
THE GEORGE WASHINGTON UNIVERSITY

GRADUATE SCHOOL OF EDUCATION
AND HUMAN DEVELOPMENT

Counseling and Human Development

Master's Degree Programs

Clinical Mental Health Counseling
Rehabilitation Counseling
School Counseling

Student Handbook

2017-2018

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THE GEORGE WASHINGTON UNIVERSITY

WASHINGTON DC

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SECTION I: OVERVIEW OF THE DEPARTMENT OF COUNSELING AND HUMAN DEVELOPMENT

Introduction

This Handbook is provided to all students enrolled in the master's degree programs in Clinical Mental Health Counseling, Rehabilitation Counseling, and School Counseling of the Department of Counseling and Human Development at The George Washington University. This handbook is designed to serve as a resource and reference to answer a variety of questions and to assist you throughout the program. Its intention is to make available to new students program information, including descriptions of various program options and requirements, supplemental to The George Washington University Bulletin, and program expectations. 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 view-point 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 and scholars, and leaders in professional counseling 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 to provide and encourage professional and community service and leadership for the welfare of individuals, society, and the counseling 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.

Accreditation

The graduate programs in the Department of Counseling and Human Development are approved by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) under the 2009 standards for Clinical Mental Health Counseling, School Counseling, and Counselor Education and Supervision programs. This accreditation is effective until 2021. Effective July 1, 2017, the Council for Accreditation of Counseling and Related Educational Programs (CACREP) assumed responsibility for the continued accreditation of the Rehabilitation Counseling programs. Until July 1, 2017, the master's program in Rehabilitation Counseling was accredited by the Council on Rehabilitation Education (CORE).

Openness to Diversity Expectations

The Master's Program in Counseling is committed to recruiting a diverse student body representing a wide array of cultures, geographical regions, and socioeconomic backgrounds. The unique experiences

and perspectives students bring to the master's program present possibilities for learning not only for individual students but also for their peers.

By accepting the invitation to enter the Master's Program in Counseling, students commit to the ongoing development of their understanding of their own prejudices and preconceptions and developing their comprehension of the perspectives and lived experiences of diverse human beings. Students also accept the challenge to develop their acceptance of others and to learn to communicate more effectively with diverse human beings.

Failure to acknowledge other belief systems based on religion, culture, or geographic diversity can have deleterious effects on the clients whom counselors serve. Thus, counseling students entering the program at GWU are bound by the American Counseling Association's (ACA) Code of Ethics and as well as the ethical principles and guidelines developed by divisions of ACA (such as the American Mental Health Counselors Association and the American School Counselor Association).

Counseling Faculty

Scott Beveridge, Ph.D., LCPC-S, CRC, CDMS, ABVE-D
Associate 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 learning research and development.

Teaching Areas: Foundations of rehabilitation counseling, disability case management, career counseling, job placement and supported employment, theory and techniques of counseling.

Theoretical Orientation: Cognitive-behavior therapy.

Sara Cho Kim, PhD
Assistant Professor of Counseling

Research and Professional interests: Multicultural counseling, health disparities in Asian immigrant populations, intergenerational transmission of war trauma, and cultural identity development in children and adolescents.

Teaching Areas: Advanced Leadership and advocacy, Counseling Interview Skills, Internship/Practicum, and Career Counseling.

Theoretical Orientation: Cognitive behavioral and Integrative with a multicultural focus

Elizabeth Crunk, PhD, NCC
Assistant Professor of Counseling

Research and Professional Interests: Grief and loss, death and dying, and suicide bereavement; self-management strategies for coping with chronic conditions; psychometrics and instrument development; interpersonal neurobiology; and psychotherapy process and outcome studies.

Teaching Areas: Lifespan and Adult Development, Practicum, Grief and Loss, Counseling Skills, Group Counseling, and Child-Centered Play Therapy.

Theoretical Orientation: Integrative and client-tailored practice from a theoretical lens of constructivism (e.g., narrative reconstruction and coherence).

Rebecca Dedmond, PhD, LPC

Associate Professor of Counseling and Coordinator, School Counseling program, Alexandria Graduate Education Center

Research and Professional Interests: Education Leadership; school counseling; career counseling; career development theory and counseling techniques with youth. Government Relations.

Teaching Areas: Career development/career counseling, School counseling/practicum and internship.

Theoretical Orientation: Eclectic; Reality Therapy.

Mary DeRaedt, MS, NCC, LPC

Visiting Instructor of Counseling

Research and Professional Interests: Trauma therapy and training, Children and trauma, Refugee mental health and trauma recovery, Counselor education in child theory and technique, Attachment and development, psychosocial development.

Teaching Areas: Family theory and therapy, Child and adolescent development, Lifespan development, Human Sexuality, Children and trauma recovery.

Theoretical Orientation: Integrative: Systems Theory, Adlerian, and Cognitive Behavioral, Developmental Attachment Theory.

Jorge Garcia, PhD, CRC, LPC

Professor of Counseling and Coordinator, Rehabilitation Counseling program

Research and Professional Interests: Multicultural aspects of rehabilitation counseling, ethical decision-making models in counseling.

Teaching Areas: Social and cultural dimensions of counseling, ethics in counseling, Advanced multicultural counseling and research, medical and psychological aspects of rehabilitation counseling, advanced theories in counseling.

Theoretical Orientation: Integrative (CBT and humanistic).

Kenneth C. Hergenrather, PhD, CRC

Professor, Counseling and Human Development

Research and Professional Interests: Program evaluation, employment, HIV/AIDS, LGBT counseling.

Teaching Areas: Research methods, assessment, counseling skills, internship, advanced theories in counseling.

Theoretical Orientation: Theory of Planned Behavior; Hope theory, Social Cognitive Theory, Trans-theoretical Model and Stages of Change.

Marcela Kepic, PhD, NCC, LPC, ACS
Visiting Assistant Professor of Counseling

Research and Professional Interests: Factors influencing life satisfaction of older adults, Counseling students' growth and development, Veterans' adjustment, post-traumatic growth and development.

Teaching Areas: Lifespan development, Diagnosis and Treatment, Group and advanced group counseling, Family counseling, Foundation in CMHC, Counseling interviewing skills, Practicum and Internships, Research in counseling.

Theoretical Orientation: Cognitive and Behavioral approaches: REBT, CBT, DBT, Reality therapy, & Existentialism.

Richard P. Lanthier, PhD

Associate Professor of Human Development and Coordinator, Counselor Education and Supervision doctoral program

Research and Professional Interests: Measurement of personality in children and adolescents; academic and behavioral adjustment of youth; parent involvement in adolescents' lives; social relationships in adolescents and young adults; research methods and statistics.

Teaching Areas: Human Development, personality theory and research, social development, and personal relationships.

Sylvia A. Marotta-Walters, PhD, ABPP Lic: MD, DC in Psychology; LPC - DC
Professor of Counseling and Department Chair

Research and Professional Interests: Trauma and stress; developmental consequences of trauma; posttraumatic growth; evidence-based treatments for complex trauma.

Teaching Areas: Family counseling, Trauma and Crisis Intervention; Doctoral internship in counseling.

Theoretical Orientation: Development in context - an integrated systemic approach.

Maureen McGuire-Kuletz, EdD, CRC

Associate Professor of Counseling. Co-Director of GW Center for Rehabilitation Counseling Research and Education, and Coordinator, On-Line Rehabilitation Counseling Program

Research interests: Disability, Blind and Vision Services, Professional Ethics for Counselors, Disability and Poverty, Distance Learning: Web-Based Instruction

Teaching Areas: Internship, Medical and psychosocial aspects of disability; foundations of rehabilitation counseling; caseload management in rehabilitation counseling and job development and job placement for persons with disabilities.

Monica Megivern, EdD, NCC, LPC

Associate Clinical Professor and Director, GSEHD Community Counseling Services Center

Research Interests: Clinical Supervision; Stepfamily Adjustment; Therapy Outcome Studies.
Teaching Areas: Internship/Clinical Supervision.

Delishia M. Pittman, PhD, LP, LPC

Assistant Professor of Counseling and Coordinator, Clinical Mental Health

Research and Professional Interests: Behavioral health disparities, chronic stress, minority mental health, STI/HIV infection risk behaviors, culturally informed trauma treatment.

Teaching Areas: Diagnosis and treatment planning, advanced psychopathology, counseling substance abusers, counseling interventions, and practicum/internship sequences.

Theoretical Orientation: Interpersonal process through a culturally-informed lens.

Program Objectives

Students develop knowledge in the eight (8) common core curricular experiences identified in CACREP standards. These include: professional orientation and ethical practice, social and cultural diversity, human growth and development, group work, assessment, helping relationships, research and program evaluation, and career development. There are seven program objectives:

1. *Professional Counseling Identity*
To prepare counselors who are knowledgeable about the philosophy, history, professional organizations, credentialing, and current and future trends in the counseling profession.
2. *Self as Counselor*
To develop, through self-reflection and insight, counselors who demonstrate a strong awareness of their own values and worldviews, recognize their own competencies and limitations, and recognize/acknowledge/remediate personal issues that may impact client care and who develop a personal approach to counseling and client advocacy with a clear understanding of counselor functions.
3. *Multicultural Competence*
To train counselors who can recognize and understand power, privilege, and difference and their own cultural attitudes, beliefs, and effects of social location and respond to social and cultural differences and changes in our society through learned strategies for working
4. *Theory to Practice*
To train counselors who understand of a range of counseling theories consistent with a developmental perspective. Counselor trainees will develop treatment plans and interventions consistent with their own theoretical orientation, a critical evaluation of the literature, client mental health needs and goals in counseling, diagnosis, and best practices in the profession.
5. *Ethical Practice*
To train counselors who commit to and follow professional ethics consistent with the American Counseling Association ethical guidelines who seek supervision/consultation to resolve ethical

dilemmas and take personal responsibility in the event an ethical error is committed.

