The Department of Counseling and Human Development

Master’s Degree Programs

Clinical Mental Health Counseling
Rehabilitation Counseling
School Counseling

Student Handbook

September 2014

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Washington, DC 20052
cnsl@gwu.edu
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**Introduction**

This Handbook is provided to all prospective students interested in the master's degree programs in Clinical Mental Health Counseling, Rehabilitation Counseling, and School Counseling in the Department of Counseling and Human Development at The George Washington University. Its intention is to make available program information, including descriptions of various program options and requirements, supplemental to The George Washington University Bulletin. In addition, the Graduate School of Education and Human Development (GSEHD) Handbook contains information, policies, and procedures which apply to students in the Counseling Programs.

**Statement of Philosophy**

The counseling faculty at The George Washington University affirms its commitment to counseling as an effective, viable means of assisting individuals through normal development and in coping effectively with personal and social problems. The goal of the counseling program is to prepare highly knowledgeable and skilled professional practitioners to work in a variety of settings—school, colleges and universities, and community and rehabilitation agencies. The practice of counseling is based on theory and research information, an understanding of ethical practices, and a set of professional and interpersonal skills. Concurrent and ongoing exposure to conceptual frameworks and informed practice is the basic curriculum model employed. It is recognized that an interaction of those two components is essential.

Professional counselors need to be prepared to work in collaboration with other helping professionals, paraprofessionals, personnel, and a variety of self-help groups. Counseling students are encouraged to make maximum use of existing community resources in assisting those whom they serve.

In addition, the counselor, regardless of his/her theoretical stance, functions as a change agent. Effective and positive change is brought about by assisting clients to examine and modify their behavior for more effective living and by assisting clients to cope with, adjust to, or otherwise negotiate the environments affecting their psychosocial well-being.

The counseling faculty, while representing a range of views, is in agreement that individual beliefs, theoretical patterns, and clinical/counseling skills must be fostered in graduate counseling students. Faculty members represent an array of models and information that they make available to students to help them clarify their own philosophical, theoretical, and practical positions.

An open atmosphere is recognized as necessary to allow students to fully explore professional issues. Closely related to this atmosphere is a viewpoint emphasizing self-awareness and personal value clarification regarding such issues as the nature of humanity and the meaning of life.

An interdisciplinary approach is espoused to counselors. All the behavioral and social sciences are considered as important to the understanding of the complexity of human behavior. Thus the counseling faculty presents information and methodology from a range of disciplines.

The faculty are in agreement that the emphasis of the program must be respectful of the uniqueness of the individual. There must be caution to avoid molding people into the status quo. Typical stereotypes can lead to expectations that can detract from individual growth. Personal strengths must be brought into focus.

The faculty encourages applications from a wide variety of personal, social, ethnic, cultural, and educational backgrounds. It recognizes the need to prepare professional counselors, supervisors, administrators, and such to serve a diversified and varied population of clients.
Mission Statement

The mission of the GWU graduate programs in Counseling is to excel in providing the preparation of professional practitioners, researchers/scholars, and leaders in professional counseling and human development for diverse populations in varied educational and human service settings across the life-span; to encourage and conduct research and scholarship to build the body of knowledge in counseling and human development; and to provide and encourage professional and community service and leadership for the welfare of individuals, society, and the counseling and human development profession.

The faculty, students, and staff of the graduate programs in Counseling are guided by their commitment to (1) the primacy of the client’s dignity and welfare, (2) multicultural understanding and development, (3) respect for human diversity and human rights, (4) ethical and social responsibilities, (5) excellence in teaching, scholarship, and clinical supervision, (6) individualized advising, mentoring, and supervision, (7) service for the betterment of society and our various communities, and (8) leadership and service to the counseling profession.

Program Objectives

Competencies expected of all graduates of the master’s degree program in Counseling, regardless of sub-specialization, as outlined and supported by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) and the Council on Rehabilitation Education (CORE) are as follows. Students will:

1. Identify and describe all aspects of professional functioning including history and philosophy, roles, organizational structures, ethics, standards, credentials, legislation, and public policy, including advocating on behalf of the profession and its clientele, client choice, and empowerment.
2. Evaluate and apply a personal and professional understanding of trans-cultural relationships, issues and trends in a multicultural and diverse society, gender and sexual identity issues, ethnicity, and disability, including attitudes, values, ethical, moral, spiritual, and legal considerations.
3. Describe and apply a knowledge that provides an understanding of the nature and needs of individuals at various developmental levels, from both a stage and context approach.
4. Synthesize and implement an understanding of career development and related life factors, including theories, assessment practices, and computer assisted resources.
5. Evaluate and apply counseling and consultation processes, including theoretical foundations and the appropriate interviewing skills.
6. Describe and apply an understanding of group purpose, development, dynamics, counseling theories, group counseling methods and skills, and other group work approaches.
7. Describe and understand the role of family, family theories, family support, interventions, and legal/ethical issues impacting work with families.
8. Analyze and evaluate knowledge of individual and group assessment and evaluation approaches.
9. Compare, evaluate, and synthesize an understanding of research methodology, technology, statistical analysis, needs assessment, and program evaluation.
Accreditation

The George Washington University graduate counseling programs are fully accredited by the appropriate counseling bodies. The MA programs in School and Clinical Mental Health Counseling and the doctoral program in Counseling are accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP), which is the nationally recognized agency for the accreditation of graduate programs in counseling.

The master’s program in Rehabilitation Counseling is accredited by the Council on Rehabilitation Education (CORE). The master’s program in School Counseling is also accredited by the National Council for the Accreditation of Teacher Education (NCATE) and formally approved by the District of Columbia.

Council for Accreditation of Counseling and Related Educational Programs (CACREP)
1001 North Fairfax Street, Suite 510
Alexandria, VA 22314
(703) 535-5990
www.cacrep.org

Council on Rehabilitation Education (CORE)
1699 E. Woodfield Road, Suite 300
Schaumburg, IL 60173
(847) 944-1345
www.core-rehab.org

National Council for the Accreditation of Teacher Education (NCATE)
2010 Massachusetts Ave NW, Suite 500
Washington, DC 20036
(202) 466-7469
www.ncate.org
Counselor Certification

One of the advantages of accreditation of graduate counseling programs is that it permits students and graduates to apply for professional certification upon completion of their programs.

With CACREP accreditation, students enrolled in the Clinical Mental Health Counseling program and the School Counseling program are eligible to sit for the National Board for Certified Counselors (NBCC) National Counselor Examination (NCE) upon completion of their program or during the last semester of their program. Students enrolled in the Rehabilitation Counseling program who complete HDEV 6108 and CNSL 6157 are eligible to sit for the NCE upon completion of their program or during the last semester of their program. Counselors who are certified by NBCC carry the initials NCC after their name to designate their status as a National Certified Counselor.

Students in the School Counseling program are eligible for certification in DC and many states whose boards of education recognize NCATE approved programs once their coursework is completed.

Students who complete the master’s CORE accredited Rehabilitation Counseling program are eligible, as early as when 75% of their program is completed, to apply for and take the examination to become a Certified Rehabilitation Counselor (CRC) through the Commission on Rehabilitation Counselor certification.

Both the CRC and the NCE exams are given twice a year in October and April. It is the students’ responsibility to register for and take these exams if applicable. Usually it is necessary to register several months prior to the examination date. Information about the NCE and the CRC are available through the Counseling Department’s Graduate Assistant.

