

Counseling and Human Development
Master's Degree Programs
Clinical Mental Health Counseling
Rehabilitation Counseling
School Counseling

Student Handbook

2022-2023

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1. THE GEORGE WASHINGTON UNIVERSITY CONTEXT

1.1. UNIVERSITY EMAIL

Email is a mechanism for official communication within the University. The University requires that such communications will be received and read in a timely fashion. Official email communications are intended to meet the academic and administrative needs of the department, faculty, and students. Failure to utilize the official email may result in missing official program, departmental, or university communications via email. Please note that information provided in class should not be collected or distributed without faculty consent due to intellectual property and copyright regulations. Student's university affiliated email address is the official communication method utilized by the Department for all program related communications. Students may elect to forward their email to a service of their choosing, though neither the Department nor university will assume any responsibility for messages that are not received and any related consequences will be the student's to bear.

1.2. UNIVERSITY POLICIES

All students must abide by the Guide to Student Rights & Responsibilities, which addresses student behavior. The Guide can be accessed at <https://studentconduct.gwu.edu/basic-rights>. All students must be familiar with and abide by the provisions of the Code of Student Conduct, which “sets minimum standards for non-academic student conduct, defines the rights of students charged with a non-academic disciplinary violation, lists the procedures for resolving non-academic disciplinary matters, provides guidance for non-academic disciplinary sanctions, and addresses other issues regarding non-academic student conduct.” The Code is part of the Guide to Student Rights & Responsibilities, and can be accessed at: <https://studentconduct.gwu.edu>.

1.2.1. Academic Integrity

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>.

1.2.2. Change of Personal Information

An official name change, or social security number change should be made at the Office of the Registrar by submitting a Request to Change Name/Social Security Number. Students may update their address online through GWeb or by mailing an Address Change Form to the Office of the Registrar Enterprise Hall, 44983 Knoll Square Suite 390, Ashburn, VA 20147 Phone: 202-994-4900 (registrar@gwu.edu) or visiting the Student hub Office of the Registrar, Ground Floor, Student Center, 800 21st St NW, Washington, D.C. 20052; fax (202) 994-3445. Failure to provide change of personal information may result in a delay in receiving important correspondence from GSEHD and GWU.

1.2.3. Immunization Requirement

All on-campus students under age 26, regardless of program of study, location of study, part-time or full-time status, degree or non-degree status, must comply with the immunization requirement as set forth by the Law of the District of Columbia. It is important that admitted students comply as soon as possible so that their registration is not hindered. You can find more information about the immunization requirement on the website of GWU Student Health: <http://studenthealth.gwu.edu/immunizations>. In accordance with GWU's Coronavirus Response, all on-campus students must also comply with the COVID-19 vaccine and booster requirement. For more information regarding GWU's response to COVID-19, visit the GWU COVID-19 Response website: <https://coronavirus.gwu.edu/vaccine>.

1.2.4. Privacy of Records

The Graduate School of Education and Human Development complies with the provisions of the Family Educational Rights and Privacy Act (FERPA), commonly referred to as the "Buckley Agreement." Students should refer to the GWU Guide to Student Rights & Responsibilities for information regarding this policy. All applications and supporting documents become the property of The George Washington University once received and cannot be returned.

1.2.5. Code of Conduct

The Code of Student Conduct governs non-academic student behavior. It defines prohibited conduct for students and student organizations and sets up a conduct system to address reported violations and preserve student rights. It can be found at [Basic Rights | Student Conduct | The George Washington University \(gwu.edu\)](#). The code also details the process through which disciplinary action is taken by GWU when students are charged with violations of its provisions. Students who are charged with serious offenses may have their cases heard by boards that include students as members of the hearing panels; those charged with minor offenses are subject to a disciplinary conference.

1.2.6. Equal Opportunity

The George Washington University does not unlawfully discriminate against any person on any basis prohibited by federal law, the District of Columbia Human Rights Act, or other applicable law, including without limitation, race, color, religion, sex, national origin, age, disability, veteran status, sexual orientation, or gender identity or expression. This policy covers all programs, services, policies, and procedures of the university, including admission to education programs and employment.

1.2.7. Sexual Harassment

GWU is committed to maintaining a positive climate for study and work, in which individuals are judged solely on relevant factors, such as ability and performance, and can pursue their activities in an atmosphere that is free from coercion, intimidation, and violence. The university mission statement provides that the university "values a dynamic, student-focused community stimulated by cultural and intellectual diversity and built upon a foundation of integrity, creativity, and openness to exploration of new ideas." The university is committed to free inquiry, free expression, and the vigorous discussion and debate on which advancement of its mission depends. Sexual harassment is destructive of such a climate and will not be tolerated in the university community.

Sexual harassment of students by faculty or administrators or of employees by those in a position to affect their GWU Graduate School of Education and Human Development employment status or by other employees in the work unit is inimical to such an atmosphere and will not be condoned.

The university's Interim Title IX Coordinator is Asha Reynolds:
 Asha Reynolds
 Interim Title IX Coordinator
 Director, Office for Diversity, Equity and Community Engagement (ODECE)
 The George Washington University
 812 20th Street NW (Building YY)
 Washington, D.C. 20052
 202-994-7434
titleix@gwu.edu.