6. *Clinical Skill*

To train counselors who are knowledgeable and skilled in the helping/counseling process; who are able to apply knowledge, theory, and skills to work effectively with clients in a variety of modalities (individual, group, family) and to use crisis intervention, brief counseling, and long-term approaches.

7. *Research and Assessment*

To prepare counselors who are knowledgeable and skilled in gathering, analyzing, interpreting, and presenting data about individuals and groups to inform clinical practice.

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 the Graduate Record Examination (GRE).

The deadlines for admissions applications are:

Clinical Mental Health: Summer and Fall start dates: January 15th

School and Rehabilitation Counseling; Rolling

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 applicants following an initial 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 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 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. Provisional admission considered for strong applicants with testing or GPA weaknesses.
- 2) At least 15 semester hours of undergraduate or graduate credit in one or more of the behavioral sciences.

- 3) A positive recommendation by a member of the counseling faculty, based on a personal admissions interview.
- 4) Transfer graduate credit from other accredited institutions may be applied toward the master's degree. A minimum of 36 semester hours must be completed at The George Washington University.

Psychology and Social Sciences Background Requirement

The Counseling programs expect applicants to be familiar with the field of psychology as well as basic concepts about society and culture.

This requirement is usually met in one of three ways:

- 1) An undergraduate major in psychology, plus a course in sociology, cultural anthropology, women's studies, or ethnic studies.
- 2) An undergraduate major in human development, sociology, anthropology, women's or gender studies, or other interdisciplinary social science, plus an introductory psychology course.
- 3) Completion of the approved coursework prior to beginning your program and no later than your first semester of graduate work in CHD.

Criminal Background Check

Additional background checks may be required if a significant time accrues since the most recent check. When an applicant or student has past conduct, experiences or conditions that could create a risk for working with any client population, the program has the ethical responsibility to evaluate the applicant's or the student's ability to be admitted, start clinical training, or continue with clinical work. In the event that any student, current or prospective, has any legal history that could adversely impact their ability to pursue licensure, the Department of Counseling and Human Development faculty encourages performing their own background check to ensure that the information reflected is accurate.

Pre-Admission Background Review Requirements

Applicants to the Clinical Mental Health Counseling program who have indicated on their application that they have a prior record of citations, arrests, charges filed, convictions or other legal actions involving conduct that was potentially or actually harmful to others will be required to provide a background check as part of the admissions review process. Additionally, a personal letter of explanation will be required; and there may be a request by the program for further information, evaluations, and records. If additional information is required, the applicant will be asked to sign appropriate release of information forms. Information, documents and records are maintained in a confidential file and this information remains confidential within the department. Failure to provide this information, or knowingly omitting or misrepresenting information related to a background check, will be grounds for denial of admission for applicants, or dismissal for current students from the program.

Advising

Upon acceptance to a graduate program, an advisor is assigned at the time of admission to one of the MA programs in counseling. 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. While many advising questions can be handled via email or phone, students should initiate an in-person meeting with their advisor at least once a year. The advisor will assist with the course selection decisions regarding electives and any other concerns of the MA candidate.

An orientation to the practicum experience will take place in the fall prior to beginning practicum (summer cohort) and in the spring prior to beginning practicum (fall cohort). Similarly, students begin preparing for internship toward the end of CNSL 6269: Practicum I.

Transfer Credit

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. To petition, students must consult with their academic advisor.

GWU 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. The counseling programs do not approve the transfer of any foundations courses or clinical experiences.

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, so these courses meet the CACREP accreditation requirements.

The procedures for granting this 6 credit-hour waiver are: **1)** Students must have graduated with a BA degree from GWU; **2)** Students must document that they have taken and completed successfully two graduate-level courses in rehabilitation counseling 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.

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

The School's graduate programs are designed so that students may continue in their professional employment during the semesters of content courses, often on a full-time basis. Most courses are taught in the late afternoon and evening. Practicum, internship and summer course can begin at 9am EST. Therefore, many students continue to support themselves and pay tuition while working and pursuing a graduate degree. ***During the practicum and internship, however, students must have sufficient time available for all field-site and CCSC requirements.***

The University also provides tuition support for its employees. Full-time employees receive tuition benefits for up to six credit hours each semester and nine credit hours in the summer. Half-time employees may receive tuition benefits for up to three credit hours per semester and three credit hours in the summer.

Note: 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

Information on Professional Organizations

Students are encouraged to join the American Counseling Association (ACA) early in their program and to engage in professional activities (beyond course requirements), such as attending state and national conferences, workshops, and events offered on campus and in the external community. Many of our students are involved in the organization of the state and regional branches of ACA; The District of Columbia Counseling Association (DCCA) and the North Atlantic Region. Students are also encouraged to submit proposals for conference presentations. Faculty members often present at conferences, and students who attend receive the benefit of faculty mentoring and help networking while there. Students should watch for email announcements about conference opportunities and instructions on how to submit a proposal for a presentation. Each year we have a few students who jump right in and present early in their programs. All program faculties are open and available for assisting students with conference presentations, and students are encouraged to talk with multiple faculty whose research interests match the students.

Required Participation in Counselor Self-Awareness Activities

An emphasis on personal development is a vital and fundamental aspect of the counseling program. The faculty is committed to creating an atmosphere of safety for students in the classroom. However, students must recognize that an atmosphere of safety is not synonymous with an atmosphere of comfort. Throughout the program, students will be asked to take necessary risks such as sharing emotional reactions and participating actively in personal growth and self-reflection activities. The personal development of the counselor is as essential to professional development as gaining knowledge and skills in the counseling field. Some of the counselor self-awareness activities:

- Exploring family of origin issues through such assignments as completing a family genogram

- Identifying biases and assumptions through such assignments as completing a cultural narrative
- Participating in role-play and small group activities as a client during skills building experiences
- Giving and receiving feedback in individual/triadic and/or group supervision

Students should understand that taking necessary emotional risks, expressing and actively engaging in personal growth, and participating in self-reflection may be stressful. Because of this, students may discover a need to participate in counseling as clients. The Mental Health Services division of the Colonial Health Center provides short-term therapy services to students at no cost for this purpose. Students are advised and will be reminded to make responsible choices regarding their disclosures.

2016 CACREP Standards

All students enrolled in the M.A. in professional counseling program will gain knowledge about the following areas as specified by the 2016 CACREP Standards:

1. PROFESSIONAL COUNSELING ORIENTATION AND ETHICAL PRACTICE

- a. History and philosophy of the counseling profession and its specialty areas
- b. The multiple professional roles and functions of counselors across specialty areas, and their relationships with human service and integrated behavioral health care systems, including interagency and interorganizational collaboration and consultation
- c. Counselors' roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams
- d. The role and process of the professional counselor advocating on behalf of the profession
- e. Advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients
- f. Professional counseling organizations, including membership benefits, activities, services to members, and current issues
- g. Professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues
- h. Current labor market information relevant to opportunities for practice within the counseling profession
- i. Ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling
- j. Technology's impact on the counseling profession
- k. Strategies for personal and professional self-evaluation and implications for practice
- l. Self-care strategies appropriate to the counselor role
- m. The role of counseling supervision in the profession

2. SOCIAL AND CULTURAL DIVERSITY

- a. Multicultural and pluralistic characteristics within and among diverse groups nationally and internationally
- b. Theories and models of multicultural counseling, cultural identity development, and social justice and advocacy
- c. Multicultural counseling competencies
- d. The impact of heritage, attitudes, beliefs, understandings, and acculturative experiences

- on an individual's views of others
- e. The effects of power and privilege for counselors and clients
- f. Help-seeking behaviors of diverse clients
- g. The impact of spiritual beliefs on clients' and counselors' worldviews
- h. Strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination

3. HUMAN GROWTH AND DEVELOPMENT

- a. Theories of individual and family development across the lifespan
- b. Theories of learning
- c. Theories of normal and abnormal personality development
- d. Theories and etiology of addictions and addictive behaviors
- e. Biological, neurological, and physiological factors that affect human development, functioning, and behavior
 - 1. Systemic and environmental factors that affect human development, functioning, and behavior
- f. Effects of crisis, disasters, and trauma on diverse individuals across the lifespan
- g. A general framework for understanding differing abilities and strategies for differentiated interventions
- h. Ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan

4. CAREER DEVELOPMENT

- a. Theories and models of career development, counseling, and decision making
- b. Approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors
- c. Processes for identifying and using career, avocational, educational, occupational and labor market information resources, technology, and information systems
- d. Approaches for assessing the conditions of the work environment on clients' life experiences
- e. Strategies for assessing abilities, interests, values, personality and other factors that contribute to career development
- f. Strategies for career development program planning, organization, implementation, administration, and evaluation
- g. Strategies for advocating for diverse clients' career and educational development and employment opportunities in a global economy
- h. Strategies for facilitating client skill development for career, educational, and life-work planning and management
- i. Methods of identifying and using assessment tools and techniques relevant to career planning and decision making
- j. Ethical and culturally relevant strategies for addressing career development

5. COUNSELING AND HELPING RELATIONSHIPS

- a. Theories and models of counseling

- b. A systems approach to conceptualizing clients
- c. Theories, models, and strategies for understanding and practicing consultation
- d. Ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships
- e. The impact of technology on the counseling process
- f. Counselor characteristics and behaviors that influence the counseling process
- g. Essential interviewing, counseling, and case conceptualization skills
- h. Developmentally relevant counseling treatment or intervention plans
- i. Development of measurable outcomes for clients
- j. Evidence-based counseling strategies and techniques for prevention and intervention
- k. Strategies to promote client understanding of and access to a variety of community-based resources
- l. Suicide prevention models and strategies
- m. Crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid
- n. Processes for aiding students in developing a personal model of counseling