National Board for Certified Counselors, Inc.
3 Terrace Way, Suite D
Greensboro, NC  27403-3660
(336) 547-0607
www.nbcc.org

Commission on Rehabilitation Counselor Certification
300 N. Martingale Road, Suite 460
Schaumburg, Illinois 60713
847-944-1325
www.crccertification.com
**Ethical Standards**

The Graduate Programs in Counseling adhere to the Ethical Standards of the American Counseling Association. Faculty and students are expected to follow the ethical standards at all times, which are available at www.counseling.org.

Students in the rehabilitation counselor education program operate in accordance with the ethical guidelines established by its accrediting body, the Council on Rehabilitation Education, available at www.core-rehab.org.

Students in the school counselor education program operate in accordance with the ethical guidelines established by its accrediting body, the American School Counselor Association (ASCA), available at www.schoolcounselor.org.
Master of Arts Degree

Clinical Mental Health Counseling

The program in Clinical Mental Health Counseling is a 60 credit-hour program designed to prepare students to function as professional counselors in a variety of human service settings, both public and private, such as social services agencies, employment centers, mental health agencies, community counseling agencies, substance abuse programs, and employee assistance programs.

Mission Statement:
The Clinical Mental Health Counseling program is dedicated to the preparation of knowledgeable and ethical counseling professionals for employment in a variety of health and human services settings. We endorse an integrated approach to counseling research and practice. We contribute to human development, adjustment, and change by encouraging our diverse faculty and student body to engage in reflective practice, innovative inquiry, and responsible social action.

<table>
<thead>
<tr>
<th>Required Courses</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CNSL 6151 Professional &amp; Ethical Orientation to Counseling</td>
<td>3</td>
</tr>
<tr>
<td>CNSL 6153 Counseling Interview Skills</td>
<td>3</td>
</tr>
<tr>
<td>CNSL 6154 Theories &amp; Techniques of Counseling</td>
<td>3</td>
</tr>
<tr>
<td>CNSL 6155 Career Counseling</td>
<td>3</td>
</tr>
<tr>
<td>CNSL 6157 Individual Assessment in Counseling</td>
<td>3</td>
</tr>
<tr>
<td>CNSL 6159 Psychosocial Adaptation</td>
<td>3</td>
</tr>
<tr>
<td>CNSL 6161 Group Counseling</td>
<td>3</td>
</tr>
<tr>
<td>CNSL 6361 Social &amp; Cultural Dimensions of Counseling</td>
<td>3</td>
</tr>
<tr>
<td>CNSL 6169 Substance Abuse Counseling</td>
<td>3</td>
</tr>
<tr>
<td>CNSL 6171 Family Counseling</td>
<td>3</td>
</tr>
<tr>
<td>CNSL 6173 Diagnosis &amp; Treatment</td>
<td>3</td>
</tr>
<tr>
<td>CNSL 6174 Trauma &amp; Crisis</td>
<td>3</td>
</tr>
<tr>
<td>CNSL 6268 Foundations of Clinical Mental Health Counseling</td>
<td>3</td>
</tr>
<tr>
<td>HDEV 6108 Lifespan Human Development</td>
<td>3</td>
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<tr>
<td>HDEV 6109 Child Development</td>
<td>3</td>
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<td>OR</td>
<td></td>
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<tr>
<td>HDEV 6110 Adolescent Development</td>
<td>3</td>
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<td>OR</td>
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<tr>
<td>HDEV 8244 Adult Development</td>
<td>3</td>
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<tr>
<td>EDUC 6114 Introduction to Quantitative Research</td>
<td>3</td>
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<td>OR</td>
<td></td>
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<tr>
<td>EDUC 6116 Introduction to Educational Statistics</td>
<td>3</td>
</tr>
<tr>
<td>CNSL 6186 Advanced Internship (Clin. Men. Health Emphasis)</td>
<td>3</td>
</tr>
<tr>
<td>Electives appropriate to one's emphasis</td>
<td>6</td>
</tr>
<tr>
<td>Total</td>
<td>60</td>
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</tbody>
</table>
Master of Arts Degree

Rehabilitation Counseling

The master of arts degree in Rehabilitation Counseling is a 48 credit-hour program designed to prepare individuals to work with people with physical, mental, or social disabilities. Each student is required to complete the courses listed below as part of the core Counseling curriculum.

Mission Statement:
The Rehabilitation Counseling program philosophy is to help prepare professionals to empower persons with disabilities to help themselves. The Rehabilitation Counseling program emphasizes the philosophical foundations of rehabilitation; organizational structure of public, not-for-profit and private vocational settings; individual, group and family counseling theories; behavior and personality theory; human development; multicultural counseling; attitudinal and environmental barriers for the people with disabilities; rehabilitation services; case management; medical and psychosocial aspects of disability; job development and placement; and ethical standards for rehabilitation counselors.

<table>
<thead>
<tr>
<th>Required Courses</th>
<th>Credit Hours</th>
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</thead>
<tbody>
<tr>
<td>CNSL 6151 Professional &amp; Ethical Orientation to Counseling</td>
<td>3</td>
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<tr>
<td>CNSL 6153 Counseling Interview Skills</td>
<td>3</td>
</tr>
<tr>
<td>CNSL 6154 Theories &amp; Techniques of Counseling</td>
<td>3</td>
</tr>
<tr>
<td>CNSL 6155 Career Counseling</td>
<td>3</td>
</tr>
<tr>
<td>CNSL 6161 Group Counseling</td>
<td>3</td>
</tr>
<tr>
<td>CNSL 6163 Social &amp; Cultural Dimensions of Counseling</td>
<td>3</td>
</tr>
<tr>
<td>CNSL 6376 Foundations of Rehabilitation &amp; Case Management</td>
<td>3</td>
</tr>
<tr>
<td>CNSL 6378 Disability Management &amp; Psychosocial Rehabilitation</td>
<td>3</td>
</tr>
<tr>
<td>CNSL 6380 Job Placement &amp; Supported Employment</td>
<td>3</td>
</tr>
<tr>
<td>CNSL 6381 Medical &amp; Psychosocial Aspects of Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>CNSL 6185 Practicum/Internship (Rehabilitation Focus)</td>
<td>3</td>
</tr>
<tr>
<td>CNSL 6186 Advanced Internship (Rehabilitation Focus)</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 6114 Introduction to Quantitative Research</td>
<td>3</td>
</tr>
<tr>
<td>OR</td>
<td></td>
</tr>
<tr>
<td>EDUC 6116 Introduction to Educational Statistics</td>
<td>3</td>
</tr>
<tr>
<td>SPED 6230 Vocational Assessment of Individuals with Disability</td>
<td>3</td>
</tr>
<tr>
<td>(cross-listed as CNSL 6230)</td>
<td></td>
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<tr>
<td>OR</td>
<td></td>
</tr>
<tr>
<td>CNSL 6157 Individual Assessment in Counseling</td>
<td>3</td>
</tr>
<tr>
<td>Electives appropriate to one's emphasis</td>
<td>6</td>
</tr>
<tr>
<td>Total</td>
<td>48</td>
</tr>
</tbody>
</table>

*For Rehabilitation Counseling program students interested in taking the NCE, CNSL 6157 would be taken instead of SPED 6230/CNSL 6230, and HDEV 6108 would be taken as an elective.

