs or Faculty Advisor. This document is your official curriculum, which you will follow during your matriculation throughout the degree. Candidates should be acquainted with the POS, which can also be accessed online through Self-Service; each candidate is responsible for reading and following the POS in the order of sequence of Year 1 courses first, Year 2 courses next, and finally Year 3 courses. There are several courses that are only offered once a year; therefore, please pay close attention (e.g., COUN 561 Principles and Practices of School Counseling; COUN 570 Diagnosis in Counseling).

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

We want to stress that the School of Education expects all candidates to familiarize 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. We are here to support candidates, but they are expected to be active learners and graduate consumers of their respective Counseling program.

The following are copies of both Programs of Study and summary information.

**Please note that in the 3rd column, the POS indicates when the class is offered:** Fall, Spring, Summer (10 week semester, June term or July Term). Please be sure you attend to when the class is offered, especially for a class that is offered once a year (e.g., COUN 570 Diagnosis in Counseling offered during year 1).
**School Counseling 48 credit hour program**

<table>
<thead>
<tr>
<th>REQUIRED COURSES</th>
<th>Prerequisites</th>
<th>Semester Available</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDCC 601: Orientation: Tools for Graduate School</td>
<td></td>
<td>complete during 1st semester</td>
</tr>
<tr>
<td>EDCC 511: Introduction to Professional Writing</td>
<td></td>
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</tbody>
</table>

**Foundational Courses (Required in Year 1 of coursework)**

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Prerequisites</th>
<th>Semester Available</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDCC 510 Human Growth and Development</td>
<td></td>
<td>Fall/Spring/Summer (Sum Term 1/June)</td>
</tr>
<tr>
<td>COUN 535 Introduction to Counseling</td>
<td></td>
<td>Fall/Spring/Summer</td>
</tr>
<tr>
<td>EDCC 600 Research in Education</td>
<td></td>
<td>Fall/Spring/Summer (Full Sum Semester)</td>
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**Counseling Theory & Application Courses**

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Prerequisites</th>
<th>Semester Available</th>
</tr>
</thead>
<tbody>
<tr>
<td>COUN 540 Principles &amp; Theories of Counseling*</td>
<td>COUN 535 &amp; 540</td>
<td>Fall/Spring (Year 1; Semester 1)</td>
</tr>
<tr>
<td>COUN 560 Techniques of Counseling*</td>
<td></td>
<td>Fall/Spring (Year 1; Sem 2/3)</td>
</tr>
<tr>
<td>COUN 538 Career and Lifestyle Development</td>
<td></td>
<td>Fall (Year 2)</td>
</tr>
<tr>
<td>COUN 544 Principles &amp; Techniques of Assessment</td>
<td>COUN 535, 540 &amp; 560</td>
<td>Fall Only (Year 2)</td>
</tr>
<tr>
<td>COUN 547 Counseling and the Group Process*</td>
<td>COUN 535, 540 &amp; 560</td>
<td>Fall (Year 2) Required for C631</td>
</tr>
<tr>
<td>COUN 550 Multicultural Counseling</td>
<td></td>
<td>Spring/Sum (Year 1) (Full Sum Semester)</td>
</tr>
<tr>
<td>COUN 555 Counseling Children and Adolescents</td>
<td>COUN 535, 540 &amp; 560</td>
<td>Summer (Year 2) (Sum Term 2/July)</td>
</tr>
<tr>
<td>COUN 561 Principles &amp; Practices School Counseling</td>
<td></td>
<td>Summer (Year 1)</td>
</tr>
<tr>
<td>COUN 570 Diagnosis and Treatment in Counseling</td>
<td>COUN 535, 540 &amp; 560</td>
<td>Spring (Year 2) Required for C631</td>
</tr>
<tr>
<td>COUN 605 Ethical, Legal &amp; Professional Issues*</td>
<td>COUN 535, 540 &amp; 560</td>
<td>Spring (Year 2/3) Required for C631</td>
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**Counseling Practicum & Internship Field Training**

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Prerequisites</th>
<th>Semester Available</th>
</tr>
</thead>
<tbody>
<tr>
<td>COUN 633 Practicum in School Counseling* (100 Hours)</td>
<td>Core theory/ application &amp; faculty approval</td>
<td>Fall/Spring/Summer (Year 3)</td>
</tr>
<tr>
<td>Comprehensive Exam (CPCE)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>COUN 646 Internship in Counseling I* (300 Hours)</td>
<td>COUN 633</td>
<td>Fall/Spring/Summer (Year 3)</td>
</tr>
<tr>
<td>COUN 648 Internship in Counseling II* (300 Hours)</td>
<td>COUN 646</td>
<td>Fall/Spring/Summer (Year 3)</td>
</tr>
<tr>
<td>COUN 697 Clinical Continuation Internship*</td>
<td>COUN 648</td>
<td>Fall/Spring/Summer</td>
</tr>
</tbody>
</table>
## Counseling Urban Students (60 credit hour program)

### REQUIRED COURSES

<table>
<thead>
<tr>
<th>Course</th>
<th>Prerequisites</th>
<th>Semester Available</th>
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</thead>
<tbody>
<tr>
<td>EDCC 601 Orientation: Tools for Graduate School</td>
<td>complete during 1st semester</td>
<td></td>
</tr>
<tr>
<td>EDCC 511 Introduction to Professional Writing</td>
<td></td>
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### Foundational Courses (Required Year 1 Coursework)

<table>
<thead>
<tr>
<th>Course</th>
<th>Prerequisites</th>
<th>Semester Available</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDCC 510 Human Growth and Development</td>
<td></td>
<td>Fall / SPR / Sum (Sum Term 1/June)</td>
</tr>
<tr>
<td>COUN 535 Introduction to Counseling</td>
<td></td>
<td>Fall / SPR / Sum</td>
</tr>
<tr>
<td>EDCC 600 Research in Education</td>
<td></td>
<td>Fall / SPR / Sum (Full Sum Semester)</td>
</tr>
</tbody>
</table>