6. GROUP COUNSELING AND GROUP WORK

- a. Theoretical foundations of group counseling and group work
- b. Dynamics associated with group process and development
- c. Therapeutic factors and how they contribute to group effectiveness
- d. Characteristics and functions of effective group leaders
- e. Approaches to group formation, including recruiting, screening, and selecting members
- f. Types of groups and other considerations that affect conducting groups in varied settings
- g. Ethical and culturally relevant strategies for designing and facilitating groups
- h. Direct experiences in which students participate as group members in a small group activity, approved by the program, for a minimum of 10 clock hours over the course of one academic term

7. ASSESSMENT AND TESTING

- a. Historical perspectives concerning the nature and meaning of assessment and testing in counseling
- b. Methods of effectively preparing for and conducting initial assessment meetings
- c. Procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide
- d. Procedures for identifying trauma and abuse and for reporting abuse
- e. Use of assessments for diagnostic and intervention planning purposes
- f. Basic concepts of standardized and non-standardized testing, norm-referenced and criterion-referenced assessments, and group and individual assessments
- g. Statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations
- h. Reliability and validity in the use of assessments
- i. Use of assessments relevant to academic/educational, career, personal, and social development

- j. Use of environmental assessments and systematic behavioral observations
- k. Use of symptom checklists, and personality and psychological testing
- l. Use of assessment results to diagnose developmental, behavioral, and mental disorders
- m. Ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results

8. RESEARCH AND PROGRAM EVALUATION

- a. The importance of research in advancing the counseling profession, including how to critique research to inform counseling practice
- b. Identification of evidence-based counseling practices
- c. Needs assessments
- d. Development of outcome measures for counseling programs
- e. Evaluation of counseling interventions and programs
- f. Qualitative, quantitative, and mixed research methods
- g. Designs used in research and program evaluation
- h. Statistical methods used in conducting research and program evaluation
- i. Analysis and use of data in counseling
- j. Ethical and culturally relevant strategies for conducting, interpreting, and reporting the results of research and/or program evaluation

CACREP Standards for Clinical Mental Health Counseling Entry-Level Specialty Area

Students enrolled in the M.A. program in Clinical Mental Health Counseling are preparing to specialize as clinical mental health counselors and will demonstrate the knowledge and skills necessary to address a wide variety of circumstances within the context of clinical mental health counseling. Toward this end, all students in this program will gain knowledge about the following areas as specified by the 2016 CACREP Standards:

1. FOUNDATIONS

- a. History and development of clinical mental health counseling
- b. Theories and models related to clinical mental health counseling
- c. Principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning
- d. Neurobiological and medical foundation and etiology of addiction and co-occurring disorders
- e. Psychological tests and assessments specific to clinical mental health counseling

2. CONTEXTUAL DIMENSIONS

- a. Roles and settings of clinical mental health counselors
- b. Etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders

- c. Mental health service delivery modalities within the continuum of care, such as inpatient, outpatient, partial treatment and aftercare, and the mental health counseling services networks
- d. Diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the diagnostic and statistical manual of mental disorders (DSM) and the international classification of diseases (ICD)
- e. Potential for substance use disorders to mimic and/or co-occur with a variety of neurological, medical, and psychological disorders
- f. Impact of crisis and trauma on individuals with mental health diagnoses
- g. Impact of biological and neurological mechanisms on mental health
- h. Classifications, indications, and contraindications of commonly prescribed psychopharmacological medications for appropriate medical referral and consultation
- i. Legislation and government policy relevant to clinical mental health counseling
- j. Cultural factors relevant to clinical mental health counseling
- k. Professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling
- l. Legal and ethical considerations specific to clinical mental health counseling
- m. Record keeping, third party reimbursement, and other practice and management issues in clinical mental health counseling

3. PRACTICE

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

CACREP Standards for School Counseling Entry-Level Specialty Area

Students enrolled in the M.A. program in School Counseling will demonstrate the professional knowledge and skills necessary to promote the academic, career, and personal/social development of all P–12 students through data-informed school counseling programs. Toward this end, all students in this program will gain knowledge about the following areas as specified by the 2016 CACREP Standards:

1. FOUNDATIONS

- a. History and development of school counseling
- b. Models of school counseling programs
- c. Models of p-12 comprehensive career development
- d. Models of school-based collaboration and consultation
- e. Assessments specific to P-12 education

2. CONTEXTUAL DIMENSIONS

- a. School counselor roles as leaders, advocates, and systems change agents in p-12 schools
- b. School counselor roles in consultation with families, p-12 and postsecondary school personnel and community agencies
- c. School counselor roles in relation to college and career readiness
- d. School counselor roles in school leadership and multidisciplinary teams
- e. School counselor roles and responsibilities in relation to the school emergency management plans, and crises, disasters, and trauma
- f. Competencies to advocate for school counseling roles
- g. Characteristics, risk factors, and warning signs of students at risk for mental health and behavioral disorders
- h. Common medications that affect learning, behavior, and mood in children and adolescents
- i. Signs and symptoms of substance abuse in children and adolescents as well as the signs and symptoms of living in a home where substance use occurs
- j. Qualities and styles of effective leadership in schools
- k. Community resources and referral sources
- l. Professional organizations, preparation standards, and credentials relevant to the practice of school counseling
- m. Legislation and government policy relevant to school counseling
- n. Legal and ethical considerations specific to school counseling

3. PRACTICE

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

- o. Use of data to advocate for programs and students

CACREP Standards for Rehabilitation Counseling Entry-Level Specialty Area

1. FOUNDATIONS

- a. History, legislation, systems, philosophy, and current trends of rehabilitation counseling
- b. Theories, models, and interventions related to rehabilitation counseling
- c. Principles and processes of vocational rehabilitation, career development, and job development and placement
- d. Principles of independent living, self-determination, and informed choice
- e. Principles of societal inclusion, participation, access, and universal design, with respect for individual differences
- f. Classification, terminology, etiology, functional capacity, prognosis, and effects of disabilities
- g. Methods of assessment for individuals with disabilities, including testing instruments, individual accommodations, environmental modification, and interpretation of results

2. CONTEXTUAL DIMENSIONS

- a. Professional rehabilitation counseling scope of practice, roles, and settings
- b. Medical and psychosocial aspects of disability, including attention to coexisting conditions
- c. Individual response to disability, including the role of families, communities, and other social networks
- d. Information about the existence, onset, degree, progression, and impact of an individual's disability, and an understanding of diagnostic systems including the International Classification of Functioning, Disability and Health (ICF), International Classification of Diseases (ICD), and Diagnostic and Statistical Manual of Mental Disorders (DSM)
- e. Impact of psychosocial influences, cultural beliefs and values, diversity and social justice issues, poverty, and health disparities, with implications for employment and quality of life for individuals with disabilities
- f. Impact of socioeconomic trends, public policies, stigma, access, and attitudinal barriers as they relate to disability
- g. Awareness and understanding of the impact of crisis, trauma, and disaster on individuals with disabilities, as well as the disability-related implications for emergency management preparation
- h. Impact of disability on human sexuality
- i. Awareness of rehabilitation counseling specialty area services and practices, as well as specialized services for specific disability populations
- j. Knowledge of organizational settings related to rehabilitation counseling services at the federal, tribal, state, and local levels
- k. Education and employment trends, labor market information, and resources about careers and the world of work, as they apply to individuals with disabilities

- l. Social Security benefits, workers' compensation insurance, long-term disability insurance, veterans' benefits, and other benefit systems that are used by individuals with disabilities
- m. Individual needs for assistive technology and rehabilitation services
- n. Advocacy on behalf of individuals with disabilities and the profession as related to disability and disability legislation
- o. Federal, tribal, state, and local legislation, regulations, and policies relevant to individuals with disabilities
- p. Professional organizations, preparation standards, and credentials relevant to the practice of rehabilitation counseling
- q. Legal and ethical aspects of rehabilitation counseling, including ethical decision-making models
- r. Administration and management of rehabilitation counseling practice, including coordination of services, payment for services, and record keeping

3. PRACTICE

- a. Evaluation of feasibility for services and case management strategies that facilitate rehabilitation and independent living planning
- b. Informal and formal assessment of the needs and adaptive, functional, and transferable skills of individuals with disabilities
- c. Evaluation and application of assistive technology with an emphasis on individualized assessment and planning
- d. Understanding and use of resources for research and evidence-based practices applicable to rehabilitation counseling
- e. Strategies to enhance coping and adjustment to disability
- f. Techniques to promote self-advocacy skills of individuals with disabilities to maximize empowerment and decision-making throughout the rehabilitation process
- g. Strategies to facilitate successful rehabilitation goals across the lifespan
- h. Career development and employment models and strategies to facilitate recruitment, inclusion, and retention of individuals with disabilities in the work place
- i. Strategies to analyze work activity and labor market data and trends, to facilitate the match between an individual with a disability and targeted jobs
- j. Advocacy for the full integration and inclusion of individuals with disabilities, including strategies to reduce attitudinal and environmental barriers
- k. Assisting individuals with disabilities to obtain knowledge of and access to community and technology services and resources
- l. Consultation with medical/health professionals or interdisciplinary teams regarding the physical/mental/cognitive diagnoses, prognoses, interventions, or permanent functional limitations or restrictions of individuals with disabilities
- m. Consultation and collaboration with employers regarding the legal rights and benefits of hiring individuals with disabilities, including accommodations, universal design, and workplace disability prevention

Counselor Certification

National Counselor Certification (NCC). Graduates of the Clinical Mental Health Counseling Program and the School Counseling Program are eligible for the National Certified Counselor (NCC) credential. Graduates of the Rehabilitation Counseling Program, whose program meets NCC requirements, are eligible for the NCC. This voluntary, national certification process recognizes counselors who have met training program and experience standards established by the National Board for Certified Counselors (NBCC). The requirements to become an NCC are: (1) a master's degree in counseling or with a major study in counseling from a regionally accredited institution; (2) 3,000 hours of counseling experience and 100 hours of supervision both over a two-year post-master's time period; and (3) passage of the National Counselor Examination (NCE). Graduates of programs accredited by CACREP do not have to meet the post-master's experience and supervision requirement. Students in these programs are also eligible to take the NCE examination before graduation. For further information, contact NBCC, 3 Terrace Way, Suite D, Greensboro, NC, 27403, (336) 547-0607, and <http://www.nbcc.org>.