Electives: Students have a variety of courses to choose from in determining electives. Among the choices are individual assessment in counseling, diagnosis and treatment planning in counseling, counseling older persons, cross-cultural human development, substance abuse counseling, foundations of employee assistance programs, family counseling, human sexuality, special education courses and psychology courses, brain injury, psychopharmacology, rehabilitation counseling, rehabilitation technology, and independent study.
Master of Arts Degree

School Counseling

The program in School Counseling prepares students for certification to work in elementary and secondary schools. It is a 48 credit-hour program. Each student is required to complete the courses listed below as part of the core Counseling curriculum.

Mission Statement:
The School Counseling program is dedicated to the preparation of knowledgeable and ethical counseling professionals for employment as school counselors in public and private schools and related educational settings for diverse populations. We endorse an approach that integrates school counseling with other school services. Our program contributes to learning, human development, adjustment, and change by encouraging our diverse faculty and student body to engage in reflective practice, innovative inquiry, and responsible social action.

Required Courses

<table>
<thead>
<tr>
<th>Required Courses</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CNSL 6151 Professional &amp; Ethical Orientation to Counseling</td>
<td>3</td>
</tr>
<tr>
<td>CNSL 6153 Counseling Interview Skills</td>
<td>3</td>
</tr>
<tr>
<td>CNSL 6154 Theories &amp; Techniques of Counseling</td>
<td>3</td>
</tr>
<tr>
<td>CNSL 6155 Career Counseling</td>
<td>3</td>
</tr>
<tr>
<td>CNSL 6157 Individual Assessment in Counseling</td>
<td>3</td>
</tr>
<tr>
<td>CNSL 6159 Psychosocial Adaptation</td>
<td>3</td>
</tr>
<tr>
<td>CNSL 6161 Group Counseling</td>
<td>3</td>
</tr>
<tr>
<td>CNSL 6163 Social &amp; Cultural Dimensions of Counseling</td>
<td>3</td>
</tr>
<tr>
<td>CNSL 6185 Practicum/Internship (School Site Placement)</td>
<td>3</td>
</tr>
<tr>
<td>CNSL 6186 Practicum/Internship (School Site Placement)</td>
<td>3</td>
</tr>
<tr>
<td>CNSL 6466 Foundations of School Counseling</td>
<td>3</td>
</tr>
<tr>
<td>HDEV 6108 Lifespan Human Development</td>
<td>3</td>
</tr>
<tr>
<td>HDEV 6109 Child Development*</td>
<td>3</td>
</tr>
<tr>
<td>OR</td>
<td></td>
</tr>
<tr>
<td>HDEV 6110 Adolescent Development</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 6114 Introduction to Quantitative Research</td>
<td>3</td>
</tr>
<tr>
<td>OR</td>
<td></td>
</tr>
<tr>
<td>EDUC 6116 Introduction to Educational Statistics</td>
<td>3</td>
</tr>
<tr>
<td>Electives appropriate to one's emphasis</td>
<td>6</td>
</tr>
<tr>
<td>Total</td>
<td>48</td>
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</tbody>
</table>

*CNSL 6109 and CNSL 6110 are a combined course for student enrolled at the Alexandria Campus

Electives: Students have a variety of courses to choose from in determining electives. Among the choices are diagnosis and treatment planning, counseling older persons, art therapy, cross-cultural human development, counseling substance abusers, children and loss, foundations of employee assistance programs, family counseling, human sexuality, special education courses, psychology courses, existential counseling, and psychopharmacology for counselors.

Students who have no previous experience or academic work in elementary or secondary education may be required to select electives to meet deficiencies. Previous teaching experience is not required for admission to the GWU Counseling program. However, a few states may require teaching experience as a pre-requisite to full certification as a
school counselor.

**Master of Arts Degree**

**School Counseling, Cohort Model**

The School Counseling program at the Alexandria Graduate Education Center (AGEC) prepares students for certification to work in elementary and secondary schools. It is a cohort model, a 48 credit-hour program that meets two evenings a week (M-W or, alternating years, T-R). Applicants are required to have three years’ work experience.

**Mission Statement:**
The School Counseling program is dedicated to the preparation of knowledgeable and ethical counseling professionals for employment as school counselors in public and private schools and related educational settings for diverse populations. We endorse an approach that integrates school counseling with other school services. Our program contributes to learning, human development, adjustment, and change by encouraging our diverse faculty and student body to engage in reflective practice, innovative inquiry, and responsible social action.

<table>
<thead>
<tr>
<th>Required Courses</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>CNSL 6151  Professional &amp; Ethical Orientation to Counseling</td>
<td>3</td>
</tr>
<tr>
<td>CNSL 6153  Counseling Interview Skills</td>
<td>3</td>
</tr>
<tr>
<td>CNSL 6154  Theories &amp; Techniques of Counseling</td>
<td>3</td>
</tr>
<tr>
<td>CNSL 6155  Career Counseling</td>
<td>3</td>
</tr>
<tr>
<td>CNSL 6157  Individual Assessment in Counseling</td>
<td>3</td>
</tr>
<tr>
<td>CNSL 6159  Psychosocial Adaptation</td>
<td>3</td>
</tr>
<tr>
<td>CNSL 6161  Group Counseling</td>
<td>3</td>
</tr>
<tr>
<td>CNSL 6163  Social &amp; Cultural Dimensions of Counseling</td>
<td>3</td>
</tr>
<tr>
<td>CNSL 6185  Internship in Counseling (School Site Placement)</td>
<td>3</td>
</tr>
<tr>
<td>CNSL 6186  Advanced Internship in Counseling (School Site Placement)</td>
<td>3</td>
</tr>
<tr>
<td>CNSL 6466  Foundations &amp; Practicum in Counseling (School Site Placement)</td>
<td>3</td>
</tr>
<tr>
<td>HDEV 6109 &amp; 6110  Child &amp; Adolescent Development</td>
<td>6</td>
</tr>
<tr>
<td>EDUC 6114  Introduction to Quantitative Research</td>
<td>3</td>
</tr>
<tr>
<td>OR</td>
<td></td>
</tr>
<tr>
<td>EDUC 6116  Introduction to Educational Statistics</td>
<td>3</td>
</tr>
<tr>
<td>Electives appropriate to one's emphasis</td>
<td>9</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>48</strong></td>
</tr>
</tbody>
</table>

**Electives:** Students work with the Program Director to determine electives that best serve the needs of the professional school counselor. Recent offerings have included, but are not limited to, diagnosis and treatment planning, using art and play techniques, children and loss, counseling families, special education courses, advanced career.