1.3. REGISTRATION POLICIES AND PROCEDURES

1.3.1. Registration

Once students have received their online admissions letter and have submitted the Student Reply Form, they will be eligible to register for classes. Students register using the GWeb Info System. Registration policies and procedures are described on the website of the Office of the Registrar.

For newly admitted students:

1. Go to the GWeb Info System. Enter the GWID that is given at the top of your offer of admission or your program plan. Enter your six-digit birthday (MMDDYY) as your PIN. Change your PIN for security purposes.
2. Go to the University Help Desk website to create your UserID. This gives you access to GWMail (email), MyGWU (GW's information portal) and Blackboard (online course software). Enter your GWID and new PIN, and create a UserID and password.
3. Go to the GWU Portal and sign on with your GWID and password.
4. Click on GWeb Info System and log in with your GWID and PIN to register for courses.
5. Select Student Records and Registration, then Registration Menu, then Register, Drop and/or Add Classes. Select a term, choose your program, and select your classes.

For continuing students:

1. Go to the GWU Portal and sign on with your UserID and password.
2. Click on GWeb Info System and log in with your GWID and PIN to register for courses.
3. Select Student Records and Registration, then Registration Menu, then Register, Drop and/or Add Classes. Select a term, choose your program, and select your classes.

Registration Assistance is available from 9:00 a.m. – 4:30 p.m., Monday – Friday, via phone at 202.994.4900. If you experience any technical difficulties with registration or logging into the GWeb system, please contact the University Helpdesk at ithelp@gwu.edu.

Students are required to register each semester regarding their program plan of study. Students must be registered in the summer if they were admitted for the summer term, are taking the comprehensive examination, or are graduating in that term. Please see the section "Enrollment Status" for more information.

1.3.2. Tuition Billing

Students will be billed for tuition by the Student Accounts Office after registering for courses. Course tuition rates for GSEHD students are specific to the program and campus to which the student was admitted. For example, students admitted to Foggy Bottom campus programs pay the on-campus tuition rate for any courses they register for, regardless of course format or location. Tuition rates for students enrolled in graduate programs can be found online at <https://studentaccounts.gwu.edu/graduate-tuition>.

1.3.3. Adjustments to Course Schedule

If a student finds it necessary to make any adjustments to their course schedule after the Web registration period has ended (to add or drop courses), a Registration Transaction Form is required. The completed form should be submitted to the students' GSEHD Student Services Representative. A note from an instructor is NOT an acceptable method of adding or dropping a course. Registration Transaction Forms are available online, and in person at the GSEHD Office of Student Services and Colonial Central. Because students are enrolled in a cohort program plan of study, dropping a course may impact a student's ability to adhere to the program plan of study and extend the length of time for their graduate program.

Students should be aware of the financial penalties of dropping courses during and after the first week of courses. A refund schedule with specific dates for each semester can be found on the website of the Office of the Registrar. Students should note that refund schedules for off campus/distance programs and for all students during the summer semester have unique dates. The deadline for dropping an on-campus course without academic penalty is the end of the fourth week during the fall and spring semesters. A course dropped during the first four weeks of classes will not appear on a student's transcript. A course dropped after the fourth week but before the end of the eighth week will be assigned a grade of "W" (Authorized Withdrawal). Any withdrawals after the eighth week of classes require a petition to the Dean's Office.

Failure to submit a Registration Transaction Form and to receive approval to withdraw from a course will result in a grade of "Z" (Unauthorized Withdrawal) on the student's official transcript. Students may not be cleared for graduation with a Z on their academic history.

NOTE: Deviations from the prescribed course sequence for your respective program and cohort will result in the extension of your degree completion time by up to one year and a mandatory leave of absence for all semesters until the course sequence can be resumed as outlined.

Students whose accounts reflect overpayments may submit a Request for Refund through the GWeb Information System beginning the first day of classes.

1.3.4. Consortium Registration

The Washington Metropolitan Area Consortium of Universities is a cooperative arrangement in post-secondary education that is designed to permit the sharing of academic resources by member institutions and to offer qualified students the opportunity to enroll at other institutions for courses not available on their own campus. The George Washington University offers qualified graduate students the opportunity to enroll in courses at American University, The Catholic University of America, Gallaudet University, George Mason University, Georgetown University, Howard University, Marymount University, Trinity University, University of the District of Columbia, or University of Maryland-College Park.

Participation in the Consortium program is restricted to main campus (Foggy Bottom) degree candidates

in good academic standing. Non-Degree students and students in off-campus programs are ineligible to take courses through the Consortium program.

Degree-seeking students may enroll in approved courses through the Consortium to the extent that the total number of credit hours does not exceed nine (9) hours for a master's program.

Please refer to the policies and procedures for Consortium registration on the website of the Office of the Registrar.

Registration Procedures: Registration in Consortium courses must be requested on a Consortium Registration Form. Consortium registration requires approval of the student's academic advisor before submitting the form to their Student Services Representative for Dean's Office approval. Once the form has both sets of approvals, the Student Services Representative for the student's program will submit the form to the Consortium Director in the Office of the Registrar for final processing.