The NCE exam is offered through the department twice a year in October and April. Students may elect to take the exam prior to graduation and after completing 48 semester hours of graduate coursework. 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 is 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

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

Students in the School Counseling program are eligible for certification in many states whose boards of education recognize CAEP approved programs. School counseling students can elect to complete an additional 12 credits of required coursework to be eligible to take the NCE.

Certified Rehabilitation Counselor (CRC). Students who complete the accredited program in Rehabilitation Counseling at GWU are eligible within 75% completion of their program to apply for and take the examination to become a CRC through the Commission on Rehabilitation Counselor certification. For further information contact the CRCC, 300 N. Martingale Road, Suite 460; Schaumburg, Illinois 70173, (847) 944-1325 and <http://www.crccertification.com>.

Counselor Licensure

Licensure as a Professional Counselor is awarded and managed by the state of practice, is not a GW function. Licensure regulations vary by state, but typically require a) sixty credits of graduate level training, b) a minimum of two years of supervised clinical experience post-degree, and c) successful completion of an examination (many states use the NCE or NMHCE). Most states have moved to requiring 60 credit hours of graduate training to be eligible for licensure. For school counseling and rehabilitation counseling program students interested in professional counseling licensure, 12 credit hours beyond the specified program curriculum is required. Students who plan to complete their additional 12 credits at GWU should consider completing one of our certificate programs (see Appendices B and C for more information) because GWU only allows students to enroll for one semester as a non-degree student. Information about licensure can be obtained through the American Counseling Association at www.counseling.org, the American Mental Health Counselors Association at www.amhca.org, and the National Board of Certified Counselors at www.nbcc.org.

Self-Disclosure and Licensure

The Counseling programs prepare students for eligibility for licensure as a professional counselor. However, licensing boards have no specific connection with George Washington University that would guarantee licensure. Students must take responsibility for identifying and fulfilling the requirements of the licensing board.

Individuals who have been convicted of certain criminal offenses are ineligible for licensure in some professions. These include sexual offenses (molestation, abuse, rape), RICO laws (pertaining to embezzlement), and tax evasion. In these cases, responsibility for disclosure of personal history becomes an issue for aspects of professional training and is therefore required by the program.

Again, neither admission to, nor graduation from, any program guarantees licensure.

Required Adherence to the ACA Code of Ethics

All students enrolled in the professional counseling programs in the department of counseling and human development are required to adhere to the Code of Ethics published and disseminated by the American Counseling Association. Students are introduced to this Code of Ethics in their initial semester of coursework, are encouraged to carefully read the entire document, and are expected to demonstrate the knowledge, skills, and dispositions to practice in accordance with these standards. Failure to do so consistently is grounds for dismissal from the program. The ACA Code of Ethics is available online at www.counseling.org.

Unlawful Conduct While Enrolled in the Counseling Program

Because any charges or convictions of unlawful conduct can affect a student's access to practicum and internship placement, licensure, and possible future employment, the program has ethical responsibilities for students working with clients. The following requirements apply:

Any student charged, convicted, or granted conditional discharge by any court for (a) any felony; (b) any misdemeanor; or (c) any major traffic violation, such as driving under the influence of intoxicants or drugs reckless driving; fleeing from or attempting to elude a police officer; driving while your license is suspended, revoked, or used in violation of any license restriction; or failure to perform the duties of a driver or witness at an accident is required to inform in writing their advisor and program director(s) of their program. This notification should be received no later than 15 days after the initial arrest or charge. Failure to comply with this policy may result in a review of the student's status in the program and action including dismissal from the student's program of study.

University Email

Email is a mechanism for official communication within the University. The University has the right to expect that such communications will be received and read in a timely fashion. Official email communications are intended only to meet the academic and administrative needs of the department. If a student wishes to have email redirected from their official @gwmail.gwu.edu address to another email address (e.g., @gmail.com, @hotmail.com, etc.), they may do so, but at their own risk. Having email redirected does not absolve a student from the responsibilities associated with official communication sent to his or her @gwmail.gwu.edu or @gwu.edu. Students are expected to check their email on a frequent and consistent basis in order to stay current with University and department-related communications. Students have the responsibility to recognize that certain communications may be time-critical. "I didn't check my email", error in forwarding mail, or email returned to the University with "Mailbox Full" or "User Unknown" are not acceptable excuses for missing official program, departmental, or university communications via email.

Student Listservs

The Department of CHD maintains a listserv for students enrolled in masters and doctoral degree programs. Student listservs serve as a mechanism to disseminate important information that pertains to students' academic and professional careers. Listservs are not an appropriate mechanism for the advancement of the personal interests of students.

GWU Academic Integrity Code

The Code of Academic Integrity is a part of the Guide to Student Rights & Responsibilities and:

- Sets minimum standards for academic student conduct
- Defines the rights of students charged with an academic disciplinary violation
- Lists the procedures for resolving academic disciplinary matters
- Provides guidance for academic disciplinary sanctions
- Addresses other issues regarding academic student conduct

All students--undergraduate, graduate, professional full time, part time, law, etc.--must be familiar with and abide by the provisions of the Code of Academic Integrity. The full code can be accessed at <https://studentconduct.gwu.edu/code-academic-integrity>

Important Dates

	Summer Start Cohort	Fall Start Cohort
Practicum Readiness Form Due	April 1, 2018	May 1, 2018
Internship Application Due	March 1, 2018	
Pre-practicum Portfolio	April 1, 2018	May 1, 2018
Practicum Preference Form	February 15, 2018	March 15, 2018
Comprehensive Exam (CPCE)	May 3, 2019	August 23, 2019
Exit Interview	April 30, 2018	
Commencement	May 19, 2018	

Section II: The Curriculum and Clinical Experience

Master of Arts Degree

Clinical Mental Health Counseling

The program in Clinical Mental Health Counseling is a 60-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.

The Clinical Mental Health Counseling program is committed to preparing knowledgeable and ethical Professional Counselors equipped for the practice of individual, couple, family, and group counseling. Our program emphasizes working with diverse populations and developing strategies to promote the social, emotional, psychological, and physical health of individuals, families, communities, and organizations. We contribute to human development, adjustment, and change by encouraging our diverse faculty and student body to engage in reflective practice, critical inquiry, civic engagement, and responsible social action.

Required Courses		Credit Hours
CNSL 6151	Professional & Ethical Orientation to Counseling	3
CNSL 6153	Counseling Interview Skills	3
CNSL 6154	Theories & Techniques of Counseling	3
CNSL 6155	Career Counseling	3
CNSL 6157	Individual Assessment in Counseling	3
CNSL 6161	Group Counseling	3
CNSL 6163	Social & Cultural Dimensions of Counseling	3
CNSL 6169	Counseling Substance Abusers	3
CNSL 6171	Family Counseling	3
CNSL 6173	Diagnosis & Treatment Planning	3
CNSL 6174	Trauma & Crisis Intervention	3
CNSL 6268	Foundations of Clinical Mental Health Counseling	3

CNSL 6269	Practicum I in Mental Health Counseling	3
CNSL 6270	Practicum II in Mental Health Counseling	3
HDEV 6108	Lifespan Human Development	3
HDEV 6109	Child Development	3
	OR	
HDEV 6110	Adolescent Development	3
	OR	
HDEV 8244	Adult Development	3
EDUC 6114	Introduction to Quantitative Research	3
CNSL 6185	Internship (Clinical Mental Health Emphasis)	3
CNSL 6186	Advanced Internship (Clinical Mental Health Emphasis)	3
Elective		3
	Total	60

Full-time Course Sequence

Semester 1		Semester 2		Semester 3	
CNSL 6151	Professional and Ethical Orientation to Counseling	CNSL 6163	Social & Cultural Dimensions of Counseling	HDEV 6108	Lifespan and Human Development
CNSL 6154	Theories and Techniques of Counseling	CNSL 6153	Counseling Interviewing Skills	CNSL 6174	Trauma and Crisis Intervention
CNSL 6268	Foundations of Clinical Mental Health	CNSL 6173	Diagnosis and Treatment Planning	CNSL 6157	Individual Assessment
Semester 4		Semester 5		Semester 6	
CNSL 6269	Practicum I	CNSL 6270	Practicum II	CNSL 6161	Group Counseling
CNSL 6155	Career Counseling	EDUC 6114	Quantitative Methods	HDEV 6109 OR 6110 OR 8224	Child Development OR Adolescent Development OR Adult and Aging Development
CNSL 6171	Family Counseling	CNSL 6169	Counseling Substance Abusers		Elective
Semester 7		Semester 8			
CNSL 6185	Internship I	CNSL 6186	Internship II		

Part-time Course Sequence (Fall admit only)