**60 Credit Hour Option:** Students interested in obtaining a 60 credit hour diploma meet with the Program Director.

**Admissions** is on a rolling basis.
### Revised Course Sequence

**School Counseling Master’s Program**

**GWU Alexandria Cohort**

Total Credits = 48

<table>
<thead>
<tr>
<th>Year 1</th>
<th>SUMMER</th>
<th>FALL</th>
<th>SPRING</th>
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<tbody>
<tr>
<td></td>
<td>7 Weeks</td>
<td>7 Weeks</td>
<td>7 Weeks</td>
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<tr>
<td></td>
<td>CNSL 6151 Professional and Ethical Orientation to Counseling</td>
<td>HDEV 6109 &amp; HDEV 6110 Child &amp; Adolescent Development</td>
<td>CNSL 6157 Individual Assessment in Counseling</td>
</tr>
<tr>
<td></td>
<td>7 weeks</td>
<td>14 Weeks</td>
<td>14 Weeks</td>
</tr>
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<td></td>
<td>CNSL6153 Counseling Interview Skills</td>
<td>CNSL 6154 Theories and Techniques of Counseling</td>
<td>CNSL 6166 Foundations of School Counseling K-12/Practicum (100 hours)</td>
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<table>
<thead>
<tr>
<th>Year 2</th>
<th>SUMMER</th>
<th>FALL</th>
<th>SPRING</th>
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<tbody>
<tr>
<td></td>
<td>7 Weeks</td>
<td>7 Weeks</td>
<td>7 Weeks</td>
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<tr>
<td></td>
<td>CNSL 6161 Group Counseling</td>
<td>Elective</td>
<td>CNSL 6159 Psychosocial Adjustment</td>
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<tr>
<td></td>
<td>7 weeks</td>
<td>14 Weeks</td>
<td>14 Weeks</td>
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<tr>
<td></td>
<td>CNSL 6155 Career Counseling</td>
<td>CNSL 6185 Internship in Counseling (~250 hours School Site) (~50 hours CCSC)</td>
<td>CNSL 6186 Advanced Internship in Counseling (~250 hours School Site) (~50 hours CCSC)</td>
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### Sample Clinical Mental Health Counseling Program Plans

#### Option 1

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course Title &amp; Number</th>
<th>Course Title &amp; Number</th>
<th>Course Title &amp; Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>Professional &amp; Ethical Orientation to Counseling (CNSL 6151)*</td>
<td>Counseling Interview Skills (CNSL 6153)*</td>
<td>Theories &amp; Techniques of Counseling (CNSL 6154)*</td>
</tr>
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<td></td>
<td>Counseling Interview Skills (CNSL 6153)*</td>
<td>Theories &amp; Techniques of Counseling (CNSL 6154)*</td>
<td>Substance Abuse Counseling (CNSL 6169)</td>
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<tr>
<td></td>
<td>Elective</td>
<td>Elective</td>
<td>Elective</td>
</tr>
<tr>
<td>Spring</td>
<td>Career Counseling (CNSL 6155)*</td>
<td>Individual Assessment in Counseling (CNSL 6157)*</td>
<td>Counseling Interview Skills (CNSL 6153)*</td>
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<td>Group Counseling (CNSL 6161)</td>
<td>Social &amp; Cultural Dimensions of Counseling (CNSL 6163)</td>
<td>Career Counseling (CNSL 6155)*</td>
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<td>Foundations of Clinical Mental Health Counseling (CNSL 6268)*</td>
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*Pre-requisites for Internship (6185/6186)*

Department of Counseling and Human Development
The George Washington University
# Sample School Counseling Program Plans - Main Campus

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*Pre-requisites for Internship (6185/6186)*
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*Pre-requisites for Internship (6185/6186)*
Admission Procedures

The Graduate School of Education and Human Development seeks applicants with strong academic potential and bases admission decisions on evaluation of all the material submitted in support of the application. The School requires official transcripts of all previous undergraduate and graduate work and acceptable test scores on either the Graduate Record Examination (GRE) or the Miller Analogies Test (MAT).

The deadline for admissions applications are:

- Summer: February 1st
- Fall: March 1st
- Spring: September 1st

NOTE: The deadline for applicants to receive consideration for financial assistance is January 15th.

Interviews with the graduate faculty in Counseling will be extended to merit-based applicants for further evaluation for admission. At this time, the applicant has the opportunity to share goals, experience, and any other supporting documentation before the final decision on admission is made. In considering candidates for the graduate program, faculty, in accord with the CACREP and CORE standards, examine the following characteristics of each applicant:

- potential success in forming effective interpersonal relationships in individual and small group contexts;
- aptitude for graduate-level study;
- vocational goals and objectives, and their relevance to the program mission;
- openness to self-examination, and personal development, and professional self-development.

Admission Requirements

1) Bachelor's degree from an accredited institution with an undergraduate GPA of 2.75 or above on a 4.00 scale and a test score at or above the 50th percentile on the GRE or MAT. (Provisional admission is available for applicants with slightly lower GPA or test scores.)
2) At least 15 semester hours of undergraduate or graduate credit in one or more of the behavioral sciences.
3) A maximum of 12 credits is allowed to be transferred into a student's program. A maximum of 9 credits is allowed to be transferred to the School Counseling Program at the Alexandria Center.

Advising

An advisor is assigned at the time of admission to one of the MA programs in counseling. Each semester, candidates for the MA degrees should see their advisors at the time of registration for coursework. The advisor will assist with the course selection decisions regarding electives and any other concerns of the MA candidate. An orientation about practicum and internship will take place in the Foundations classes and is provided by the CCSC director.

Advising Statement

Students are responsible for meeting with their advisor regularly to ensure that they enroll in and complete the course needed as prerequisites for advanced course work and to complete the program as scheduled. Because not every course is offered each semester, and because some fill up and become closed some semesters, advanced planning is required for students wishing to complete the program in two years. While many advising questions can be handled via email or phone, students should initiate an in-person meeting with their advisor as often as needed.
Transfer Credit

A minimum of 30 credit-hours must be completed in the Graduate School of Education and Human Development as a master’s candidate. Students may petition to have up to 12 credit hours from another accredited institution or taken at GW in non-degree status credited toward their degree. At the Alexandria Graduate Education Center up to 9 credit hours may be transferred. To petition, students must consult with their academic advisor.

GW does not allow “transfers” from one graduate program to another. Any student wishing to enroll in a program other than the one to which he or she was admitted must formally apply for admission to the program of interest. This should only be done after careful consideration and in close consultation with the student’s academic advisor.

Students who enter the Rehabilitation Counseling Program with an undergraduate background in rehabilitation services can complete this program with a minimum of 42 credit hours instead of 48 credit hours. The rationale is that these students take rehabilitation counseling graduate courses open to undergraduate students in a CORE accredited graduate program in Rehabilitation Counseling, so these courses meet the Council on Rehabilitation Education (CORE) accreditation requirements.

The procedures for granting this 6 credit-hour waiver are: 1. Students must have graduated with a BA degree from GW; 2. Students must document that they have taken and completed successfully two graduate-level courses in a CORE accredited graduate Rehabilitation Counseling program as undergraduate students; 3. Once they have applied and been admitted into the graduate Rehabilitation Counseling Program, their advisor must approve the two courses that apply towards this waiver.

Practicum and Internship Requirements

The practicum and internship experiences are a vital part of the counseling programs at GW. They offer the opportunity to put theory into practice and serve as a catalyst for personal and professional growth needed for entry into the counseling profession. There are several prerequisites for being able to begin Practicum and Internship that include (but are not limited to): satisfactory completion of prerequisite coursework, demonstration of basic counseling skills (via a recorded counseling role play*), and a satisfactory evaluation by the faculty biannual review. All interns must provide proof of professional liability insurance coverage before entering practicum and internship.

All candidates in the MA program are required to complete at least 700-clock-hours of practicum/internship. On average, this will be 20-28 hours per week of work. This includes a field site placement under the supervision of an experienced and properly degreed helping professional. All field supervisors must have a master’s degree in counseling or the equivalent.

In addition to on-site experiences, interns must spend approximately four hours per week at the GW Community Counseling Services Center (CCSC) and two hours per week in an on-campus group supervision seminar. Interns must have enough flexibility as well as sufficient availability to schedule counseling sessions in CCSC. This may require students who are working full- or part-time to make arrangements for time off from work to meet with clients in CCSC. Students who do not log the required time and counseling sessions in CCSC will receive a grade of Incomplete until this requirement is met. To achieve this, students may be required to enroll in and complete additional sections of practicum/internship. Because of the demanding nature of practicum/internship, students are strongly cautioned against full-time employment during practicum/internship.