Students requesting to drop or withdraw from Consortium courses must obtain approval from their Department Chair/academic advisor and their Dean's Office on the Consortium Drop form.

Tuition and Fees: Tuition for courses taken under the Consortium arrangement is assessed at the current GWU tuition rate. Course fees are charged by and paid to the visited institution. Dropped courses are subject to the on-campus refund schedule.

1.3.5. Enrollment Status

Once enrolled in a certificate or degree program, students must be continuously enrolled and actively engaged in fulfilling the program requirements every fall and spring semester of the academic year until such time as the certificate or degree is conferred.

Students occasionally have a semester in which they are not enrolled in coursework but are engaged in approved activities required for program completion (e.g., if they are taking the comprehensive exam or completing an incomplete course). There also are cases in which students may need to request a temporary leave for personal or professional reasons. In these instances, they will need to enroll in either Continuous Enrollment or Leave of Absence (explained further below) to remain in active status with the University.

Failure to enroll in either classes or one of the following designations will result in broken enrollment during the Fall and Spring semesters. Students who break enrollment are removed from degree status and must apply for readmission to continue. Students who apply for readmission to the University will be subject to the admissions standards in place at the time the application is submitted.

1.3.5.1. Continuous Enrollment (CE)

Continuous Enrollment (CE) may be used for completion of outstanding work in courses in which a grade of Incomplete (I) was received. CE also may be used by degree-seeking certificate or Master's students who are preparing to sit for the comprehensive examination (See the *Comprehensive Examinations* section for more details). In certain circumstances, CE also may be used for attendance at another institution with prior approval to have coursework transferred back to GSEHD. International Students are not eligible to register for CE.

Students must submit a Leave of Absence/ Continuous Enrollment Registration form to their Student Services Representative to be considered for CE enrollment. Students only may be registered for a total

of two (2) semesters of CE during their certificate or degree program. Students who request one-year of CE must submit a Leave of Absence/ Continuous Enrollment Registration form for each of the two semesters. After reaching the limit, students who wish to register for CE status in additional semesters must seek approval from the Master's Appeals Committee.

1.3.5.2. Continuing Research (CR)

All Master's students who are writing a thesis and who have completed their required number of thesis and coursework credits must register each subsequent fall and spring semester for CNSL 0920 Continuing Research Masters course, which carries a fee equivalent to one credit hour of tuition, until successful completion and submission of the thesis. All Education Specialist students must register for CNSL 0920 Continuing Research course to sit for the comprehensive examination if not otherwise enrolled in coursework.

1.3.5.3. Leave of Absence (LOA)

A student who, for personal reasons, is temporarily unable to continue their program of study may request a Leave of Absence (LOA) for a specific period of time, not to exceed two (2) semesters during the total period of certificate or degree candidacy. The student must submit a Leave of Absence/ Continuous Enrollment Registration form to their Student Services Representative to be considered for LOA enrollment. Students who request one year of Leave of Absence must submit a Leave of Absence/ Continuous Enrollment Registration form for each of the two semesters. After reaching the limit, students who wish to register for LOA in additional semesters must seek approval from the Master's Appeals Committee.

To resume studies following the approved LOA: 1) if the student initiates the LOA, they should contact their advisor at least one month prior to the semester in which they wish to return; the advisor can review the student's program plan and determine whether the student can enter in that semester based on the available courses; 2) if the LOA is part of the student's remediation plan, the stipulations written in the remediation plan must be followed before the student can resume studies; 3) if the LOA was initiated by faculty outside of a remediation plan, a written plan will describe the conditions under which the student may be readmitted. In the latter two cases, if the faculty determines that there has been a serious mental issue that necessitated the LOA, one stipulation may be the completion of a full psychological battery at the student's expense.

Students who are U.S. government employees assigned out of the United States for official duties or are in the military and actively deployed are exempt from LOA limitations that count toward degree completion.

1.3.5.4. Remediation Process and Professional Development (CHD Specific)

During a student's graduate program, faculty and or clinical staff may clearly identify problematic areas that need to be addressed (e.g., performance, demonstration of skills, professional disposition) by the student and will create a written Professional Development Plan in which to document the areas of concern. The student will work with their advisor, and as appropriate, other faculty members and clinical supervisors, to develop a Professional Development Plan. The written Professional Development Plan is approved and signed by the student and faculty advisor and other identified stakeholders (e.g., course instructor, practicum supervisor, internship supervisor). The professional development plan will include specific target behaviors for the student to address, including but not limited to course requirements,

components of the Student Statement of Informed Consent, specific activities in which the student will engage to address those behaviors, an evaluation plan for the behaviors, consequences for not completing the professional development plan, and a timeline with benchmarks. The professional development plan will also indicate any course restrictions that the student may have during the professional development period. For example, the professional development plan may restrict the student from enrolling in specific classes such as practicum or internship. A professional development plan is an academic intervention designed to assist the student to improve their performance during the graduate program. It is not a disciplinary action. Students who engage in the Professional Development Plan process may not complete their master's degree in counseling without the successful completion of their plan.