### Counseling Theory & Application Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Prerequisites</th>
<th>Semester Available</th>
</tr>
</thead>
<tbody>
<tr>
<td>COUN 540 Principles &amp; Theories of Counseling*</td>
<td></td>
<td>Fall / Spring (Year 1; Sem 1)</td>
</tr>
<tr>
<td>COUN 560 Techniques of Counseling*</td>
<td>COUN 535 &amp; 540</td>
<td>Fall / Spring (Year 1; Sem 2/3)</td>
</tr>
<tr>
<td>COUN 538 Career and Lifestyle Development</td>
<td></td>
<td>Fall (Year 2)</td>
</tr>
<tr>
<td>COUN 544 Principles &amp; Techniques of Assessment</td>
<td>COUN 535, 540 &amp; 560</td>
<td>FALL only (Year 2)</td>
</tr>
<tr>
<td>COUN 547 Counseling and the Group Process*</td>
<td>COUN 535, 540 &amp; 560</td>
<td>Fall (Year 2) Required for C631</td>
</tr>
<tr>
<td>COUN 550 Multicultural Counseling</td>
<td></td>
<td>SPR / Sum (Year 1) (Full Sum Semester)</td>
</tr>
<tr>
<td>COUN 555 Counseling Children and Adolescents</td>
<td>COUN 535, 540 &amp; 560</td>
<td>Summer (Year 2) (Sum Term 2/July)</td>
</tr>
<tr>
<td>COUN 561 Principles &amp; Practices School Counseling</td>
<td></td>
<td>Summer (Year 1)</td>
</tr>
<tr>
<td>COUN 570 Diagnosis and Treatment in Counseling</td>
<td>COUN 535, 540 &amp; 560</td>
<td>Spring (Year 2) Required for C631</td>
</tr>
<tr>
<td>COUN 605 Ethical, Legal &amp; Professional Issues*</td>
<td></td>
<td>Spring (Year 2/3) Required for C631</td>
</tr>
<tr>
<td>**COUN 655 Spanish Language and Culture</td>
<td>**</td>
<td>Summer</td>
</tr>
<tr>
<td>**COUN 695 Bibliotherapy &amp; Academic Interventions for Culturally &amp; Linguistically Diverse Youth</td>
<td>**</td>
<td>Summer</td>
</tr>
</tbody>
</table>

### REQUIRED COURSES

<table>
<thead>
<tr>
<th>Course</th>
<th>Prerequisites</th>
<th>Semester Available</th>
</tr>
</thead>
<tbody>
<tr>
<td>**COUN 612 Conflict Management and Resolution</td>
<td>**</td>
<td>Fall</td>
</tr>
</tbody>
</table>
**COUN 505 Psychology of Children & Youth Facing Poverty**  

**Licensure Option Includes the Following 2 Courses:** replace 6 credits with these two  

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>COUN 553 Alcohol and Substance Abuse</td>
<td></td>
<td>Spring (Year 3)</td>
</tr>
<tr>
<td>COUN 557 Introduction to Family Counseling</td>
<td></td>
<td>Summer (Year 3)</td>
</tr>
</tbody>
</table>

Counseling Practicum & Internship Field Training  

<table>
<thead>
<tr>
<th>Course</th>
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<td>COUN 633 Practicum in Counseling* (100 Hours)</td>
<td></td>
<td>Fall / Spring / Sum (Year 3)</td>
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<td>COUN 648 Internship in Counseling II* (300 Hours)</td>
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<td>Fall / Spring / Sum (Year 3)</td>
</tr>
<tr>
<td>COUN 697 Clinical Continuation Internship*</td>
<td>COUN 648</td>
<td>Fall / Spring / Sum</td>
</tr>
</tbody>
</table>

**Year 1**  

EDCC 601 – Orientation: Tools for Graduate School  

Candidates in the School of Education graduate programs are all required to take EDCC 601 Orientation: Tools for Graduate School Seminar in the first semester. This is an all-day Saturday seminar course that is mandatory for all new students. Trinity is committed to student success, and the seminar will cover essential topics. Although we do not require the GRE for admissions, the School of Education will administer a Writing Assessment after a student is admitted; this assessment is graded by the School of Education faculty. Candidates who do not meet the standards of the Writing Assessment will be required to enroll in a mandatory Introduction to Professional Writing class (EDCC 511); the course carries 3 credits and results in additional tuition. Candidates will be notified about their assessment score and, if writing instruction is recommended, will be directed to meet with their Faculty Advisor, review the Writing Assessment and scoring, and communicate an intention to register (and add the course) within the first semester since writing is essential for graduate education and the School of Education desires all candidates to do well. Candidates will be unable to register for future semesters if the recommendation is not followed.

Candidates who hold a previous master’s degree are required to attend a specific time in the seminar. This information will be communicated to you by the School of Education. This attendance ensures that the student will learn essential information about Trinity Washington University and the School of Education policies, procedures, and pertinent information.

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

EDCC 601 Orientation: Tools for Graduate School
EDCC 510 Human Growth and Development
COUN 535 Introduction to Counseling
EDCC 600 Research in Education

Research in Education is a great class which really prepares you for reading, thinking, and writing for graduate studies and the profession. But it is a very challenging course and will involve a lot of focus and consistent work. Candidates should discuss with the Advisor their aptitude in research and consider the best course combinations. We encourage candidates to plan strategically when enrolling in particular courses.