Semester 1		Semester 2		Semester 3	
CNSL 6151	Professional and Ethical Orientation to Counseling	CNSL 6163	Social & Cultural Dimensions of Counseling	CNSL 6154	Theories of Counseling Techniques
CNSL 6268	Foundations of Clinical Mental Health	CNSL 6153	Counseling Interviewing Skills	HDEV 6108	Lifespan and Human Development
Semester 4		Semester 5		Semester 6	
CNSL 6171	Family Counseling	CNSL 6157	Individual Assessment	CNSL 6269	Practicum I
CNSL 6173	Diagnosis and Treatment Planning	CNSL 6174	Trauma and Crisis Intervention	CNSL 6155	Career Counseling
Semester 7		Semester 8		Semester 9	
CNSL 6270	Practicum II	CNSL 6161	Group Counseling	HDEV 6109 OR 6110 OR 8224	Child Development OR Adolescent Development OR Adult and Aging Development
EDUC 6114	Quantitative Methods	CNSL 6169	Counseling Substance Abusers		Elective
Semester 10		Semester 11		Semester 12	
CNSL 6185	Internship	CNSL 6186	Advanced Internship		

Curriculum Sequence

The curriculum is sequenced to provide a structured program of learning. Students must follow the sequence of courses as outlined. Students attend all three semesters per year, fall, spring, summer. Many courses are only offered during a particular semester of the year. Any deviations from the program plan (e.g. leave of absence) must be approved by the program faculty and may result in taking an additional academic year to complete the program. If a needed course is full at the time of registration, please register for the course to be placed on the waitlist. Many of our courses are shared across other programs in the department, but we will honor program plans by adding additional courses or increasing class sizes as needed if no space is available in ANY of the sections of your required course.

School Counseling

The program in School Counseling prepares students for certification to work in elementary and secondary schools. It is a 48-hour program.

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 school counseling program. However, potential applicants should know that a few states still require such experience as a pre-requisite to full certification as a school counselor.

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	Credit Hours
CNSL 6151 Professional & Ethical Orientation to Counseling	3
CNSL 6153 Counseling Interview Skills	3
CNSL 6154 Theories and Techniques of Counseling	3
CNSL 6155 Career Counseling	3
CNSL 6157 Individual Assessment in Counseling	3
CNSL 6161 Group Counseling	3
CNSL 6163 Social and Cultural Dimensions of Counseling	3
CNSL 6466 Foundations of School Counseling	3
HDEV 6108 Lifespan Human Development	3
HDEV 6109 Child Development	3
OR	3

HDEV 6110 Adolescent Development	
EDUC 6114 Introduction to Quantitative Research	3
OR	3
EDUC 6116 Introduction to Educational Statistics	
CNSL 6185 Practicum/Internship in Counseling (School Emphasis)	3
CNSL 6186 Advanced Internship in Counseling (School Emphasis)	3
Electives appropriate to one's emphasis	6
Total	48

Electives: School counseling students have a variety of courses to choose from in determining electives, including core-curriculum offerings across programs in the department or special topic offerings in areas of faculty expertise. 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 should consult the schedule of classes and their advisors in deciding the best elective offerings for their individual career needs.

Revised Course Sequence School Counseling Master's Program

GWU Alexandria Cohort Total Credits = 48

Year 1

SUMMER	FALL		SPRING	
7 Weeks CNSL 6151 Professional and Ethical Orientation to Counseling	7 Weeks HDEV 6109 & HDEV 6110 Child & Adolescent Development	7 Weeks CNSL 6157 Individual Assessment in Counseling	7 Weeks EDUC 6114 Introduction to Quantitative Research	7 Weeks CNSL 6163 Social and Cultural Dimensions of Counseling
7 weeks CNSL6153 Counseling Interview Skills	14 Weeks CNSL 6154 Theories and Techniques of Counseling		14 Weeks CNSL 6466 Foundations of School Counseling K- 12/Practicum (100 hours)	

Year 2

SUMMER	FALL		SPRING	
7 Weeks CNSL 6161 Group Counseling	7 Weeks Elective	7 Weeks CNSL 6159 Psychosocial Adjustment	7 Weeks Elective	7 Weeks Elective
7 weeks CNSL 6155 Career Counseling	14 Weeks CNSL 6185 Internship in Counseling (~250 hours School Site) (~50 hours CCSC)		14 Weeks CNSL 6186 Advanced Internship in Counseling (~250 hours School Site) (~50 hours CCSC)	

Rehabilitation Counseling

The master of arts degree in Rehabilitation Counseling is a 48-hour program designed to prepare individuals to work with people with physical, mental, or social disabilities.

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, development and placement; and ethical standards for rehabilitation counselors.

Required Courses		Credit Hours
CNSL 6151	Professional & Ethical Orientation to Counseling	3
CNSL 6153	Counseling Interview Skills	3
CNSL 6154	Theories & Techniques of Counseling	3
CNSL 6155	Career Counseling	3
CNSL 6157	Individual Assessment in Counseling	3
CNSL 6161	Group Counseling	3
CNSL 6163	Social & Cultural Dimensions of Counseling	3
CNSL 6376	Foundations of Rehabilitation & Case Management	3
CNSL 6378	Disability Management & Psychosocial Rehabilitation	3
CNSL 6380	Job Placement & Supported Employment	3
CNSL 6381	Medical & Psychosocial Aspects of Disabilities	3
CNSL 6185	Practicum/Internship (Rehabilitation Focus)	3
CNSL 6186	Advanced Internship (Rehabilitation Focus)	3
EDUC 6114	Introduction to Quantitative Research	3
	OR	

EDUC 6116	Introduction to Educational Statistics	3
Electives appropriate to one's emphasis		6
Total		48

**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: Rehabilitation counseling students have a variety of courses to choose from in determining electives, including core-curriculum offerings across programs in the department or special topic offerings in areas of faculty expertise. 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 studies.

Course Scheduling

Most courses in CHD meet in the late afternoon and evening. Practicum, internship and summer course can begin at 9am EST. Students required to complete practicum in the CCSC, will be required to accommodate the practicum schedule. Practicum sections are scheduled 9am-3pm or 2pm-8pm. Students are assigned to practicum sections based on need and availability, with as much consideration for student preferences as possible. Additionally, clinically oriented didactic courses may require additional on-campus time (at the discretion of the instructor) for assignment completion to occur outside of the scheduled class time.

Practicum and Internship Requirements

The practicum and internship experiences are a vital part of the counseling programs at GWU. 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.

Practicum Requirements

Practicum serves as an integrating component in master's degree programs, affording students a structured and supportive environment in which to apply counseling theories, techniques, and skills learned in previous coursework. All candidates in the MA program are required to complete a 2-semester practicum in the Community Counseling and Services Clinic (CCSC) or in a school based setting (school counseling students *only*). Ideally, practicum provides students the opportunity to provide individual and/or couples counseling to diverse clients with varying life situations. Students

also develop skills in observation, feedback, case preparation, interview analysis and reporting. They should also become more aware of a variety of professional resources, including technological resources, and community referral agencies. **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.**

In accordance with the 2016 CACREP Standards, the following are requirements of practicum:

Insurance

1. Students must be covered by individual professional counseling liability insurance policies while enrolled in practicum. Many students obtain insurance from the American Counseling Association when they become student members of the ACA. It is important to secure insurance well in advance of beginning practicum and internship. Without insurance, students will be unable to have any contact with the populations served by their sites. Forms for applying for insurance is available on the association's website, as they have the most current information.

Clock Hours

2. Students complete supervised counseling practicum experiences that total a minimum of 100 clock hours over two full academic terms.
3. Practicum students complete at least 40 clock hours of direct service with actual clients that contribute to the development of counseling skills.

Supervision

4. Practicum students have weekly interaction with supervisors that averages one hour per week of individual and/or triadic supervision throughout the practicum by (1) a doctoral student supervisor who is under the supervision of a counseling program faculty member, or (2) a CCSC staff person.
5. Practicum students participate in an average of 1½ hours per week of group supervision on a regular schedule throughout the practicum. Group supervision must be provided by a counseling program faculty member. Group supervision of practicum and internship students should not exceed a 1:12 faculty: student ratio.
6. Supervision of practicum students includes program-appropriate audio/video recordings and/or live consultation of students' interactions with clients.
7. Written supervision agreements define the roles and responsibilities of the faculty supervisor, doctoral supervisor, and student during practicum.

Evaluation

8. Formative and summative evaluations of the student's counseling performance and ability to integrate and apply knowledge are conducted as part of the student's practicum.

Experiences

9. Students have the opportunity to become familiar with a variety of professional activities (e.g., intake, risk assessment, career counseling, outreach, etc.) and resources, including technological resources, during their practicum.
10. In addition to the development of individual counseling skills, must lead or co-lead a counseling or psychoeducational group during practicum and/or internship.

Community Counseling Services Center: Philosophy and Purpose

The Community Counseling Services Center 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 DVD recordings in class; role-playing; DVD 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 low 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. Video/audio recordings are securely stored and can only be accessed by students, clinical instructors and supervisors on site. Confidentiality and informed consent are adhered to within the Ethical Guidelines of the American Counseling Association. The CCSC employs a 'block' schedule whereby students attend group supervision, individual supervision, provide therapy, and complete session documentation in a six-hour block one day a week.

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

Internship Requirements

All students enroll in internships as the capstone experience of their program. These internships emphasize learning through application of knowledge and skill gained in prerequisite coursework. Internships provide the opportunity for the integration of this knowledge and skill in supervised situations. Students are required to spend 15-20 hours per week at their internship site. Students should begin early preparation for internship by obtaining and reading the Internship Handbook available on the Department website www.gsehd.gwu.edu. Because of the demanding nature of internship, students are strongly cautioned against full-time employment during internship.