1.3.5.5. *Full-/Half-Time Certification*

Students who intend to register for less than the number of credit hours required in the fall and spring semesters (full time = 9 or more credit hours; half-time = 4.5-8.5 credit hours), and who need to be certified as in full or half-time status must complete the Full-/Half-Time Certification Form. The requirements and limitations of this certification are listed on the first page of the form. This form should be completed and submitted to the Office of Student Services after the student has registered and after the form has been signed by the academic advisor. Please see <https://gsehd.gwu.edu/student-services> and click on Student Forms.

1.3.5.6. *Adjustments to GSEHD Program or Location*

If a student is considering a change from one GSEHD program to another GSEHD program, they should consult with their faculty advisor as well as with the coordinator of the program to which they would like to be admitted. To request a change to a new program, they must submit a new application for admission and a new statement of purpose relevant to the new program of interest. Additional application requirements may be required if program faculty deem necessary. An application fee is not required as long as the student has maintained continuous enrollment and is in good academic standing.

If a student is considering a change in the location of their program of study, they should be sure to confirm that the program is offered at the desired campus location. Note that the new campus may have a different schedule of classes as well as an adjusted tuition rate. The student should contact their academic advisor for more information. Once the student and their advisor have come to agreement on a location change, they should notify the Office of Admissions in writing of this request.

1.3.5.7. *Readmission to GSEHD*

To apply for readmission, students must submit a new application for admission by the application deadline for the semester in which they wish to be readmitted. Former students must submit an updated statement of purpose, application fee, resume, transcripts of any recent graduate level coursework taken, and new standardized test scores (if requested). Also, former students are required to interview with the program faculty to determine whether they will be permitted to continue the program as indicated on the original program plan or if there will be additional program requirements to be completed. Subsequent readmission is subject to new conditions and regulations that have been established by the School. Any questions regarding the readmission process should be addressed to the Office of Admissions.

1.3.5.8. *Withdrawing from the University*

If a student finds it necessary to withdraw from GWU prior to completing their degree program, they should notify their advisor and the GSEHD Office of Student Services via their Student Services

Representative. A Complete Withdrawal Form should be submitted if the student wishes to withdraw from ALL courses during the final semester.

The deadline for complete withdrawal from ALL courses without academic penalty is the end of the eighth week of classes. After this deadline, program changes are not possible unless the student submits a written request to the Office of Student Services and receives permission to withdraw. If approved, the student then submits the Complete Withdrawal Form to the Office of Student Services for processing. All charges for courses from which the student withdraws are subject to the refund policy listed under Tuition Rates, Fees, and Financial Regulations on the website of the Office of the Registrar.

1.4. GRADING

1.4.1. Grading System

GSEHD uses the +/- grading system. The available grades, with quality-point equivalents, are as follows: A (4.0), A- (3.7), B+ (3.3), B (3.0), B- (2.7), C+ (2.3), C (2.0), C- (1.7), F (0). Other symbols that may appear include CR, Credit; AU, Audit; I, Incomplete; IPG, In Progress; W, Authorized Withdrawal; Z, Unauthorized Withdrawal. Courses marked AU, CR, I, IPG, W, or Z are not considered in determining a student's grade point average, although courses marked "I" will be considered when a final grade is recorded, and the final grade will replace the symbol I.

1.4.2. Academic Requirements

An overall grade-point average of 3.0 is required for graduation. Students who have a cumulative GPA below 3.0, or receive a grade of C or below in more than 6 credits, or receive a grade of F will have an academic hold placed on their account and may be subject to program removal. Students must meet with the Senior Associate Dean, the Assistant Dean of Academic Services, or the Executive Director of the Office of Student Life before enrollment in further coursework is allowed.

Students who earn a grade of "Z" for "Unauthorized Withdrawal" must formally request to withdraw from the course before further registration is permitted, as students cannot graduate with grades of "Z" on their record.

1.4.2.1. English Language Requirements for International Students

Applicants who are not citizens of countries where English is the official language or who do not hold a degree from a regionally accredited U.S. institution of higher learning are required to submit scores from the Test of English as a Foreign Language (TOEFL), the academic International English Language Testing System (IELTS), or the Pearson Test of English–Academic (PTE). English language scores are valid for two years. The most recent test scores will be used for applicants who submit multiple scores. Specified possible exemptions from this policy can be found on the Graduate Admissions website. The required minimum score for admission to a program is 80 on the Internet-based or 550 on the paper-based TOEFL, or, an overall band score of 6.0 on the IELTS with no individual band score below 5.0, or a score of 53 on the PTE. Additionally, the CMHC program requires a minimum score of 22 on Speaking and 20 on Listening sections of the TOEFL. Some programs have higher minimum scores. Applicants who have a TOEFL score of at least 70, but less than 80, or an IELTS overall band score of 5.0, but less than 6.0, may be considered for admission on the condition that they successfully complete the Applied English Studies program prior to beginning their graduate studies.

Students with the following English language test scores are exempt from taking English for Academic

Purposes (EAP) courses: TOEFL, 600 paper-based or 100 Internet-based; IELTS, overall band score of 7.0 with no individual band score below 6.0; PTE, 68. Students with test scores below these minimums must register for an EAP course during their first semester. Students assigned EAP courses should anticipate additional tuition expenses as well as a possible extended period of time required to complete their degree program. EAP courses do not count toward degree requirements.