Students should begin early preparation for internship by obtaining and reading the Practicum and Internship Handbook available in the Department Office, Room 314.

*Students elect to submit their final video from their Counseling Interview Skills (CNSL 6153) course, but the skills evaluated for this requirement include more than just those covered in Counseling Interview Skills. A passing final video for CNSL 6153 may not necessarily be satisfactory for the purpose of enrolling in Practicum Internship. Students may have to do additional skill improvement in order to enroll in Practicum/Internship.
Clinical Mental Health Counseling Services Center: Philosophy and Purpose

The Community Counseling Services Center (CCSC) is the clinical adjunct to classroom teaching, a necessary component in the professional preparation of counselors. The CCSC offers students the opportunity for experiential learning and supervision with video recordings in class; role-playing; video recording of individual, family, and group counseling sessions with community clients; and, for the doctoral students, taped supervision sessions with master’s students. A career resource library and files of appropriate testing materials are available for use by students with community clients and in the classroom. A computer and software library is available for students to use either with clients in testing or for individual practice and experience.

The purpose of the supervised counseling in the CCSC is to provide direct faculty supervision of the interns using videotaped sessions. The CCSC serves as an experiential complement to theoretical classroom teaching in the professional preparation of counselors. Its objectives are:

1. To provide an opportunity for students to implement counseling skills under the close supervision of faculty and peers.
2. To provide faculty with the opportunities for observing counselors in training/practice in order to give students feedback, monitor student progress, and substantiate mastery of the students’ basic counseling skills.
3. To provide the community with a resource in the form of moderate cost counseling services.

Clients are recruited and selected with the training needs of students in mind. Clients are informed, in a phone intake interview performed by the CCSC Director, that counseling sessions will be video/audio taped for counselor education purposes. Confidentiality and informed consent are adhered to within the Ethical Guidelines of the American Counseling Association.

Detailed information on the CCSC experience is available from the CCSC Director, Dr. Monica Megivern, (202) 994-8645 or mmmeg@gwu.edu.

Financial Assistance

A variety of financial aid resources are available to students, some of which are loans, research assistantships, teaching fellowships, and resident assistantships. In order to receive consideration for possible financial assistance, applications must be received NO LATER THAN JANUARY 15th. For further information contact:

The Office of Fellowships and Graduate Student Support
Rice Hall 602
2121 I St, N.W.
Washington, D.C. 20052
(202) 994-6822
www.gradfell@gwu.edu

The School’s graduate programs are designed so that students may continue in their professional employment, often on a full-time basis. Most courses are taught in the late afternoon and evening. Therefore, many students continue to support themselves and pay tuition while working full-time and pursuing a graduate degree on a part-time basis. During the internship, however, students must have sufficient time available for all field-site and CCSC requirements.

Note: When awarded to GW, rehabilitation counseling students may apply for federal scholarships that cover tuition and stipend, under a five-year grant from the Rehabilitation Services Administration, U.S. Department of Education.
Policies and Procedures for Formal Endorsement of Graduating Students for Professional Credentials

The George Washington University counseling faculty supports and encourages its graduates to become active professionals in the counseling field. Faculty endorsement for students is given:

1) on the basis of evidence of demonstrated proficiency, as judged by the counseling faculty’s evaluation of student’s performance in program courses and practicums and/or internship, specifically in the vocational and/or credentialing area for which endorsement is sought;

2) after the candidate has completed a substantial portion of the program, necessarily including supervised practicum and/or internship experiences during the program at The George Washington University;

3) for the professional credential for which the candidate has been prepared, necessarily including appropriate coursework and practicum and/or internship placement(s);

4) by full-time members of The George Washington University’s Counseling faculty who are familiar with the student who is requesting endorsement. A faculty endorsement is given by way of a letter or other situation-specific form at the request of the student who is requesting endorsement.
Graduate Programs in Counseling
The George Washington University

Procedures for Faculty Review of Counseling Students
Regarding Academic, Professional, and Personal Suitability for Professional Counseling

(Revised January 1998)

Counseling faculty twice yearly, and at other times as needed, conduct an executive (confidential) review of all counseling students to discuss and identify any student who may be exhibiting academic, professional, or personal behavior that seriously calls into question his or her suitability for being a professional counselor. If a faculty member so identifies such a student, then faculty as a group fully discuss the matter in executive session. If this discussion provides sufficient evidence, based on faculty observations, that there is serious reason for pursuing the matter, the student’s advisor is charged with discussing identified concerns with the student. If warranted, the advisor, in discussion with the student, may recommend and achieve the student’s agreement to appropriate constructively corrective action to help the student address identified concerns. The advisor reports these recommendations to the department chair and discusses them in executive session with the Counseling faculty. The faculty, in cooperation with the student’s faculty advisor, continue to monitor the matter in executive sessions to ascertain if remedial action has been satisfactory to successfully address identified concerns or if additional action, including a recommendation for the student to transfer to another program, is called for. A key element of the process is on-going confidential communication between the advisor and student and among the advisor and the department chair, the dean, the counseling program director, and/or the counseling faculty as necessary.

These procedures complement all University, School, Department, and Program statements of philosophy, policies, and procedures regarding students’ rights and responsibilities, including respect for diversity as well as individual uniqueness, which fully apply in the implementation of the review described above.
**Counseling Faculty**

**Scott Beveridge, PhD, LCPC, CRC, CDMS.** Assistant Professor of Counseling  
**Research and Professional Interests:** Disability and employment; Vocational rehabilitation outcomes; Job development and job placement; Web-based instruction, learning, and training; Distance education.  
**Teaching Areas:** Foundations of Rehabilitation Counseling; Disability Case Management; Career Counseling; Job Placement and Supported Employment; Forensic Rehabilitation Counseling; Theories and Techniques of Counseling  
**Theoretical Orientation:** Cognitive-Behavioral Therapy, Client-Centered  
**Recent Work:**  

**Sara Cho Kim, PhD.** Assistant Professor of Counseling  
**Research and Professional interests:** Multicultural counseling; Health disparities; Parental bonding; Cultural identity development in children  
**Teaching Areas:** Social and Cultural Dimensions of Counseling; Counseling Skills; Internship/Practicum; Career Counseling  
**Theoretical Orientation:** Integrative, Humanistic/Client-Centered, and Cognitive Behavioral Therapy  
**Recent Work:**  
Rebecca Dedmond, PhD. Assistant Professor of Counseling; Director of School Counseling Program, Alexandria Campus

Research and Professional Interests: Transition initiative: Middle level through high school and further education or training

Teaching Areas: Internship; Foundations of School Counseling; Interview Skills

Theoretical Orientation: Reality Therapy

Recent Work:
Wilson, W., Dedmond, R., & Pritchard, C.J. (2013). What will career services be like 100 years from now? Career Developments, 29(1), 20-21.


Dedmond, R. & Wintemeyer, L. (2013, July). Building effective guidance and advisement systems for middle grades, high school and technology centers. Southern Regional Education Board Staff Development Conference, Charlotte, NC.