Other Year 1 courses include:

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

Summer:
COUN 561 Principles and Practices of School Counseling
(School Counseling Candidates must take during Year 1)

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

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

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

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

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

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

Candidates who do not have a site by the communicated deadline before the semester of the intended clinical training enrollment will be advised to drop the clinical-sequence class (COUN 633, 646, 648). Candidates cannot be enrolled in COUN 633, 646 or 648 unless they have an approved site that has been approved by the Clinical Coordinator and confirmed before the semester begins.

Candidates will then need to consult with the Faculty Advisor to identify a substitute course if advised to withdraw from the clinical training course. Additionally, if a candidate encounters a
Professional Disposition matter or academic issue that impacts their clinical training enrollment, the candidate may be advised to withdraw from COUN 633, 646, 648. It is important for candidates to understand that when we place you in clinical training, the partnership site expects strong interns. They do not expect to “remediate,” and the Counseling Program will not place a candidate in the field that is lacking core knowledge and counselor competencies. The School of Education may request a formal Intervention Plan (see the Academic Policies under School of Education for more details) to address any academic or Professional Dispositions that may interfere or affect a candidate’s success in the clinical training sequence and/or the profession.

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

**A typical Year 2 semester in Fall could include:**
COUN 544  Principles and Techniques of Assessment  
(Fall Only Class and must take to be eligible for Practicum)
COUN 538  Lifestyle and Career Development
COUN 547  Counseling and the Group Process

**A typical Year 2 semester in Spring could include:**  
(and is vital in order to move to Clinical Training in the next term):
COUN 570  Diagnosis in Counseling
COUN 605  Ethical, Legal, and Professional Issues

**A typical Summer semester could include:**
COUN 555  Counseling Children and Adolescents

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

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

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

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

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


Dr. Luane Oprea
Assistant Professor in Counseling
Trinity Washington University

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

Courses taken in Year 3 include:
(Note the Clinical Sequence Courses will occur depending on your matriculation/readiness to begin)

**A typical Fall semester:**
COUN 547 Group Process and Counseling (if not taken in Year 2)

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

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

**Spring Term:**
COUN 553 Alcohol and Substance Abuse
COUN 646 Internship in Counseling I

**Summer Term:**
COUN 557 Introduction to Family Counseling
COUN 648 Internship in Counseling II

*We offer enrollment in the clinical sequence Fall, Spring, and Summer. Students begin based on their eligibility. A student may be eligible to begin Practicum during the summer after the Spring Year 2. Students must stay informed about their advising plan and consult with the Faculty Advisor to ensure they are eligible for Practicum as they are approaching Year 2 Spring course enrollment.*
During clinical training, you will take 3 courses in the final year. Candidates begin with COUN 633 (Practicum in School Counseling). Next, you will enroll in COUN 646 Internship in Counseling I. Finally, you will enroll in COUN 648 Internship in Counseling II. **Candidates must earn a grade of “B” or better and demonstrate acceptable Professional Dispositions in order to advance to the next clinical training course. Dual registration in any of these courses is not permitted.** Counselor identity development is a process that occurs over time and counselor education does not believe that this training can be compressed in a semester. Note, candidates cannot register for a dual registration of COUN 646 and 648 because 646 is a prerequisite to enroll in 648. Counselor identity formation is a process and a progressive developmental journey of knowledge and skill identity. Moreover, partner sites prefer a training period to get a candidate acclimated to the school or agency and provide training development.

Candidates will learn that a *minimum* number of direct counseling hours are needed to satisfy course outcomes in COUN 633-646-648 courses. If a candidate does not complete all of the direct counseling hours and/or total hours required by the time they complete COUN 648, the student will be required to enroll in COUN 697 Clinical Internship Continuation (new name beginning 7/1/12; formerly titled Directed Research). Candidates are required to achieve the total hours in each course; however, there may be some circumstances that impact the student’s completion of some hours (for example, client referrals are low, students “no show” for appointments and the clinical trainee may be short some hours.). Candidates must communicate this information regularly with the University Instructor and site supervisor so that a plan is in place to complete hours.) However, if a student is enrolled in COUN 648 and does not have the direct counseling and total hours to complete the course, the student must register for COUN 697 to complete the clinical sequence course requirements.

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

**Clinical Training**

**Field Education**

**Practicum and Internship**

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

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

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

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

**Major training objectives** for Practicum and Internship, therefore, encompass development of:

1) Counselor *identity* cultivated in practice and study of brief counseling interviews tailored to the developmental level of the trainee.

2) *Knowledge* of behavior support and change principles for effective counseling, and understanding of counseling as an empowering human learning and growth process.

3) Applied *skills and practices* in the provision of counseling services (i.e., outcome planning, responsive individual/group counseling, consultation, collaboration, proactive prevention).

4) Dual process (and art) of *self learning* (counselor awareness) and *watching and wondering* through discourse, role-play, reflection, and journaling.

Competencies to be demonstrated by interns are based on *standards for professional counseling* developed by the Council for Accreditation of Counseling and Related Educational Programs (CACREP, Sections II & III.F, [http://www.cacrep.org/2009standards.html](http://www.cacrep.org/2009standards.html)) and the American Counseling Association ([http://www.counseling.org/](http://www.counseling.org/)). Training objectives are further designed in accordance with the fourfold mission of the School of Education’s *Conceptual Framework* which underscores the importance of:

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

**Standards Based Learning Outcomes:** Essential competencies to be demonstrated in the course of practicum and internship include the following categories of scholarship and practice:

### A. Knowledge
- The unique role and full contribution of counselors in the academic setting.
- Developmental principles/perspectives on promoting wellbeing into the fabric of school life.
- Conditions that enhance/impede critical aspects of daily living (e.g., adjustment to formal schoolings, coping with difficulties, achievement/success, relationships, communication).
- Major counseling theories, basic concepts and process strategies for helping relationships.
- Research/evidence-based factors specific to and across counseling models that promote coping and adjustment to stresses and wellness.
- Current trends in counseling; advances in classroom management (e.g., empowering/positive approach to discipline, adjusting instruction, reinforcing self-agency).
- Cultural dynamics (e.g., race, ethnicity, SES, sexual orientation, religious belief, special needs) and equity in counseling/schooling that enhance/impede student functioning.
- Current technologies to assist students/families/educators in using resources to promote informed academic, career, and personal decisions.