Students required to take an English for Academic Purposes (EAP) course, must earn a minimum grade of B- in the course. Students who do not earn a B- or above in their first course must take an additional EAP course in the subsequent semester. Students who earn an F in an EAP course must repeat the course and are subject to the process described above.

1.4.2.2. Grade Reporting

Grades will be available on the GWeb system after the close of each semester. Please note that grade reports are not mailed. Student records can be accessed on GWeb, including term grades and an unofficial transcript. A Gwid and PIN are needed to access the GWeb system.

1.4.2.3. Incomplete (I) and In Progress (IPG) Policies

At the discretion of the instructor, the symbol “I” (Incomplete) may be recorded if a student, for reasons beyond the student’s control, is unable to complete the work of the course, and if the instructor is informed of, and approves, such reasons before the date when grades must be reported. This symbol only may be used if the student’s prior performance and class attendance in the course have been satisfactory and if the student is in good academic standing.

If the instructor agrees to give the student an “I”, a *Contract for Completing Assignments in a GSEHD Course* must be completed and signed by both the student and the course instructor and then submitted to the Office of Student Services, with a copy to the department chair. Please see <https://gsehd.gwu.edu/student-services> and click on Student Forms> Incomplete Grade Contract. The contract will outline all remaining assignments due and the date by which these assignments must be submitted to the course instructor. The coursework must be completed within the designated time period agreed upon by the instructor and the student, but no more than one calendar year from the end of the semester in which the course was taken. If the work is not completed within the designated time, the grade will be automatically converted to a grade of “F”, Failure, 0 quality points, and the grade-point average and academic standing recalculated. Please see Academic Requirements, page 14, which outlines next steps when a grade of “F” has been received.

In many cases, students are required to take an internship as part of their graduate program. However, students often are unable to complete the required number of internship hours in one semester. In these instances, the instructor may assign an “IPG” (In Progress) for the course. Once all requirements are met, the instructor will change the “IPG” to “CR” or a letter grade.

1.4.2.4. Provisional Admission Status

Students who have been admitted in provisional status must achieve an average GPA of 3.0 or better in their first 9 credit hours taken in degree status – with no grade below B-. A symbol of “I” (Incomplete), “IPG” (In Progress), or “Z” (Unauthorized Withdraw) is unacceptable during the provisional period.

The provisional status will be lifted once the student has successfully completed these requirements. Please note that the provisional status does not require the student to take all nine credit hours in his/her

first semester.

Students in provisional status who do not meet the requirements of the provisional status within the first nine credits of coursework may be subject to academic discipline up to and including removal from the program.

1.5. GRADUATION AND COMMENCEMENT

1.5.1. Eligibility for Graduation

Degrees are conferred in January, May, and August. To be eligible for graduation a student must have met the admission requirements of the school in which registered; completed satisfactorily the scholarship, curriculum, residence, and other requirements for the degree as stated in this bulletin; filed an application for graduation by the published deadline date; and be free from all indebtedness to the University. Enrollment is required for the semester or summer at the close of which the degree is to be conferred, and all degree requirements must be completed by the last day of final examinations for that semester or summer session.

1.5.2. Participation in the Commencement Ceremony

Participation in the annual commencement ceremony held in May is open to students who have applied to graduate in the current spring semester, or who graduated the preceding fall or summer semester. Master's and Education Specialist students who need no more than nine (9) credit hours to complete their degree requirements may participate in May commencement ceremonies if there is a reasonable expectation that they will be able to obtain the needed credits during the following summer. The maximum of nine credit hours is firm and not subject to petition.

1.5.3. Online Graduation Application Instructions

An Application for Graduation must be submitted online by the deadlines <https://registrar.gwu.edu/application-deadlines> listed below to ensure that the student's name is published in the commencement program. Applications should be submitted at the beginning of the student's final semester but no later than the following deadlines:

Semester of Graduation	Application
Spring Graduation	March 15
Summer (participating in Spring; < 9 credits remaining)	April 1
Summer Graduation	July 15
Fall Graduation	November 15

Please also note the following important information regarding graduation:

- Online graduation application instructions can be found here: <https://registrar.gwu.edu/online-graduation-application-instructions>
- Students who apply after the published deadlines are charged a \$35 late fee, are not guaranteed commencement materials, and will not be listed in the commencement program.

- Information on the commencement ceremony is sent only to those students who indicate their intention to participate in commencement activities on the Application for Graduation. Visit GW's Commencement Website and GSEHD's website for the most up-to-date information on caps and gowns and all commencement deadlines and activities.