In accordance with the 2016 CACREP Standards, the following are requirements of internship:

Insurance

Students must be covered by individual professional counseling liability insurance policies while enrolled in internship. Many students obtain insurance from the American Counseling Association when they become student members of the ACA. It is important to secure insurance well in advance of beginning a practicum and internship. Without insurance, students will be unable to have any contact with the populations served by their sites. Forms for applying for insurance is available on the association's website, as they have the most current information.

Clock Hours

1. Students may not begin internship until the semester after they successfully complete practicum.
2. For internship, students must complete 600 clock hours of supervised counseling internship in roles and settings with clients relevant to their specialty area.
3. Internship students complete at least 240 clock hours of direct service.

Supervision

4. Internship students have weekly interaction with supervisors that averages one hour per week of individual and/or triadic supervision throughout the internship, provided by (1) the site supervisor, (2) counseling program faculty, or (3) a student supervisor who is under the supervision of a counselor education program faculty member.
5. Internship students participate in an average of 1½ hours per week of group supervision on a regular schedule throughout the internship. Group supervision must be provided by a counselor education program faculty member or a student supervisor who is under the supervision of a counselor education program faculty member. Group supervision of practicum and internship students should not exceed a 1:12 faculty: student ratio.
6. Written supervision agreements define the roles and responsibilities of the faculty supervisor, site supervisor, and student during internship. When individual/triadic practicum supervision is conducted by a site supervisor in consultation with counseling program faculty, the supervision agreement must detail the format and frequency of consultation to monitor student learning.
7. All field supervisors must have a master's degree in counseling or the equivalent, be properly credentialed, and have a minimum of 2 years post-degree clinical experience.

Evaluation

8. Formative and summative evaluations of the student's counseling performance and ability to integrate and apply knowledge are conducted as part of the student's internship.

Experiences

9. Students have the opportunity to become familiar with a variety of professional activities and resources, including technological resources, during their internship.
10. In addition to the development of individual counseling skills, must lead or co-lead a counseling or psychoeducational group during practicum and/or internship.

Documentation of Practicum/Internship Hours

Students are responsible for keeping a record of the hours they are involved in their practica and internships using the *Time 2 Track* accounts sponsored by the department. Students track and submit their hours for approval through this system. Student accounts are active for the 2-year duration of the practicum and internship experience. *Time 2 Track* does not delete data at any time, thus students retain access to their clinical hours and reports. However, students are encouraged to keep copies of their approved hours for licensure purposes.

Department Policy for Practicum and Internship Extenders

This policy applies to all students in practicum and internship. Students in practica and internships in schools will follow the regular school year for their districts as indicated by their contracts, however they will still need to follow the policy of being continuously enrolled in a supervision course. Students in clinical mental health and rehabilitation counseling must maintain their regular schedule at their sites through the end of the semester and date specified by their contracts, even when they have accrued the requisite number of hours. Students who need to extend their practicum or internship past the end of a semester—typically due to not having met the required number of client contact hours to pass the course—have the following options:

- For extensions up to four weeks past the end of a final semester (but no more than FOUR WEEKS), students will receive a IPG grade in the course and will continue to work at their sites. Students must join an existing campus-based practicum or internship section for weekly supervision until they complete their practicum or internship hours.
- For extensions of more than four weeks, students must register for, attend, and participate in a full semester of practicum or internship (3 semester hours)

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 professionally 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.

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

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 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.

Evaluations of Student Progress

As professionals in training, students are evaluated by a variety of means. In addition to course requirements, students complete a pre-practicum development portfolio (see below), upload course assignments and other documentation to Taskstream, our online portfolio system, complete and pass a comprehensive exam (see below), successfully demonstrate academic and professional readiness for practicum and/or internship, and successful application for graduation.

Faculty evaluates student progress through review of key assignments required in the Student Learning Outcomes of each core course. These assignments are uploaded to Taskstream each semester. Some items require student submission and grading of work, other requirements are completed by faculty and supervisors (e.g. test scores, clinical evaluations). Faculty notifies students who are not demonstrating adequate progress.

Pre-practicum Portfolio Requirements

As part of your master's degree program, you are required to develop a portfolio that documents your experience and growth as a helping professional. You will receive guidance on how to complete this requirement in CNSL 6268 Foundations of Clinical Mental Health OR CNSL 6376 Foundations of Rehabilitation Counseling OR CNSL 6466 Foundations of School Counseling and in meetings with your advisor. The core elements of the portfolio requirement are listed and described briefly here. **All elements of your portfolio must be fully completed and uploaded to Taskstream by the deadline date in the semester prior to your first practicum.**

Portfolio due dates: March 15th for students who wish to start practicum in the summer and June 1st for students who wish to start practicum in the fall. Please note that all requirements, including all of the 10 required counseling sessions, must be completed by the due date.

You must meet with your advisor to document that these requirements have been met.

Your portfolio is to include the following elements:

1) Resume or vita, current.

2) Statement of Professional Goals. Write a paragraph that states your professional goals and upload to Taskstream. What do you hope to be doing professionally when you complete your degree? Identify the populations and problems with which you want to work, as well as the settings in which you wish to work.

3) Documentation of Personal Counseling. Document at least **10 hours** of personal counseling (individual, couple, family, or group) with a licensed or license-eligible mental health professional. Documentation does not require you to reveal any personal material, but does require both you and your professional mental health provider to sign a statement indicating that you completed at least 10 hours of personal counseling. The 10 sessions should be completed by the portfolio due dates indicated previously. We will also accept documentation of appropriate personal counseling completed as an adult prior to admission to the program if has been within the previous 24 months. Documentation should be included in your portfolio., uploaded to Taskstream. A simple one sentence letter or email stating that you attended 10 sessions and signed by your therapist is sufficient.

4) Documentation of Collaboration Skills. Write a paragraph that lists your collaborative experiences as a professional or counselor-in-training. Collaboration mean working interactions with staff, advisors, professors, supervisors, co-workers, and peers. Collaboration might be evidenced in team projects, group projects, small group work, supervisory relationships, or other professional endeavors involving cooperative problem solving. Briefly describe your role and the contributions you made to the work of the group.

5) Description of 200 hours or more of experience in helping roles. Write a short description/paragraph for each setting/task for which you will be counting helping hours, the number of hours gained from that task/setting, and upload it to Taskstream. Helping hours may be gained from previous employment, volunteer work, or appropriate practicum placements within the past 24 months.

If you have other kinds of experience that might apply, check with your advisor about including that experience.

6) 12-Step Program Attendance. We strive to prepare students in a comprehensive and best practice-based course of study to work effectively with clients impacted by the full range of presenting problems. This preparation includes acknowledging the importance of both mental health issues as well as the substance use disorders that often co-occur with mental health problems. Of specific importance to effectively treating dual diagnosis clients is developing a basic understanding of addiction and the role of community-based, 12- step groups that serve as vital supports to effective treatment effort.

In recognition of this, all students are required to attend a minimum of four meetings of various 12-step oriented groups held in their communities. By having the experience yourself, you should be more able to empathize with a client who may be involved in the recovery community or anticipating attending a meeting for the first time. In addition, you will be able to give basic information to clients about how to contact 12-step groups, where to go, and what to expect. Students are also required to prepare a one-page, single-spaced summary of each of the separate meetings attended. The summary should include the type, address, and time of the meeting, your personal reactions and feelings, and what you learned from attending. The four summaries of visits will be uploaded to Taskstream.

Meeting Requirements (Students should attend only meetings that are listed as open to the public. Contact information for specific groups concerning meeting schedules and locations is readily available in the Yellow Pages and via the Internet.):

-Step oriented group such as Cocaine Anonymous, Overeaters Anonymous, Gamblers Anonymous, Adult Children of Alcoholics (ACOA), and Codependents Anonymous

The following are some general guidelines for you to follow as you attend these meetings yourself.

1) There are various types of meetings, including speaker meetings, small group meetings, and open and closed meetings. Open meetings are the type you should attend. These are open to anyone. Closed meetings are for individuals who are attending for their own need (i.e. people with drug addiction attending NA meetings) and it is not appropriate for you to attend those meetings as a professional.

2) When attending a meeting, you will be interacting with a number of people and may or may not be asked to introduce yourself to the group. Even if you do not speak or participate in the meeting you attend, individuals before or after the meeting are likely to strike up conversations with you. BE HONEST. It is appropriate to say something like: "I'm a graduate student in a counseling program and I'm here to learn more about (AA, NA, etc.). I want to have the knowledge and experience I need to help my clients find the places they can get assistance with (alcohol problems, eating problems, etc.)."

3) DON'T tell people you are only there as a requirement for school. It may be considered insulting to those in attendance. People attend these groups to help them survive and cope with tremendous difficulties and they deserve your respect.

4) Yes, you will probably feel uncomfortable at your first meeting. This is part of the point of attending. If you accidentally get into a closed meeting, apologize politely, ask whom you can contact about an open meeting, and leave.

5) All meetings have a different “flavor” to them, depending on who is in attendance and the norms of the group. Be open to a variety of experiences.

7) Advocacy Participation Assignment. Attend a total of at least 8 hours of meetings/gatherings, either regular planning meetings or events, of grassroots groups or nonprofit organizations that organize to change larger systems or policies (rather than work to improve the situation of a single person or family). These could represent organizing in sectors such as immigration, LGBT, anti-racism, environmental justice, housing and homelessness, prison reform, labor rights, peace, economic inequality, etc. You may attend groups in two or three different sectors, but the idea is to find one and stick with it to learn about how these groups move through time from month to month.

Participate as a person who cares about the cause or issue. (Lots of people come and go from these groups, but are sure not to volunteer to do something and then fail to follow through).