### B. Counseling Skills and Practices
- Ability to promote a supportive school climate; advocate for client welfare.
- Establish facilitative and ethical professional counselor-student relationships.
- Design/Implement aspects of a comprehensive program for culturally diverse students.
- Capacity to perceive student problems and conceptualize goals on basis of a guiding theory.
- Articulate an emerging, personally congruent model and philosophy of counseling.
- Assist students in movement toward goals using universal & theory-based counseling skills.
• Individualize (tailor) counseling services to age/developmental level.
• Design/Conduct counseling process and structured guidance groups (psychoeducational) drawing on observation/assessment and conceptualization of student needs.
• Gather and accurately assess client functioning from various data points.
• Design/Conduct theory-based guidance interventions (e.g., Adlerian, Cognitive-Behavioral, Person-Centered, Reality Therapy, Brief Problem Solving or Solution Focused, etc.).
• Use vocational counseling models to assess career concerns and implement action plan.
• Provide sound rationale for various student support services (e.g., conflict resolution, CI)
• Research effective strategies for addressing special student difficulties.
• Informed advisement; assist students with choices, refer students based on needs, etc.
• Knowledgeable system support (e.g., consultation, collaboration, community outreach).
• Write informative session notes, descriptive summaries, outcome plans, case reports that effectively steer student services.
• Accurately report and document, orally and in writing concerns about students.
• Conscientious case-management and record keeping.
• Adhere to ethical codes (e.g., confidentiality, informed consent, privileged communication).
• Critique counseling abilities (self & peers) in a manner that enhances skill/adjustments.
• Participate constructively in supervision and use feedback to enhance skills.
• Technological competence: Audiotaping, Word processing, Moodle (submitting reports).

C. Dispositions
• Display leadership qualities (e.g., maturity, integrity, initiative, flexibility, perspective, empathy) consistent with the role of professional counselor and reflective practitioner.
• Interact professionally and collaboratively with all.
• Receptive to feedback and learning opportunities for professional development.
• Proactive learning in the intern role; actively seeks information to enhance practice/service.
• Consults regularly with supervisors/colleagues and peers.
• Demonstrates sound judgment and decision making; realistic expectations of self and others.
• Takes personal initiative to address difficulties that interfere or impede effective self-application in the role of professional counselor-intern.

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 guidance group (process or psychoeducational) for students, educational sessions for parents/guardians, or in-service teacher training on selected theme of interest.
4. Assess student functioning for drafting 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 academic success and social-emotional development of K-12 students.
Within the framework of the comprehensive school counseling program ASCA prioritizes services to improve the overall effective delivery system of counseling services (Bowers & Hatch, 2003; Dahir, Sheldon, & Valiga, 1998). ASCA guidelines for school counselors are adopted for practicum/internship to best guide field training activities, and to contribute meaningfully to the local school program. In keeping with these standards interns, like professional counselors, are expected to spend approximately 70% of their time in direct service activities to K-12 students (ASCA 2003; Godshall, 2006). Suggested time distribution within four major service elements are as follows:

<table>
<thead>
<tr>
<th>Counseling Services</th>
<th>Description of Selected Service Modalities</th>
<th>Suggested Time Distribution</th>
</tr>
</thead>
</table>
| Guidance Curriculum       | Structured groups and/or classroom presentations to students, educational sessions for parents/guardians, in-service training to teachers, and other collaborative strategies | • 35 – 45% Elementary  
• 25 – 35% Middle/Junior  
• 15 – 25% High School |
| Individual Student Planning | Assisting students with academic, career & personal/social growth individually or in groups, and interested others through assessment, aid in problem solving, monitoring effectiveness | • 5 – 10% Elementary  
• 15 – 25% Middle/Junior  
• 25 – 35% High School |
| Responsive Services       | Individual, group counseling consultation, referral and peer facilitation                                                                             | • 30 – 40% Elementary  
• 30 – 40% Middle/Junior  
• 25 – 35% High School |
| System Support            | Planning/scheduling activities, consulting/collaborating, communicating role and mission of SCOUN program, community outreach, professional development, public relations | • 10 – 15% Elementary  
• 10 – 15% Middle/Junior  
• 15 – 20% High School |
Practicum in School Counseling (COUN 633)

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

Practicum Requirements

The Practicum requires the successful completion of a minimum of one hundred (100) clock hours of supervised training in key activities at an approved site (See below diagram). Practicum placement trainees are to complete the one hundred (100) hours in an approved setting under supervision from faculty and site supervisors. Practicum trainees typically spend six to ten (6-10) hours per week involved in direct and indirect counseling service activities and individual and group supervision. At least forty (40) of the total one hundred (100) clock hours must be accrued providing direct service (face-to-face contact). Thirty (30) of the forty (40) direct service hours must be obtained through individual counseling services, and three (3) of the direct service hours must include group counseling. At least sixty (60) of the one hundred (100) clock hours must be obtained in indirect service activities that are pertinent to the “direct service” functions. The total hours spent in the weekly on-campus Practicum class are included in the indirect services hours. Hours in Practicum must be accrued throughout the 15-week semester (or 10-week Summer Term). Trainees ordinarily earn Practicum hours at a single site. Faculty must approve requests for completion of any service hours between semesters.
Eligibility for the Practicum