Jorge Garcia, RhD, CRC, LPC. Professor of Counseling; Coordinator, Rehabilitation Counseling program

Research and Professional Interests: Ethical dilemma resolution models in counseling and multicultural counseling, particularly multicultural competence

Teaching Areas: Social and Cultural Dimensions of Counseling; Ethics in Counseling

Theoretical Orientation: Cognitive-Behavior Therapy

Recent Work:


Kenneth C. Hergenrather, PhD, CRC. Professor of Counseling; Chair, Department of Counseling and Human Development

Research and Professional Interests: Community-based Participatory Research, program evaluation; behavioral theory; persons living with HIV/AIDS (PLWHA), social determinants of health

Teaching Areas: Disability Case Management; Counseling Skills; Research Methods

Theoretical Orientation: Theory of Planned Behavior; Trans-theoretical Model, Hope theory

Recent Work:


**Carol H. Hoare**, EdD, RN. Professor of Human Development and Human Organizational Learning

*Research and Professional Interests*: Adult development; Erikson; Psychosocial identity development; Identity and culture; The role of Erikson's theory in human development; The intersection of adult development and learning

*Teaching Areas*: Adult Development; Adult Learning; Psychosocial Adjustment; Work, Identity and Adult Development; Human Sexuality; Lifespan Human Development

*Theoretical Orientation*: Holistic; Psychoanalytic

*Recent Work:*


**Richard P. Lanthier**, PhD. Associate Professor of Human Development; PhD Program Coordinator

*Research and Professional Interests*: Family relationships; Personality processes; Siblings; Parenting; Social relationships; Academic success

*Teaching Areas*: Adolescence; Attachment Theory and Research; Child Development; Lifespan Human Development

*Theoretical Orientation*: Attachment Theory; Social Cognitive Theory

*Recent Work:*


Sylvia A. Marotta-Walters, PhD, ABPP Lic: MD, DC; LPC - DC. Professor of Counseling; Coordinator, Clinical Mental Health Counseling program
Research and Professional Interests: Trauma; Trauma treatment and resilience
Teaching Areas: Advanced Research Seminar; Family Counseling; Internship
Theoretical Orientation: Development in context; Integrative systems
Recent Work:

Maureen McGuire-Kuletz, EdD, CRC. Associate Professor of Counseling; Director, Center for Rehabilitation Counseling Research and Education (CRCRE): Director, Mid-Atlantic Technical Assistance and Continuing Education center (TACE); Director, online graduate Rehabilitation Counseling program; Director, online Job Development and Job Placement graduate certificate program
Research interest: Professional ethics; Ethics; Distance learning; Disability policy and continuing education
Teaching Areas: Foundations of Rehabilitation Counseling; Job Development and Job Placement for Persons with Disabilities; Rehabilitation Counseling Internship
Theoretical Orientation: Eclectic approach using several approaches best for the resolution of problems
Recent Work:
Monograph No. 36). Washington, DC: The George Washington University, Center for Rehabilitation Counseling Research and Education.


**Monica Megivern, EdD, NCC, LPC.** Clinical Associate Professor of Counseling; Director, Community Counseling Services Center

**Research Interests:** Counseling outcome studies; Clinical supervision; Stepfamily adjustment

**Teaching Areas:** Advanced Theory in Clinical Supervision; Family Counseling; Theories and Techniques in Counseling

**Recent Work:**


**Sam Steen, PhD.** Associate Professor of Counseling; Coordinator, School Counseling Program

**Research and Professional Interests:** To develop a culturally relevant Group Counseling Model for Professional School Counselors

**Teaching Areas:** School Counseling; Group Counseling; Internship

**Theoretical Orientation:** Strengths based/growth orientation

**Recent Work:**


APPENDIX A:

Frequently Asked Questions:

1. Is a background in Psychology necessary for this degree?
No, but prospective students without coursework in psychology are strongly encouraged to consider taking a psychology or closely related course and/or obtain volunteer or work experience in a human services or mental health-related setting.

2. Are applicants interviewed by the faculty?
Yes, if they are finalists. Applicants selected as finalists for admission are required to complete an interview with program faculty. In most cases this will occur in person at GWU on one of a few possible prearranged dates. Finalists will be interviewed in small groups, with different faculty during either a morning or afternoon session. Finalists will also have the opportunity at that time to meet and talk with current counseling students as well.

3. Can I transfer in credits from another program?
In some cases, students who have successfully completed coursework equivalent to that required for the program may petition to have it included toward the completion of their GWU degree after they have already enrolled in the program. This coursework, however, must be graduate level, been completed at a CACREP or CORE accredited program, and cannot exceed 12 credit hours of work. Admitted students may contact their advisor to initiate this process.

4. Will I be able to become licensed with this degree?
In most cases, yes. However, counselor licensure is overseen by State governments. That means each State has its own requirements for counselor licensure. To determine whether this program will enable you to be licensed in the State in which you plan to practice, go to the American Counseling Association’s webpage (www.counseling.org) and review their listing of States’ licensure requirements.

5. Is financial aid available?
In some cases, yes. While GW does offer some scholarships (either partial or full), they are only available on a very limited basis, based on merit. Students interested in non-GW scholarships must pursue those themselves; however, the Graduate School of Education and Human Development’s Office of Admissions may have some helpful information as well. Additionally, some GW students elect to pursue full-time employment with the university, since this may include a partial tuition benefit. Students interested in GW employment are responsible for pursuing this themselves and should begin with the University’s Human Resources web-page. Finally, occasionally GW faculty members have paid part- or full-time research assistantships available, some of which may also have tuition benefits. These positions only become available intermittently, however interested students should let their advisor know of their availability for these in case one becomes available.

6. Can students work full-time and complete this program in two years?
Not usually. In some cases, some students are able to pursue full-time employment while taking three courses a semester in their first year of the program. In fact, most of our courses are offered in the evenings to allow students who work during the day to attend. However, most students find that they are unable to work more than part-time once they begin Practicum/Internship because of the intensive time commitment required (25-30 hours per week) for these courses.
7. How do I find a Practicum/Internship field placement site and why do I have to work in the CCSC in addition?

Students should begin thinking about the type of Practicum/Internship placement they will pursue once they begin the program. A field placement site is an important decision and one that should be given a lot of careful consideration. Students will want to begin by considering the range of options as they complete their initial coursework. By talking with class instructors, advanced counseling students, and their advisor, students begin to identify their training interests. Next, students should investigate possible sites by researching these carefully. Important factors to consider are:

- Has the site ever provided practicum/internship training to a student before?
- What type/quality/amount of supervision would they be able to offer?
- Is there a licensed mental health professional available to oversee your work?
- Would the setting provide a broad range of experiences to maximize your marketable skills?
- Does the quality of services offered clients ensure you would be trained in high quality methods?

Finally, an Orientation to Practicum/Internship is given during the Foundations Courses to ensure that students have all the information needed to make final arrangements for their field placement.

In addition to their field placement, GW counseling students are also required to complete approximately 120 hours of their Internship training in the Community Counseling Services Center, a full-service counseling center serving the Metropolitan DC community. All counseling services here are digitally recorded and carefully supervised to ensure students have all of the required skills to become a competent counselor. By combining a field-based experience and an on-campus experience, our students develop comprehensive, high quality counseling skills.

8. Can I do a paid internship, or can I use my job for an internship?

While students are not prohibited from doing a paid internship, these opportunities are not common. Students sometimes ask to have their job count as their internship, but in most cases this will not be possible. Because the purpose of practicum/internship is to offer students a learning experience, the requirements for practicum/internship are that the activities performed need to be separate and distinct from their regular employment. This means that their duties for practicum/internship would need to be different from the duties of their job and would need to be performed outside of their regularly scheduled work period.