1.5.4. Certificate Completion

To be eligible for the granting of a Graduate Certificate within GSEHD, students must complete all course requirements with a minimum GPA of 3.0 and with no grades of "F." Graduate Certificate students must apply for a Certificate Completion by the deadlines stated in the academic calendar. Certificate students are not eligible to participate in the University's Commencement Ceremony. An Application for Certificate Completion (available online) must be submitted to the Office of Student Services by the deadlines listed below to ensure that students receive their certificates and do not incur late fees. Applications should be submitted at the beginning of the student's final semester but no later than the following deadlines:

Semester of Completion	Application Deadline
Spring Completion	April 1
Summer Completion	July 1
Fall Completion	December 1

1.5.5. Final Graduation/Completion Clearance

The Office of Student Services clears all GSEHD students for graduation. Please note that degree clearance for everyone other than doctoral students usually takes place after the official degree conferral date. Degree conferral cannot occur until final grades are posted and confirmation of fulfillment of all other requirements on your program plan (convocation, comprehensive exams, program plan changes, PRAXIS exams, minimum 3.0 GPA, etc.) has been received by the Office of Student Services. If your program requires PRAXIS for graduation, you are required to designate GWU as a score recipient when enrolling for the exam (institution id: 5246). If all of your grades are not posted, please check with your instructor(s). According to the Office of the Registrar, degree conferral "may take anywhere from 6-8 weeks after your graduation date."

Official transcripts and diplomas will reflect the official degree conferral date, regardless of clearance date, if all program requirements have been completed. Students can verify that their degree has been conferred via their unofficial transcript on GWeb.

If a student has not been cleared and believes that they have met all degree requirements, they should contact their Student Services Representative in the Office of Student Services. If a student has been cleared and has questions about their diploma, they should refer to the Registrar's Graduation Services Office.

1.6. STUDENT APPEALS PROCESS

All students have the right to appeal an academic decision (i.e., residency requirements, admissions decisions, grade appeals, and decisions that alter a student's status) from GSEHD before the appropriate committee.

The Master's Appeals Committee (for certificate and master's students) and Post Master's Appeals Committee (for Education Specialist and Doctoral students) meet once a month during the academic year (September through May).

1.6.1. Informal Resolution

Prior to appealing a decision through the appropriate committee, **the student first should attempt to resolve the matter with the faculty member(s) most directly responsible.** If no resolution results, the student then should consult with the individual at the next administrative level, for example, the director of the program or the chair of the relevant department.

If there continues to be no resolution, the program director, chair, or student may contact the Senior Associate Dean and solicit assistance to ensure that adequate steps are taken to resolve the issue at an informal level without the complaint escalating to the status of a formal appeal. If no resolution is achieved as a result of these informal attempts, the student may appeal to the Master's Appeals Committee (MAC) or the Post Master's Appeals Committee (PMAC) as appropriate. **Any such informal attempts will not extend the six-month period during which an appeal may be filed.**

1.6.2. Formal Appeal

In order for an appeal to be considered by the Master's Appeals Committee (MAC) or Post Master's Appeals Committee (PMAC), students must adhere to the following process:

Submit the appeal and supporting documentation in writing to the MAC or PMAC through the appropriate Student Services Representative no later than six months from the decision being appealed. The letter requesting an appeal must include the following information:

- A description of the reason for requesting an appeal;
- A detailed description and timeline of events;
- A statement explaining the outcome sought by the student;

All documents relevant to the case (e.g., student statement, faculty member statement, transcript of coursework, and all other related documentation) must be in the Student Services Representative's possession at least two weeks prior to the committee meeting date.

Once the student has properly submitted all case materials, the appeal will then be placed on the MAC's or PMAC's agenda for the next meeting during the academic year.

The student will be notified in writing of the date and time of the meeting by their Student Services Representative and has the right to attend the meeting. If planning to attend the meeting, the student must inform the Student Services Representative in writing no later than one week prior to the meeting. The student may have another individual present for support, but that person will not be permitted to speak or participate in the meeting. If the individual is an attorney, the student must inform the committee chair no later than one week prior to the meeting. Students who choose to attend will be allotted an appropriate amount of time (to be determined by the committee chair) to present the case. The presentation will be followed by questions related to the case from committee members. If a student does not attend, the committee will base their decision on the written documentation in the case file.

The student will be notified in writing of the committee's decision by his or her Student Services

Representative within 10 business days of the meeting.

1.6.3. Final Appeal

The student may appeal the decision of the MAC or PMAC by submitting a written appeal to the Dean of GSEHD. The appeal must be written and submitted within 30 calendar days of the date on the appeals decision letter. A delay in filing an appeal may constitute grounds for rejection of the appeal. The decision of the Dean is final.

2. THE GRADUATE SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT

2.1. THE GSEHD OFFICE OF STUDENT LIFE

The Office of Student Life (OSL) serves all students—past, present, and future—through advocacy, collaboration, innovation, and empowerment to enhance the overall GSEHD experience. The OSL team, which includes Admissions, Student Services, and Career Services, works together to support each student's success. The OSL begins its relationship with students in the early stages of the application process, supports the student's academic and personal growth during their time at GSEHD, and offers guidance as students explore and decide on future professional endeavors. The OSL is committed to enhancing the academic experience, broadening opportunities for professional development, and forging collaborative relationships with faculty, staff, and administrative offices within the school and across the University. Please see below for contact information from their departments and notes from their staff about the role of each.

2.2. ADMISSIONS

Transformation begins with you. GSEHD offers over 50 graduate programs preparing you to have an impact in the fields of education and human development. You will explore new ideas, bridge theory with practice, and graduate poised to solve our nation's most urgent challenges. We know transformation begins with you. As you consider your future, we hope you will consider GSEHD as the opportunity to change your life.