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

1) Preliminary Foundation courses: EDCC 601, EDCC 510, EDCC 600, EDTE 636
2) Prerequisite Counseling & Application courses:
   a. COUN 535, COUN 540, COUN 560, COUN 538, COUN 544, COUN 547, COUN 550, COUN 570, COUN 605
   b. Minimum “B” grade required in COUN 535, COUN 540, COUN 560, COUN 547, COUN 605

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

Practicum Application Process

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

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

2) Supporting Documents (that must accompany the Practicum application)
   a. Candidate’s current resume
   b. Candidate Informed Consent
   c. Ethics Policy & Candidate Contract

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

**Supporting Documents (that must be received one week prior to the last day of the semester)**

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

**Enrollment in the Practicum in School Counseling (COUN 633)**

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

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

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

**Practicum/Internship Site Requirements**

All Practicum and Internship sites must be **pre-approved by the Clinical Coordinator**. Sites must provide the scope of the Counseling program requirements and meet the Counseling program objectives. At a minimum, approved sites must 1) provide opportunities for on-going individual and group counseling with a designated caseload of clients, 2) provide weekly individual on-site supervision by a qualified and licensed mental health professional, and 3) provide opportunities for video or audio-tape recordings of counseling sessions with the appropriate informed consent. Work at the Practicum and Internship sites begin only after the candidate enrolls in COUN 633, COUN 646, or COUN 648 and begins attending the university-based seminar training group. **If a site requires orientation prior to the intended semester, the candidate must get prior approval from the Clinical Supervisor.**
Site Supervision
The site supervisor is the individual at the field site who has primary responsibility for the supervision of the practicum trainee at the field site. The site supervisor must have 1) a minimum of a Master’s degree in counseling or a closely related field and appropriate certifications and/or license, 2) a minimum of two years of pertinent professional experience, and 3) knowledge of the program’s expectations, requirements, and evaluation procedures.

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

Extension of Clinical Training
For continuity of care or for accrual of necessary hours, candidates may request continuation at the approved training site through the university breaks (e.g., winter break/spring break). Candidates cannot continue at the training site unless the Counseling Program is aware and a Counseling Program faculty member is monitoring the experience. A candidate can only continue at a site if (1) the training schedule is determined with the site supervisor by a designated date, (2) the Weekly Schedule Extension Form is completed and submitted to the designated university supervisor by a designated date, (3) weekly reflections documenting the training experiences are sent to the designated university supervisor during the university break, and (4) the trainee commits to completing the weekly logs, having them signed by the site supervisor and submitting the logs to the university supervisor during the first day of class for the next training course (e.g., COUN 646 or COUN 648). Candidates absolutely cannot continue at a site during the break unless the foregoing process is followed. This is a quality assurance issue with ethical and legal implications.

Internship
The Internship provides intensive field training in the role of professional counselor. Candidates complete hours of approved service under supervision by a qualified mental health professional and university faculty. Emphasis is placed on reflective practice of theory-based individual and group counseling and supportive case management. Training stresses mastery of culturally responsive core counseling skills, empathic attunement, integration of theory and practice utilizing a guiding counseling model, case study, clinical decision making, self-discovery in the
counselor role, and ethical professional disposition. The Internship is composed of Internship I (COUN 646) and Internship II (COUN 648). Each phase of the Internship (I and II) is to occur over one semester, with candidates working a minimum of twenty (20) hours per week at the training site during each semester of the Internship.

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

A candidate is eligible to register for Internship I (COUN 646) on successful completion of Practicum. A candidate is eligible to register for Internship II (COUN 648) on successful completion of Internship I.
Clinical Internship Continuation (COUN 697)

Clinical Internship Continuation provides candidates the opportunity to complete internship field training activities under the direction of the University Clinical Instructor. Candidates continuing their Internship must register for 1-3 credits for each subsequent semester until all required assignments and services hours are completed. The following is the formula for registration:

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

Practicum and Internship Evaluation Process

Candidates will receive a mid-term and final evaluation by the site supervisor. This data is used to assess the candidate’s performance and to determine the candidate’s final Practicum or Internship grade. A grade for the Practicum or Internship course cannot be determined until the mid-term and final evaluations are received by the university supervisor. The candidate is required to complete the Evaluation of Practicum/Internship Site at the end of each training term.

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

1) Practicum & Internship Activity Log Compilation Form
2) Practicum/Internship Verification of Completion Form
3) Candidate Performance and Fitness Evaluation – Practicum/Internship Training Group
4) Evaluation of Practicum / Internship site

Forms

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

1) Practicum & Internship Application – completed and submitted by the candidate to the Clinical Coordinator the semester prior to the proposed Practicum semester; determines eligibility to begin Practicum. The application is only submitted to begin COUN 631. The candidate will communicate directly with the Clinical Coordinator each semester after COUN 631 regarding continued clinical training enrollment (COUN 640, 642).
2) **Candidate Informed Consent** – reviewed and signed by the candidate and submitted with the Practicum & Internship Application; outlines the rules and policies of Trinity and the Counseling Program.

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

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

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

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

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

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

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

10) **Supervisor’s Counselor Trainee Evaluation Form: Final** – completed by the site supervisor as a final assessment of the candidate’s performance at the site; must be completed and returned to the university-based supervisor/course instructor by the date designated on the course syllabus; this feedback is included in the computation of the candidate’s final grade; a grade for the course cannot be determined without this final assessment.
11) *Practicum/Internship Verification of Completion Form* – documents the completion of the specific training phase; provided by the candidate to the site supervisor and due by the date specified in the course syllabus.