Document this participation by answering the following questions in about 250-300 words:

1. What were the main short-term goals of the meetings you attended? How do these connect to the mission of the organization?
2. In what ways were these goals fulfilled or not? What helped and what got in the way?
3. What do you notice about group dynamics? What helped make the meetings/events effective and enjoyable?
4. What did you learn about yourself in the role of an activist or community organizer?

8) HIPAA Acknowledgement. Prior to the beginning of your practicum, you will be required to complete our online HIPAA information training. This training will appear in your Blackboard accounts. Upon completion, you should print the completion acknowledgement to scan and upload into Taskstream as part of your pre-practicum portfolio requirement.

Comprehensive Examination Procedures and Requirements

Mastery of the knowledge content of the program is assessed in many ways throughout the program. One specific milestone for assessing students’ mastery of content knowledge is the program comprehensive examination. All master’s degree students in the Counseling Program are required to earn a passing score on the Counselor Preparation Comprehensive Examination (CPCE), a nationally administered exam, in order to graduate from the program. Students entering the program in 2017-18 will be expected to score at the mean or above compared to the national sample of students. Students scoring below the mean may be required to complete additional work to demonstrate competency if deficiencies are also noted in other methods of evaluation.

About the CPCE

The CPCE is a national examination offered and scored by the Center for Continuing Education (CCE). This exam assesses knowledge content from the eight CACREP common core knowledge content areas.

CPCE Area	Related Courses in Counseling Programs
Appraisal	Individual Assessment
Career and Lifestyle Development	Career Counseling
Group Work	Group Counseling
Helping Relationships	Counseling Interview Skills AND Theories of Counseling
Human Growth and Development	Lifespan Development AND Adult/Child/Adolescent Development
Professional Orientation and Ethics	Foundations of Counseling AND Professional and Ethical Orientation to Counseling
Research and Program Evaluation	Introduction to Quantitative Methods
Social and Cultural Foundations	Social and Cultural Dimensions of Counseling

Eligibility to Sit for the CPCE

As illustrated in the table above, the sections of the CPCE correspond closely with a number of required courses in the M.A. in Education & Human Development (M.A. in Ed. & H.D.) program. Therefore, students must successfully complete (with a B or higher) all of the following content knowledge courses before taking the CPCE.

CNSL 6157 Individual Assessment
 CNSL 6155 Career Counseling
 CNSL 6161 Group Counseling
 CNSL 6153 Counseling Interview Skills
 CNSL 6154 Theories of Counseling
 HDEV 6108 Lifespan Development
 HDEV 8224/6109/6110 Adult/Child/Adolescent Development
 CNSL 6268/6466/6376 Foundations of Counseling
 CNSL 6151 Professional and Ethical Orientation to Counseling
 EDUC 6114 Introduction to Quantitative Methods
 CNSL 6163 Social and Cultural Dimensions of Counseling

Scoring of the CPCE

All master's degree students in the Counselor Education Program are required to earn a passing score on the Counselor Preparation Comprehensive Examination (CPCE) in order to graduate from the program.

Students will receive a total score and individual scores for each of the knowledge content areas. Students not passing the comprehensive exam on the first attempt will have an additional attempt to pass the exam. Students scoring for the second attempt will use the highest scores from the two attempts across the eight CACREP common core knowledge content areas. Students will receive a score report showing both exams scores and a total using only the highest scores from the two administrations.

Should a student not earn a total passing score, the faculty will review that student's score. This review will identify areas of consistent weakness in the specified knowledge content areas. Students who do not pass the examination after the second attempt will be required to audit the course or courses that represent the competency areas identified in the faculty review of the student's score reports from the two examination attempts. The student will be required to pass these identified course(s) with a grade of at least an A- in order to take the CPCE a third time. Should the student fail the CPCE a third time, the faculty may elect to remove the student from the program.

GEORGE WASHINGTON UNIVERSITY
GRADUATE SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT
DEPARTMENT OF COUNSELING AND HUMAN DEVELOPMENT

PRACTICUM PREFERENCE FORM (Summer Start)

Student Name: _____ GW ID #: _____

GWU e-mail: _____ Cell Phone _____

Program: CLINICAL MENTAL HEALTH COUNSELING REHABILITATION
 COUNSELING DOCTORAL STUDENT

Please mark your Top 3 (if applicable) choices in order of preference (e.g., 1st, 2nd, 3rd) from the options below. You will be expected to be in the CCSC for the full window of time you select. We will attempt to honor your preferences as best as possible.

DUE FEBRUARY 15, 2018

Please return completed form to Dr. Pittman's mailbox in GSEHD 314. Failure to submit a complete form by the deadline may result in assignment without your consideration.

_____ Mon 2-8PM

_____ Thurs 9-3PM

DOCTORAL STUDENTS: The hours below will reflect only a portion of your required CCSC coverage. Additional coverage times will be decided by CCSC staff at a later date.

_____ Mon 9-2PM

_____ Tues 2-8PM

_____ Thurs 9-2PM

_____ Mon 2-8PM

_____ Wed 9-2PM

_____ Thurs 2-8PM

_____ Tues 9-2PM

_____ Friday 9-2pm

FOR CCSC USE ONLY

Assigned Section: _____ Date: _____

Assigned By: _____

Assigned By: _____

GEORGE WASHINGTON UNIVERSITY
GRADUATE SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT
DEPARTMENT OF COUNSELING AND HUMAN DEVELOPMENT

PRACTICUM READINESS FORM

Student Name: _____ GW ID _____

Cell Phone: _____ GWU email: _____

Anticipated Practicum Start: SUMMER FALL 20 _____

Program: CLINICAL MENTAL HEALTH COUNSELING REHABILITATION COUNSELING

Ethical Guidelines have been signed by the student and reside in the student file: Yes No

Prior to registration in CNSL 6269 Practicum in Mental Health Counseling, students must meet with an advisor face-to-face and obtain signed approval to enroll in these courses. This meeting serves several purposes:

1. To ensure prerequisites have been met (completed, in process of completion, waived, or transferred)
2. To update your file
3. To review your progress in the program
4. To discuss your practicum and internship plans
5. To provide approval to enroll in practicum class

Please print your unofficial transcript from DegreeMap and bring it with you to your advising appointment.

Your transcript needs to show that you have satisfactorily completed all the prerequisites for practicum:

COMPLETED AND IN PROGRESS COURSEWORK

- CNSL 6268- Foundations of CMHC OR
- CNSL 6376 - Foundations of Rehabilitation Counseling
- CNSL 6151- Professional and Ethical Orientation to Counseling
- CNSL 6153- Counseling Interviewing Skills
- CNSL 6154- Theories of Counseling

- CNSL 6163- Social & Cultural Dimensions
- CNSL 6173- Diagnosis & Treatment Planning

TO BE COMPLETED (SEMESTER PRIOR)

- CNSL 6157- Individual Assessment
- CNSL 6174- Trauma and Crisis Intervention
- HDEV 6108- Lifespan and Human Development

Your Professional Development Portfolio must be completed before you can start your practicum placement and uploaded in Taskstream. Please ensure that your advisor can sign off on your completion of the following core elements of the portfolio:

Professional Resume (CV) _____

Statement of Professional Goals _____

Personal Counseling (10 hours) _____

Documentation of Collaboration Skills _____

Helping Skills Hours (200 hours) _____
12-Step Meeting Attendance (4) _____
Advocacy Participation (8 hours) _____
HIPAA Completion Acknowledgement _____
Evidence of Malpractice Insurance _____

All Incompletes cleared? Yes No

Student Signature: _____ Date: _____

Advisor Signature: _____ Date: _____

Return Completed Form to the Dr. Pittman- GSHEd 320

APPENDIX A:

Frequently Asked Questions:

1. Is a background in Psychology necessary for this degree?

No, but prospective students without coursework in psychology or a related social science will be required to meet the psychology/social science background requirement (see page 11).

2. Are applicants interviewed by the faculty?

Yes, applicants who are being considered for admissions will be invited for an interview with faculty. 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, must be a letter grade of B or higher, cannot exceed 12 credit hours of work, and be reviewed and approved by faculty. Admitted students may contact their advisor to initiate this process. CHD does not permit the transfer of any foundations or clinical experience coursework.

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 three years?

Not entirely. In some cases, some students are able to pursue full-time employment while taking three courses a semester in their first 2 years 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, practicum courses and summer courses are offered during daytime hours. Most students find that they are unable to work

more than part-time once they begin internship because of the intensive time commitment required (20-30 hours per week) for these courses.

7. How do I find an Internship field placement site?

Students should begin thinking about the type of Internship placement they will pursue early into the practicum experience. 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, they should 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 internship is given during the practicum courses to make sure students have all the information needed to make final arrangements for their field placement.

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

Generally speaking, no. Paid internships constitute a conflict of interest and can require students to function in ways that employees are permitted and 'students are not. Students sometimes ask to have their job count as their internship, but in most cases this will not be possible. Because the purpose of internship is to offer students a learning experience, the requirements for internship are that the activities performed need to be *separate and distinct* from their regular employment. This means that their duties for 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 GWU?

Students are allowed to enroll in courses (except for some advanced courses) for **one semester** at GWU 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, GWU 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?”

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).

13. How long specifically will the program take to complete and are there any options to lengthen/shorten it?

Students who enroll in the program full time will take 3 classes per semester including summer, and is completed in 8 semesters. There is not a ‘faster’ completion option. For students needing to attend part-time, the part-time program is an 11-semester program whereby students enroll in only 2 courses a semester, including summer. There is not a ‘slower’ option that the part-time sequence. It is important to note that the part-time sequence admits in the fall only.