9. How many non-degree courses can I take at GW?

Students are allowed to enroll in courses (except for some advanced courses) for one semester at GW as a non-degree student. After that, they must be admitted to a degree or certificate program in order to continue taking courses. Once enrolled in a degree program, students may only petition to have 12 credits taken in non-degree status applied toward their degree.

10. What is the “Clinical Skills Requirement?”

In addition to the academic requirements for each counseling course, GW counseling students are required to demonstrate a standard level of proficiency in counseling skills throughout their training. This means, students are evaluated by faculty each semester to ensure they have attained the counseling skill levels needed in order to advance to the next phase of training. For example, all students are required to submit a recorded role-play of their counseling skills for evaluation before being allowed to enroll in Practicum/Internship. This role-play must involve skills learned from among several of the introductory courses and is evaluated according to a standard set of criteria. In addition, it is not uncommon for students to be required to complete additional sections of courses in order to be able to achieve the level of counseling skill required for the course.
11. Are there opportunities for students to work on research?
Yes, although, most of these opportunities are unpaid. Most Counseling faculty members have on-going research projects with opportunities for students to work on. These experiences are a great way for students to learn about research, to evaluate whether or not they would like to pursue more, and to improve their competitiveness for advanced graduate study. Interested students should review faculty research areas and contact directly those faculty members whose research areas are of interest.

12. What is Chi Sigma Iota (CSI)?
Chi Sigma Iota (CSI), is the National Honor Society for counseling students. The GW chapter is one of the oldest and most active and is a great way for students to get to know other students and alumni of their program, as well as participate in a wide range of extra-curricular professional development experiences. Membership information is available in the Counseling Department Office (Room 314).
APPENDIX B:

Counseling and Life Transitions
Graduate Certificate Program
Department of Counseling and Human Development

The Program
The GSEHD counseling faculty affirms its commitment to counseling as an effective, viable means of assisting individuals through normal development and in coping effectively with personal and social problems. National trends illustrate that in the fast-paced world of constant change, the mental health field needs to improve the quality of services it provides to adults, children and communities who are facing these challenges.

Program Goals
Created for professionals in counseling, education, healthcare, human development and related fields the graduate certificate in Counseling and Life Transitions provides the knowledge and skills to effectively, skillfully, and compassionately counsel those facing difficult life or career transitions. Students pursue a personalized program of study, developed in consultation with faculty and designed to meet their individual interests and professional needs. Working professionals can easily complete the 12 credit-hour curriculum over two semesters (one year).

Accreditation
The George Washington University's graduate counseling programs are fully accredited by the appropriate counseling bodies. The MA programs in school and community counseling and the doctoral program in counseling are accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). CACREP is the nationally recognized agency for the accreditation of graduate programs in counseling. The Council on Rehabilitation Education (CORE) accredits the program in rehabilitation counseling. The MA program in school counseling is accredited by the National Council for the Accreditation of Teacher Education (NCATE) and formally approved in the District of Columbia.

Program Faculty
Dr. Kenneth C. Hergenrather
Professor and Chair
Graduate School of Education and Human Development
2134 G Street NW, Suite 314
Washington, D.C. 20052
202.994.1334
Email: hergenkc@gwu.edu

Applications and Admissions
The admission requirements include the following:

- Completed application form
- Graduate degree from an accredited institution
- A minimum undergraduate GPA of 2.7 and a minimum graduate GPA of 3.0
- Official transcripts from all institutions attended
- Two professional references, 1-2 page statement of purpose, and resume

To receive a GW Graduate Application, contact the GSEHD Office of Admissions: http://gsehd.gwu.edu/admissions. Fall and Spring admission is available on GW’s Foggy Bottom Campus, Washington, D.C.

Admission Deadline(s):
Fall: February 1
Spring: September 1

Rolling admissions for the School Counseling Program at Alexandria.
CNSL 6100 Special Topics meet for four consecutive days in July.

Students have the flexibility to choose from the four areas of specialization within the Counseling and Life Transitions Graduate Certificate Program. Courses within the areas of specialization include:

Grief, Loss and Life Transitions: This set of courses equips students with the skills, theory, and knowledge to effectively, and compassionately counsel the chronically ill, their caregivers, bereaved loved ones, and others who are facing difficult losses. This specialization is idea for counselors, social workers, clergy, public health and other professionals who work with those facing loss and life transitions.

- HDEV 6108- Lifespan and Human Development
- CNSL 6170- Grief and Loss
- CNSL 6100- Special Topics Summer Institute (Grief and Loss focus)
- One elective
Career and Workforce Development: The current economic climate challenges us to provide workers with access to high-level career development resources, mental health counseling and dedicated career counseling. Now, more than ever, individuals, organizations, businesses, government agencies and educational institutions need well-trained career practitioners to assist with life and career transitions, planning for life-long learning skill acquisition and career management. This specialization prepares practitioners to assist students, workers, employers, and retirees to navigate the challenges that are inherent in an ever-changing, global workplace.
  - HDEV 6108- Lifespan and Human Development
  - CNSL 6155- Career Counseling
  - HDEV 8253- Work, Identity and Adult Development
  - One elective

Counseling Culturally and Linguistically Diverse Populations: This specialization aims to expand counselors, teachers, and other professionals' understanding of culture and linguistic diversity within the workplace, schools, and community settings, and in the process, enhance their understanding of their own psychological identity.
  - HDEV 6108- Lifespan and Human Development
  - CNSL 6163- Social and Cultural Dimensions of Counseling
  - CNSL 6154- Theories and Techniques of Counseling
  - One elective

Human Development: This specialization addresses course content requirements for counseling licensure. Many master’s level counseling programs are 48 credits, and 60 credits are needed for licensure in most states, therefore this program would enable a counselor to meet this credentialing requirement based on the requirements of the state granting the license. A student, with the help of his/her advisor, will create a program plan from the following course options:
  - CNSL 6169- Substance Abuse
  - CNSL 6171- Family Counseling
  - CNSL 6173- Diagnosis and Treatment Planning
  - One elective

Elective Courses:
Elective courses should be selected in collaboration with faculty advisor from the following (other courses may also be considered):
  - CNSL 6179- Children and Loss
  - CNSL 6175- Living and Dying: A Counseling Perspective
  - CNSL 6100- Special Topics Summer Institute (Career Development Focus)
  - CNSL 6151- Professional and Ethical Orientation to Counseling
  - CNSL 6154- Theories and Techniques in Counseling
  - CNSL 6153- Counseling Interview Skills
  - CNSL 6174- Trauma and Crisis
  - HDEV 6109- Child Development
  - HDEV 6110- Adolescent Development
  - HDEV 6701- Adult Learning
APPENDIX C:

Job Development and Job Placement
Graduate Certificate Program
Department of Counseling and Human Development
Rehabilitation Counseling Program

The Program
The Job Development Job Placement (JDJP) Certificate Program is an educational on-campus training program designed for state, Federal, non-profit, and community-based rehabilitation professionals to enhance their ability to assess and place consumers with disabilities into employment environments. This 12-credit hour certificate program includes 4 courses that equip students with the knowledge base and skills they will need to improve job placement outcomes for consumers and further the student's professional career in the rehabilitation services field.

Benefits of Enrollment
JDJP students have unique opportunities within this on-campus program. Students complete a 100-hour practicum to gain immediate access to the field and are paired with a professional mentor for professional development and educational support.