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

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

The comprehensive examination (“comps”) is an exit exam required of all counseling candidates. The exam is ordinarily taken in the semester in which candidates are enrolled in Practicum in School Counseling (COUN 633). In order to be eligible for the comprehensive exam, candidates must have completed all required foundational courses; most counseling theory and application courses, except internship (COUN 646 & COUN 648); including a minimum grade of B in COUN 535, COUN 540, COUN 560, COUN 547, and COUN 605; and receive approval to sit for the exam by their advisor (see Eligibility Form). Candidates must have an overall average of B or better and be in good standing in the program.

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

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

CPCE & NCE: Similarities and Differences

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

Although both examine the same eight content areas, questions on the CPCE are based on the content that most Council for Accreditation of Counseling and Related Educational Programs
(CACREP) graduate programs include in their curricula. CPCE questions, developed by consultants to NBCC, cover a variety of topics and concepts and tend to be more detail oriented.

On the other hand, the NCE exam questions are developed by panels of national experts with less focus on CACREP content, material, and textbooks. NCE questions are more likely to be application oriented and based on practical experience.

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

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

**CPCE Pass/Fail Criteria & Retake Policy:**

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

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

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

The CPCE will be administered on the Trinity University campus during the Summer, Fall, and Spring semesters. These dates will be announced by the Department. An application and eligibility form should be completed and submitted to your advisor (by the 5th week of the semester or by instructions given from the Clinical course Instructor / Program Director) during
which you plan to take the exam. Advisor pre-approval is required. Candidates will be notified about the location of the examination several weeks in advance of the exam date.

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

A registration fee of $50.00 (Money Order/Certified Checks only--made out to CCE) should be bought to the examination. The CPCE registration fee is the responsibility of the candidates; candidates will not be permitted to take the exam without paying the registration fee before the exam begins. This fee is mailed to NBCC to cover administrative costs (including scoring) of the exam.

Preparing for the CPCE

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

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

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

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

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

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

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

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

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

Each content area measured by the CPCE exam corresponds generally, but not exclusively, to program coursework completed prior to taking the exam.
An illustration of corresponding courses and CACREP core content area:

<table>
<thead>
<tr>
<th>Eight CACREP Core</th>
<th>Related Program Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Human Growth &amp; Development</td>
<td>EDCC 510</td>
</tr>
<tr>
<td>2) Social &amp; Cultural Foundations</td>
<td>COUN 550</td>
</tr>
<tr>
<td>3) Helping Relationships</td>
<td>COUN 540, 560, 553, 555, 557, 561,</td>
</tr>
<tr>
<td></td>
<td>570, 604, 606, 633, 646, 648</td>
</tr>
<tr>
<td>4) Group Work</td>
<td>COUN 547</td>
</tr>
<tr>
<td>5) Career &amp; Lifestyle Development</td>
<td>COUN 538</td>
</tr>
<tr>
<td>6) Appraisal</td>
<td>COUN 544</td>
</tr>
<tr>
<td>7) Research &amp; Program Evaluation</td>
<td>EDCC 600</td>
</tr>
<tr>
<td>8) Professional Orientation &amp; Ethics</td>
<td>COUN 535, 605, 633, 646, 648</td>
</tr>
</tbody>
</table>

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

A sample item from each CACREP content area follows:

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

Social and Cultural Foundations
2. Cultural identity development models typically start with the___________stage.
   A. dissonance
   37mersion
   C. conformity
   D. introspective

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

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

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

Appraisal
6. A primary benefit of converting raw scores to standard scores is that it facilitates
   A. simplicity in interpretation of test results
   B. interpretation of the results relative to a normal distribution
   C. summarizing and organizing other qualitative data
   D. statistical analyses having greater quantitative accuracy
Research and Program Evaluation
7. The research design, which manipulates the independent variable and a between-conditions comparison with no random assignment of subjects to conditions is known as
   A. quasi-experimental
   B. single-subject
   C. time-series
   D. true experimental

Professional Orientation and Ethics
8. During the late 1970s and early 1980s, members of the American Personnel and Guidance Association (APGA) became aware that the words personnel and guidance did not accurately define or reflect their work. Therefore, in 1983 APGA changed its name to the:
   A. Association for Counselor Education and Supervision
   B. American Association for Counseling and Development
   C. American Mental Health Counselors Association
   D. Association of Counseling and Related Educational Professions

ANSWERS TO THE ABOVE QUESTIONS:

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

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

1. Don’t take the test lightly.

2. Ask other candidates and professors about study guides they may be familiar with or have used in the past, and set aside study time at least 2 months before the exam.

3. Raid the half-priced bookstores or you can find study guides at very low prices by searching online for used study material such as sites like [http://www.half.ebay.com](http://www.half.ebay.com/) or [www.amazon.com/books](http://www.amazon.com/books) just to name two to get you thinking.

4. Create a small study group and meet once a week. Focused and systematic peer groups work.

5. Candidates suggest not cramming too much material during any one sitting, rather approach each section (break it down) one at a time and try to devote an hour or so to each subject area up to three or four times a week.

6. Take practice exams others have tried or know about. And, whatever you do, DON’T get discouraged by early results on practice tests (hello!?), they’re intended to take you from anxious to confident-and-practiced!

7. Explore the following websites: CCE [www.cce-global.org](http://www.cce-global.org) and NBCC [http://www.nbcc.org](http://www.nbcc.org/)

8. If you know you suffer from test anxiety or need help harnessing your intellectual powers, you might want to seek out services at the Health and Wellness center on campus, [http://www.trinitydc.edu/health/](http://www.trinitydc.edu/health/) and learn some relaxation exercises.

9. Review texts from key courses such as theories, group counseling, career, human growth & development, assessment, and research. Use these and class notes as supplementary material.

10. When it comes to reviewing theories and key principles, pay attention to the language that is associated with the theorist or theory. Sometimes, if you can recognize the theorist/theory and pair him/her or the theory with the right terminology, it will help you answer the question correctly. For example, despair, anxiety, responsibility, loneliness, and freedom are words associated with Existentialism. Existentialism is associated with Rollo May, Viktor Frankl and Irvin Yalom, to name a few.