14. Where do students typically live during the program?

GWU is located in the Foggy Bottom area of NW Washington, DC. While some students live near or on campus, many students elect to live in other neighborhoods in the District, close in Maryland and Virginia suburbs like Silver Spring, Bethesda, Arlington, and Alexandria. Even still, students are able to find other affordable individual and shared housing options near one of the many universities in the area.

15. How many hours per week will I spend in class?

In the full-time program, students can expect to spend about 6 hours per week in class. It is suggested that for every hour spent in class, students should expect to spend 2 hours working outside of class.

16. What time of the day/week are classes offered?

During the fall and spring, most courses are scheduled for 1 hr 50 min and meet 1 day per week. CNSL 6269 and CNSL 6270 are 6 hours each, 1 day per week. Course schedules are more flexible in the summer, with courses meeting in the afternoon or evenings 2 days a week and on weekends.

17. How many hours per week will I work during practicum and during internship?

Students spend 6 hours per week for 2 semesters in practicum. During the internship experience, students should expect to spend 15-20 hours per week at their internship sites.

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
Graduate School of Education and Human Development
2134 G Street NW, Suite 322
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 are 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

The Rehabilitation Counseling Program at GW is accredited by the Council for Accreditation of Counseling and & Related Educational Programs (CACREP) <http://www.cacrep.org>

Program Faculty

Scott Beveridge, Ph.D.- Associate 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.- Professor of Counseling. Co-Director of the Center for Rehabilitation Counseling Research and Education. Certified Rehabilitation Counselor.

Maureen McGuire-Kuletz, Ed.D.- Associate Research Professor of Counseling, Co-Director of the Center for Rehabilitation Counseling Research and Education. 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)
The George Washington University
2100 Pennsylvania Ave, NW, Ste 310, Rm. 3001
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 6269 (Practicum I) and CNSL 6270 (Practicum II) 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 on-campus Practicum and off-campus 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.

I am aware that I must successfully pass the comprehensive exam, the CPCE within 2 attempts. I understand that failure to do so may result in my termination from the program. β

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

APPENDIX E:

2016/2017 Academic Program Assessment Executive Summary

The Academic Program Assessment (APA) is designed to evaluate how the Counseling and Human Development Programs are contributing to developing students with the appropriate knowledge, skills, and attitudes for employment as counselors and counselor educators. The 2016-17 academic year focus areas will emphasize evaluation of training areas with a focus on professional identity (Objective 1) and theory to practice (Objective 4). The relevant programs to be included in the year's APA were the Master of Arts in School Counseling, the Master of Arts in Rehabilitation Counseling, the Master of Arts in Clinical Mental Health Counseling, and the Doctor of Philosophy in Counseling and Supervision.

The Assessment Plan includes:

1. A review by program faculty of programs, curricular offerings and characteristics of program applicants
2. Formal study of program graduates that assess their perceptions of faculty, training, and adherence to program objectives, as well as evaluation of major aspects of the program including advising, didactics, clinical training, and administrative processes.
3. Formal study of site supervisors and employers of program graduates that assess their perceptions and evaluations of major aspects of this program.
4. Assessment of student learning and performance on professional identity, professional practice, and program area standards through the use of key assessment rubrics, evaluation of student clinical skill development, student portfolios

Program Modifications as a result of the Comprehensive Assessment Plan data.

Program Objective 1: Professional Counselor Identity

1. *Foundations of Counseling Courses*: During faculty review of the curriculum, the decision was made to move CNSL 6268: Foundations of Clinical Mental Health Counseling and CNSL 6466: Foundations of School Counseling to the first semester of the training program. Relocating the course in the curriculum encourages the early development of the professional counselor identity.

Program Objective 4: Theory to Practice

1. *Addition of the Comprehensive Exam Requirement*: Beginning in fall 2016, the Counselor Preparation Comprehensive Exam (CPCE) is being used as the required comprehensive examination following the first year of didactic course work.
2. *Case Conceptualization skills*: More focused course emphasis and 2 case presentations in each clinical training year; one in each semester, for a total of 4.

Annual Assessment of Program Alumni

In the spring of 2017, the Counseling Program administered surveys to recent graduates with the hope of

assessing their feelings and perceptions of major aspects of the program (e.g., faculty, course work, practicum, internship, doctoral supervision, etc.) and their experience in our programs. Along with demographic information and information regarding the employment and professional development activities, alumni are asked to provide qualitative responses about both the strengths and areas for improvement in their respective programs. Additionally, alumni were asked to rate their level of satisfaction with how well prepared they felt, upon graduating, with a number of core counseling competencies. For the 2017 alumni survey, a new question was added that sought to provide us with even richer data regarding alumni's perceptions of how well their respective program met the 7 program objectives outlined by the program. Surveys were sent in February, 2017 to alumni across all four programs (clinical mental health counseling, school counseling, rehabilitation counseling, and counselor education and supervision) and received a total of 81 responses which included both quantitative and qualitative feedback.

Several common themes were demonstrated by these surveys:

Strengths of the program: Clinical experience gained in the in-house counseling center (the CCSC), the quality of instruction by the faculty, the variety of classes offered, the quality of clinical supervision received, and the notion that students feel prepared on a basic level to be successful in any employment setting.

Areas for improvement of the program: More classes for school counseling students, more focus on multicultural counseling, promoting a healthier and more positive culture during their clinical internship experience in the CCSC, and the high cost of the program.

Level of satisfaction & level of preparation: In general, alumni from all programs reported feeling at least adequately prepared and satisfied with most aspects of their programs. However, alumni across all programs reported feeling only neutral with regards to levels of preparation to apply technology, evaluate critical research, and work with clients with addictions or co-occurring disorders.

Moving forward, the department will invite graduates to provide feedback at 1, 3 and 5 years post-graduation. We hope this will provide students time to reflect on their program experiences and allow for implementation of learned skills in a related professional role to better inform their feelings and assessment of major aspects of our program and their perceptions of preparedness.

Post-Internship Assessment of Student Experiences in the CCSC

Qualitative and quantitative data are also collected from doctoral supervisors and master's level counseling interns each April at the conclusion of their internship experience in our departmental counseling clinic. This data is gathered from face-to-face exit interviews that students have with senior clinic staff members and also from a computer based intern-survey that students complete at the end of their time in the clinic. Qualitative data was focused around strengths and areas of improvement for the CCSC, the manner in which ethical violations are managed by the clinic, strengths and weaknesses of the entire internship experience and lastly the impact that the internship experience had on the student.

Feedback from these exit interviews and surveys served as the impetus for multiple changes in the clinic, including the following:

1. An overhaul in the manner in which student interns are paired with their doctoral supervisors
2. A move from a paper system to an entirely electronic system for tracking client screening and

assignment

3. A more clearly outlined consultation model that students are to operate under when they are doing crisis consultation
4. A revamped manner in which ethical and policy violations are handled in the clinic with the goal of being less punitive and more transparent
5. Several upgrades to improve the interns' working space to be more comfortable and accommodating.

Development of the Cohort Model

The development of the new cohort model piloting in 2016/2017 will address multiple concerns that have noted in feedback from students in the past. These include:

1. Removal of application for practicum which will now be completely captive in our departmental training clinic, the Community Counseling Services Center (CCSC),
2. Standardized application processes and dates for the internship experience, and
3. Opportunity to develop community by being in constant contact and growth with one another in ways that foster deep and meaningful connection.

Formal Follow-Up Surveys of Site-Supervisors/Program Graduate Employers

Incorporating the 2016 CACREP standards, the program coordinators and faculty for the Clinical Mental Health Counseling (CMHC), School Counseling (SC), and PhD in Counselor Education (PhDCE) programs developed a survey to assess supervisor perceptions and evaluations of the major aspects of all three programs. The department chair facilitated the development of a survey to assess employer perceptions and evaluations of the major aspects of the counseling programs for program alumni. All four surveys were created in Qualtrics, and reviewed. In March 2016 and 2017 surveys were distributed to site supervisors and alumni employers.

8 responses were received from supervisors of CMHC students in 2016, 7 responses were received from supervisors of CMHC students in 2017. 10 responses were received from supervisors of SC students in 2016, 7 responses were received from supervisors of SC students in 2017. 10 responses were received from supervisors of PhDCE students in 2016, 3 responses were received from supervisors of PhDCE students in 2017. 28 responses were received from employers of program alumni in 2017

Additional data was obtained through the 6185 and 6186 internship in counseling field-site supervisor evaluations completed after the first and second semesters of internship.

Several common themes were demonstrated by these surveys:

Strengths of the program: Simultaneous internship site experience and GW Community Counseling Services Center, program foundation in clinical counseling skills and techniques, quality communication between GW and internship sites, preparation for group counseling, knowledge of the role of a school counselor, ability to provide services in a variety of clinical settings, individualized of the program, client-centered nature of the program.

Areas for improvement of the program: Need to provide clinical experience prior to internship, provide a better foundation of schools of counseling/theories of practice, increase skills in writing treatment plans and case notes/reports, skills in career and college readiness, diversity training, and preparing interns to engage with parents, teachers, and administrators, better addressing the counseling needs of young adults, better multiculturalism and diversity foundation and increased knowledge of differential diagnoses and family dynamics

Distribution of Program Assessment Data and Program Changes

Many of the results obtained through assessment of student learning and program evaluation are available to appropriate constituencies, including students, upon request. Program changes were also shared with the Office of Admissions as they significantly impact the programs to which prospective students would be applying. As such, we wanted the Office of Admissions to be well equipped to address prospective student questions about the training programs. Beginning fall 2017, our APA annual report will be shared with stakeholders and constituencies in lieu of the accreditation report. Changes to the curriculum or training program are reflected on the program website, ensuring that prospective students and constituents have access to the most up-to-date information about our programs and faculty.