Program of Study
Students will maintain a GPA of 3.0 or higher and complete the following 4-course sequence within 3 semesters:

- CNSL 6130 Vocational Assessment: Individuals with Disabilities-3hrs
- CNSL 6163 Social and Cultural Dimensions of Counseling-3hrs
- CNSL 6376 Foundations of Rehabilitation Counseling and Case Management-3hrs
- CNSL 6380 Job Placement and Supported Employment-3hrs.

Total Program Credit Hours: 12hrs

Course Descriptions

Vocational Assessment of Individuals with Disabilities (CNSL 6130): This course represents skills to provide an overview of relative concepts, issues, and trends in vocational rehabilitation (VR) appraisal. This is an online course available through the GW’s Blackboard network.

Social and Cultural Dimensions of Counseling (CNSL 6163): This course provides students with knowledge and skills related to multicultural counseling, providing services to individuals with disabilities who are from culturally and linguistically underrepresented groups, multicultural assessment instruments, and self-cultural awareness.

Foundations and Rehabilitation Counseling and Case Management (CNSL 6376): This course provides students with the history, philosophy, basic principles, legislation, roles, and services of the public VR, and the role of the VR counselor. Students are required to complete a 100-hour field-placement practicum in a public VR agency providing JDJP services.

Job Placement and Supported Employment (CNSL 6380): This course provides students with job development and job placement methods and techniques, with an emphasis on labor market information, supported employment and independent living, in order to understand and implement the vocational planning and placement process.

Accreditation

Program Faculty
Scott Beveridge, Ph.D.- Director, Forensic Rehabilitation Counseling Program. Assistant professor of counseling Certified disability management specialist.
Jorge Garcia, Rh.D.- Professor of counseling and program coordinator of rehabilitation counseling program. Certified rehabilitation counselor; DC licensed professional counselor.
Kenneth C. Hergenrather, Ph.D.- Department Chair and associate professor of Counseling. Director of the Rehabilitation program. Certified rehabilitation counselor.
Maureen McGuire-Kuletz, Ed.D.- Associate research professor of counseling, TACE director. Certified
rehabilitation counselor. Virginia certified rehabilitation practitioner.

Applications and Admissions
The admissions requirements include the following:
• Two letters of recommendation
• Official transcripts from all institutions attended
• A copy of your resume
• A 1-2 page Statement of Purpose
• An interview will be conducted for qualified applicants

For more entailed information, please visit the GSEHD website: http://gsehd.gwu.

Contact Information
The Job Development and Job Placement Certificate Program is also offered as an online distance education program. Please contact Dr. Maureen McGuire-Kuletz for additional information and questions regarding the application process for the online program.

Dr. Maureen McGuire-Kuletz, Ed.D.
Center for Rehabilitation Counseling Research and Education (CRCRE)
2600 Virginia Ave., NW, Suite 214
Washington, DC 20052
Ph: 202.973.1558
Email: mkuletz@gwu.edu
APPENDIX D:

The George Washington University
Graduate School of Education & Human Development Department of Counseling and Human Development

STUDENT STATEMENT OF INFORMED CONSENT

I agree to abide by the rules and policies of the George Washington (GW) University, the Graduate School of Education and Human Development (GSEHD), the Department of Counseling and Human Development (CHD), in the CHD Student Handbook, the CHD Counseling Practicum/Internship Handbook, and the GW Graduate Bulletin.

To successfully complete a program in any field of Counseling within the Graduate School of Education & Human Development, I will be expected to demonstrate academic competence, counseling skills, and personal – comportment appropriate for a counselor-in-training. This conduct includes, but is not limited to: appropriate interviews and sessions with clients, practicing in a professional and ethical manner, and establishing appropriate relationships with clients to facilitate client progress.

I understand that my performance in the program will be reviewed and evaluated on a continual basis by department faculty members. I understand that the department faculty meet twice yearly, and at other times as may be needed, to conduct an executive (confidential) review of all students to discuss and identify any student who may be exhibiting academic, professional, or personal behavior that calls into question his or her suitability for being a professional counselor. Deficiencies in these areas may result in my being required to repeat course work, to seek and show evidence of personal counseling at my own expense, or dismissal from the program. The evaluation will be based on my academic knowledge, practitioner competencies, and personal comportment. In addition, my learning and professional activities will be characterized by my ability to achieve proficiency for the following skills:

• Demonstrate effective listening skills.
• Respect divergent points of view.
• Express thought/knowledge effectively.
• Demonstrate realistic expectations in regards to academic planning.
• Show developed sense of self-awareness regarding skills and talents.
• Demonstrate an ability to develop and sustain rapport with both men and women.
• Use personal power and authority appropriately.
• Work collaboratively with others.
• Demonstrate ability to articulate one’s feelings.
• Demonstrate an awareness of cultural, gender, and spiritual issues.
• Demonstrate the ability to receive, give, and integrate feedback, including clinical supervision regarding my work with clients.
• Demonstrate appropriate boundaries: sexual, ethical, and professional.
• Exhibit ability to take responsibility for one’s actions.
• Interact appropriately with authority.
• Contribute to a positive classroom environment.
• Exhibit dependable behaviors with regards to assignments, group activities, and attendance.

I understand that GW counseling faculty strongly encourages students to seek out opportunities for personal growth and enhanced self-awareness through a variety of means, including personal counseling, as a complement to my clinical training. Because I understand that the process of becoming a counselor places heavy personal and
psychological demands on students and may cause me personal distress or challenge my personal adjustment, I may be encouraged or required to seek support or personal counseling to ensure that I am able to successfully complete my training.

I also understand that the program requires participation in experientially based courses. Self-disclosures will not be used as a basis for grading these courses. However, if I disclose an impairment, condition, or circumstances that compromise my ability to perform in a professional and ethical manner, or which create the potential for harm to clients, I may be required to repeat course work, to seek and show evidence of personal counseling at my own expense, or I may be dismissed from the program.

I will be expected to successfully complete CNSL 6268 (Foundations/Practicum: Clinical Mental Health Counseling); CNSL 6376 (Foundations/Practicum: Rehabilitation and Case Management); or CNSL 6466 (Foundations of School Counseling) with a letter grade of “B-” or better prior to enrolling in CNSL 6185 (Internship in Counseling). If I do not meet this requirement after two attempts, I will be dismissed from the program. I understand that in order to register for CNSL 6185 or CNSL 6186 (Advanced Internship in Counseling) a second time, it will require permission from the Senior Associate Dean. I will be expected to successfully complete both CNSL 6185 and CNSL 6186 with a letter grade of “B-” or better in order to complete the Program. If I do not meet this requirement I will be dismissed from the Program.

I am aware that I must complete an off-campus Practicum and Internship. It is imperative that I make myself available for the hours required by all Practicum and Internship sites at the specific days and times required by those sites. I also realize that I am responsible for fulfilling all the procedures as outlined in the Practicum and Internship Handbook.

Proficiency as a counseling intern is expected for the successful completion of programs at the George Washington University. Regular evaluations of my progress will be provided during Interview Skills, Practicum, and Internship.

Finally, I understand that the completion of a degree or certificate in Counseling does not guarantee certification or licensure. I understand that these credentials are conferred by different agencies and may have requirements different from those of the Counseling Programs at the George Washington University. I understand that the requirements set forth in this document are not exhaustive or cumulative and that I may be dismissed from the program based on reasons other than those set forth herein or based on my failure to meet one or more of such requirements.

__________________________________________________________
Student signature Printed Name Date

__________________________________________________________
Faculty Advisor signature Printed Name Date