GSEHD Office of Admissions
2136 G Street, NW
Washington, DC 20052
202.994.9283
gsehdadm@gwu.edu
<https://gsehd.gwu.edu/admissions>

2.2.1. 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

Rehabilitation Counseling (on-campus): Fall start dates: January 15th

Rehabilitation Counseling (online): Summer and Fall start dates: January 15th

School Counseling: Rolling with Summer start date

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

Interviews with the faculty in the Department of Counseling and Human Development will be extended to applicants following an initial application 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 will evaluate the following aspects:

1. Potential success in forming effective interpersonal relationships in individual and small group contexts;
2. Aptitude for graduate-level study;
3. Career goals and objectives, and their relevance and consistency with the program mission;
4. Openness to self-examination and personal and professional growth and development.

2.2.2. Admission Requirements

1. Bachelor's degree from an accredited institution with an undergraduate GPA of 2.75 or above on a 4.00 scale and a test score at or above the 50th percentile on the GRE, or The Miller's Analogy (MAT) at 50% or above if taken. Provisional admission may be considered. The Clinical Mental Health Program is test optional.
2. Transfer graduate credit from other CACREP accredited institutions may be applied for the master's degree at the discretion of the program, providing the coursework has not been used for a previous degree.

Faculty evaluates the academic background with particular focus on knowledge and experience related to counseling and similar fields. An undergraduate major is preferred in counseling related disciplines such as psychology, education, disability studies, human services and social justice, gender/LGBTQ and sexuality studies, public health, sociology, behavioral science, or related disciplines. Applicants admitted with backgrounds in unrelated fields will be required to complete three (3) psychology prerequisites prior to beginning coursework including but not limited to, general psychology, abnormal psychology/psychology of personality or similar, and a diverse populations course in the social sciences. These courses must (1) be taken at the college level, (2) at 3-semester credit hours or the equivalent each, and (3) earn a grade of B or better to be considered.

2.2.2.1. Background Check

When an applicant or student presents past conduct, experiences, or conditions that could present a risk for working with client populations, the program has the responsibility to evaluate the applicant's or the student's admission status. Additional background requirements may be required by other entities such as internship sites.

2.2.2.2. Advising

At the time of admission, a faculty advisor is assigned. Students are expected to cultivate a positive working relationship with their advisor, utilize the advisor as a program resource throughout the duration of their program, and inform the advisor of any challenges that arise that may jeopardize their ability to meet program expectations and/or completion.

2.3. PROGRAM PLANS AND TRANSFER CREDIT

2.3.1. Plan of Study

Each candidate for a certificate or Master's degree receives an official Program Plan of Study upon accepting his or her offer of admission. This plan provides students with information regarding their admission status and outlines the coursework and any additional requirements they will need to complete in order to graduate or complete the program of study. Students must successfully complete all courses and requirements and any deficiencies outlined on the official program plan to have their certificate or degree conferred on the official GWU transcript. Students are encouraged to retain their program plan and refer to it frequently, as it is their contract with GSEHD. All Master's degree requirements must be completed within six years, regardless if study is full-time or part-time. An additional (or seventh) year is allowed in the case of a student who breaks enrollment and is subsequently readmitted. All certificate program requirements must be completed within 3 years. U.S. government personnel officially assigned out of the area and military personnel on active duty may exceed these limitations with faculty advisor approval.

NOTE: Any unauthorized deviation from the prescribed course sequence for your respective program and/or cohort will result (1) in the extension of your degree completion time by up to one year and a mandatory leave of absence for all semesters until the course sequence can be resumed as outlined, or (2) dismissal from the program.

2.3.2. Adjustments to the Program Plan

To request a change in the program plan, students first should discuss the proposed change with their faculty advisor. If their advisor approves the change, a Program Plan Change Form must be sent by their advisor to the student's Student Services Representative for the record to account for this change during graduation clearance.

2.3.3. Program Transfers

GWU does not allow "student transfers" from one graduate program to another. Any student wishing to enroll in a program other than the one to which they were 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 and the coordinator of the counseling program to which the transfer is being requested. The counseling program foundation and clinical courses do not transfer from one counseling program to another.

2.3.3.1. Transferring Credits into GSEHD Masters or Educational Specialist Programs

Graduate coursework taken at another institution or earned at GWU in non-degree status or while in another degree program at GWU is considered transfer credit when applied towards any degree program at GSEHD and does not count towards residency requirements. Graduate coursework may be approved for transfer only if it meets ALL of the following criteria:

- It was taken at a regionally accredited college or institution
- It has been approved as part of the student's Program Plan of Study;

- It was completed within five years of the date of first enrollment as an admitted certificate, Master's or Education Specialist student;
- It was completed with a grade of "B" or better; and
- It has not been used to fulfill the requirements of another degree program (specific exceptions regarding coursework completed in a GSEHD certificate program are outlined below).

Transfer credit limits: Students admitted to a GSEHD Master's degree program requiring completion of 36 or more credit hours are eligible to transfer up to 12 credit hours.

Students admitted to a Master's degree program requiring completion of 33 credit hours are eligible to transfer up to 9 credits hours. Students admitted to a Master's or an Education Specialist program requiring completion of 30 credit hours are eligible to transfer up to 6 credit hours.