11. Memorize the distribution for a normal curve, and review basic research principles (e.g., validity, reliability, etc.).

12. Statistically speaking, the career and research sections give test takers the most trouble. You might want to spend extra time on these subjects.

13. Breathe – you’ve made it this far! Get some rest the day before the exam and arrive early for the exam to desensitize yourself to the environment and settle in emotionally.
CPCE APPLICATION AND ELIGIBILITY FORM
MASTER’S COMPREHENSIVE EXAMINATION

SCHOOL OF EDUCATION
COUNSELING PROGRAM

Section A: Identifying Information

Name: _____________________________________________ Student ID #: _______________
Advisor: __________________________________ Semester of Examination: ______________
Program Concentration: __________________________________________________________
Requesting to take the exam for the first/second/third time (circle correct one).       1        2         3

Section B: Basic Eligibility Criteria

_____ 3.0 Cumulative GPA (Enter current GPA)
_____ In good standing (check if no disposition intervention pending)

Section C: Course Requirements to Take Comprehensive Examination

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

<table>
<thead>
<tr>
<th>Required Courses</th>
<th>Semester Completed (sem / year)</th>
<th>Grade (*B min.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDCC 510</td>
<td></td>
<td>*</td>
</tr>
<tr>
<td>COUN 535</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDCC 600</td>
<td></td>
<td></td>
</tr>
<tr>
<td>COUN 540</td>
<td></td>
<td>*</td>
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<tr>
<td>COUN 560</td>
<td></td>
<td>*</td>
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<tr>
<td>COUN 538</td>
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<tr>
<td>COUN 544</td>
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<td>COUN 547</td>
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<tr>
<td>COUN 550</td>
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<td></td>
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<tr>
<td>COUN 570</td>
<td></td>
<td></td>
</tr>
<tr>
<td>COUN 605</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*minimum of B grade or better

TOTAL HRS: 33 HRS.

Signed: ___________________________ (student) Date: ________________

____________________________________ (advisor) Date: ________________

Advisor signature verifies candidate has successfully completed all course work and eligibility requirements for taking the comprehensive examination.
Student Services

The following services are available for graduate candidates. You should refer to the Trinity webpage for these services, locations of offices, and a description of the services offered to graduate students.

Student Services

- Disability Support
- Career Center
- Enrollment Services/Financial Aid
- Trinity Center for Women and Girls in Sports (Co-ed)
- Health and Wellness Center (including Mental Health Counseling)
- Library
Appendix A
ASCA MODEL

**FOUNDATION**
School counselors create comprehensive school counseling programs that focus on student outcomes, teach student competencies and are delivered with identified professional competencies.

**Program Focus:** To establish program focus, school counselors identify personal beliefs that address how all students benefit from the school counseling program. Building on these beliefs, school counselors create a vision statement defining what the future will look like in terms of student outcomes. In addition, school counselors create a mission statement aligned with their school’s mission and develop program goals defining how the vision and mission will be measured.

**Student Competencies:** Enhancing the learning process for all students, the ASCA Mindsets & Behaviors for Student Success: K-12 College- and Career-Readiness for Every Student guide the development of effective school counseling programs around three domains: academic, career and social/emotional development. School counselors also consider how other student standards important to state and district initiatives complement and inform their school counseling program.

**Professional Competencies:** The ASCA School Counselor Competencies outline the knowledge, attitudes and skills that ensure school counselors are equipped to meet the rigorous demands of the profession. The ASCA Ethical Standards for School Counselors specify the principles of ethical behavior necessary to maintain the highest standard of integrity, leadership and professionalism. They guide school counselors’ decision-making and help to standardize professional practice to protect both students and school counselors.

**MANAGEMENT**
School counselors incorporate organizational assessments and tools that are concrete, clearly delineated and reflective of the school’s needs. Assessments and tools include:

- School counselor competency and school counseling program assessments to self-evaluate areas of strength and improvement for individual skills and program activities
- Use-of-time assessment to determine the amount of time spent toward the recommended 80 percent or more of the school counselor’s time to direct and indirect services with students

- **Annual agreements** developed with and approved by administrators at the beginning of the school year addressing how the school counseling program is organized and what goals will be accomplished
- **Advisory councils** made up of students, parents, teachers, school counselors, administrators and community members to review and make recommendations about school counseling program activities and results
- **Use of data** to measure the results of the program as well as to promote systemic change within the school system so every student graduates college- and career-ready
- **Curriculum, small-group and closing-the-gap action plans** including developmental, prevention and intervention activities and services that measure the desired student competencies and the impact on achievement, behavior and attendance
<table>
<thead>
<tr>
<th>Appropriate Activities for School Counselors</th>
<th>Inappropriate Activities for School Counselors</th>
</tr>
</thead>
<tbody>
<tr>
<td>individual student academic program planning</td>
<td>coordinating paperwork and data entry of all new students</td>
</tr>
<tr>
<td>interpreting cognitive, aptitude and achievement tests</td>
<td>coordinating cognitive, aptitude and achievement testing programs</td>
</tr>
<tr>
<td>providing counseling to students who are tardy or absent</td>
<td>signing excuses for students who are tardy or absent</td>
</tr>
<tr>
<td>providing counseling to students who have disciplinary problems</td>
<td>performing disciplinary actions or assigning discipline consequences</td>
</tr>
<tr>
<td>providing counseling to students as to appropriate school dress</td>
<td>sending students home who are not appropriately dressed</td>
</tr>
<tr>
<td>collaborating with teachers to present school counseling core curriculum lessons</td>
<td>teaching classes when teachers are absent</td>
</tr>
<tr>
<td>analyzing grade-point averages in relationship to achievement</td>
<td>computing grade-point averages</td>
</tr>
<tr>
<td>interpreting student records</td>
<td>maintaining student records</td>
</tr>
<tr>
<td>providing teachers with suggestions for effective classroom management</td>
<td>supervising classrooms or common areas</td>
</tr>
<tr>
<td>ensuring student records are maintained as per state and federal regulations</td>
<td>keeping clerical records</td>
</tr>
<tr>
<td>helping the school principal identify and resolve student issues, needs and problems</td>
<td>assisting with duties in the principal’s office</td>
</tr>
<tr>
<td>providing individual and small-group counseling services to students</td>
<td>providing therapy or long-term counseling in schools to address psychological disorders</td>
</tr>
<tr>
<td>advocating for students at individual education plan meetings, student study teams and school attendance review boards</td>
<td>coordinating schoolwide individual education plans, student study teams and school attendance review boards</td>
</tr>
<tr>
<td>analyzing disaggregated data</td>
<td>serving as a data entry clerk</td>
</tr>
</tbody>
</table>

**Annual and weekly calendars** to keep students, parents, teachers and administrators informed and to encourage active participation in the school counseling program

**Direct Student Services**

Direct services are in-person interactions between school counselors and students and include the following:

- **School counseling core curriculum**: This curriculum consists of structured lessons designed to help students attain the desired competencies and to provide all students with the knowledge, attitudes and skills appropriate for their developmental level. The school counseling core curriculum is delivered

**DELIVERY**

School counselors provide services to students, parents, school staff and the community in the following areas:
throughout the school's overall curriculum and is systematically presented by school counselors in collaboration with other professional educators in K-12 classroom and group activities.

- **Individual student planning:** School counselors coordinate ongoing systemic activities designed to assist students in establishing personal goals and developing future plans.

- **Responsive services:** Responsive services are activities designed to meet students' immediate needs and concerns. Responsive services may include counseling in individual or small-group settings or crisis response.

**Indirect Student Services**
Indirect services are provided on behalf of students as a result of the school counselors' interactions with others including referrals for additional assistance, consultation and collaboration with parents, teachers, other educators and community organizations.

**ACCOUNTABILITY**

To demonstrate the effectiveness of the school counseling program in measurable terms, school counselors analyze school and school counseling program data to determine how students are different as a result of the school counseling program. School counselors use data to show the impact of the school counseling program on student achievement, attendance and behavior and analyze school counseling program assessments to guide future action and improve future results for all students. The performance of the school counselor is evaluated on basic standards of practice expected of school counselors implementing a comprehensive school counseling program.

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**ORDERING INFORMATION**

"The ASCA National Model: A Framework for School Counseling Programs (third edition)" is $34.95 for ASCA members or $44.95 for nonmembers. Bulk pricing of $29.95 is available for 10 copies or more. Order no. 289325.

**Four easy ways to order:**

Online: [www.schoolcounselor.org](http://www.schoolcounselor.org)
Phone: (800) 401-2404
Fax: (703) 661-1501
Mail: ASCA Publications,
      P.O. Box 960, Herndon, VA 20172
Appendix B
TIPS FOR SCHOOL COUNSELORS

1. Place self care as your primary responsibility
2. Arrange an internship in the county where you wish to work
3. Make connections with an administrator or resource counselor in the school district where you wish to work
4. Obtain a membership in several professional organizations including ACA and ASCA
5. Attend a workshop on creating your resume and build a flawless one for your job applications without grammatical errors
6. Purchase 3 or 4 essential tools for the job including books on useful interventions
7. Do self reflections often and have pep talks with your peers
8. Familiarize yourself with community resources such as the YMCA Family Services and Child and Adolescent Mental Health Programs
9. Conduct research on current interventions that are used for counseling students at risk such as cyberbullying, suicide prevention, academic failure, and school drop-out
10. Develop plans for group work with children and adolescents surrounding the areas of grief, self-esteem, and academic support like combating test anxiety
11. Be open to learn new ways of working with students even if you think that your way is the best way
12. Get ready to spend several months creating students' schedules and doing tedious work that is geared to meet their academic needs
13. Take every course in the Counseling Program seriously

✓ Work with your supervisor to master the skills of writing functional behavioral assessments and comprehensive behavioral intervention plans
✓ Expose yourself to the development of IEP and 504 Plans during your internship

Nuggets
- Volunteer to work with children
- Publish a letter to an editor of a mental health journal
- Be confident
- Get to know your professors

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

Masters Licensure Tips

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

Counseling licensure is an arduous process that requires attention to detail, fortitude, and persistence to endure the process. The following are recommendations to help you during the process:

**Boards of Professional Counselors and Therapists**

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

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

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

For example, in Maryland, the Board has typically met on the 3rd Friday of the month, and all of the credentialing applications are distributed at this time. The Board then works on the credentialing between Board meetings. A typical time period is 4-6 weeks. However, the clock “begins counting” from the time when the Board meets since the work is distributed at the Board meetings). Again, the information would not necessarily be apparent, but you should inquire about the time period. (Note: Dr. Haskins served on the Board of Professional Counselors and Therapists in Maryland for 8 years, 2002-2010).
Suggestions to smooth the way:

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

- **Attach course descriptions for every course being reviewed as part of your degree or post-degree** (if you took additional licensure courses after the degree). The key is that you should attach a copy of evidence regarding course content. Providing course information assists licensure boards to verify what the course is since the professional counselor law requires specific educational requirements and the credentialing process must verify that the applicant took the state mandated course.

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

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

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

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

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

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

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

- American Counseling Association (www.counseling.org)
  5999 Stevenson Avenue
  Alexandria, Virginia 22304-3300
  Phone: 800-347-6647

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

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

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

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

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

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