2.3.3.2. Transferring to an Individualized Master's Degree Program

In consultation with an advisor, students may request to change their official Program Plan to a 30-credit Individualized Master's Degree Program. Students must meet the requirements of the Individualized Master's Degree Program as outlined in the University Bulletin. This Program Plan change must be approved by the student's advisor and the Dean.

2.3.3.3. Applying Coursework from a Certificate Program into a GSEHD Degree Program

Students who have completed coursework in a certificate program at GSEHD may apply for admission to one of our degree programs through the Office of Admissions. Applicants who have completed coursework in a certificate program at GSEHD are not guaranteed admission to one of our degree programs.

All coursework taken as part of a GSEHD certificate program may be counted towards a subsequent degree program, assuming the coursework meets ALL the following conditions:

- Course was completed with a grade of "B" or better;
- Course was completed within five years of beginning the new degree program; and
- Course is approved by the faculty advisor as part of the official Program Plan of Study.

If a student applies 12 or more of the credits from a GSEHD certificate program to their new degree program, the student may not transfer in any additional non-GWU credits including coursework taken in non-degree status and at other institutions. Coursework transferred into the certificate, however, can be applied as part of the certificate to a Master's Degree.

2.3.3.4. Content or Transfer Coursework

Content that is acceptable to the Program of Study through life experience (e.g., employment, military experience) is eligible for substitution. However, this substitution does not reduce the number of credit hours required to complete the degree program. The Clinical Mental Health Counseling program does not permit the substitution of Program of Study requirements through life experience.

2.3.3.5. Non-Degree Coursework and Transfer of Credit

Students who would like to take coursework at the Graduate School of Education and Human Development but who have not been admitted to one of our certificate or degree programs may apply for admission as a non-degree student through the GWU Office of Non-Degree Students. Students may enroll in coursework at GSEHD in non-degree status for one semester only (excluding the summer semester).

Students interested in enrolling in additional coursework at GSEHD must submit a complete application packet to the GSEHD Office of Admissions by the published deadlines. Completing coursework as a non-degree student at the George Washington University does not guarantee admission to a GSEHD degree program. Students taking courses in non-degree status are subject to all numerical limits included in the section on Transferring Credits.

2.3.3.6. Transferring Credits into GSEHD Certificate Programs

Graduate coursework taken at another institution, earned at GWU in non-degree status, or while completing a degree program at GW, is considered transfer credit when applied towards any certificate program at GSEHD and does not count towards residency requirements. Graduate coursework may be approved for transfer if it meets ALL of the following criteria:

- It was taken at a regionally accredited college or institution;
- It has been approved as part of the student's Program Plan of Study;
- It was completed within five years of the date of first enrollment as an admitted; certificate, Master's or Education Specialist student;
- It was completed with a grade of "B" or better;
- It has not been used to fulfill the requirements of another degree program (specific exceptions regarding coursework completed in a GSEHD program are outlined below).

Students admitted to a GSEHD Certificate program are eligible to transfer up to a total of 1/3 of the number of credits hours required to complete the program. No course can count towards more than one certificate program. Please carefully read the policies outlined below regarding transferring credit into a certificate program. If you have questions, please contact your faculty advisor or the Office of Student Services.

Coursework completed at another institution: At most, one 3-credit hour graduate level course from outside GWU can be transferred into a certificate program with the approval of the program or department. This coursework would count towards the transfer credit limit of 1/3 of the credit hours required to complete the program.

Coursework completed at another school at GW: Students who would like to transfer coursework completed at another school at GWU must have the approval of the GSEHD Senior Associate Dean. If approved, this coursework would count towards the transfer credit limit of 1/3 of the credit hours required to complete the program.

Coursework completed at GSEHD: The following policies guide transferring coursework completed within the last five years at GSEHD to a certificate program: Students who were previously enrolled in a GSEHD degree program may elect to apply completed coursework to a certificate program provided the degree was not conferred and the coursework was approved by the faculty advisor.

Total number of credit hours eligible for transfer: The following policies guide the number of credit hours students are eligible to transfer into a certificate program.

- Students admitted to a certificate program requiring completion of 18 credit hours are eligible to transfer up to 6 credit hours.
- Students admitted to a certificate program requiring completion of 15 credit hours are eligible to transfer up to 5 credit hours.
- Students admitted to a certificate program requiring completion of 12 credit hours are eligible to transfer up to 4 credit hours.

Note: Students may transfer in credits from different sources to include coursework completed in non-degree status or from another institution; provided that the coursework follows the guidelines outlined above. For example, if a student is in a certificate program requiring completion of 18 credit hours and the student is approved to transfer in one 3-credit hour graduate level course from outside GW, the student still would be eligible to transfer in an additional 3-credit hours of non-degree coursework. However, a student in a certificate program requiring completion of 12 credit hours who brought in one 3-credit hour graduate level course from outside GWU only would be eligible to transfer in an additional 1-credit hour of non-degree coursework.

2.3.3.7. *Advanced Standing*

Advanced standing is granted for approved courses taken at other regionally accredited institutions, but a minimum of 24 credit hours must be completed in GSEHD as a master's candidate. A maximum of 12 credit hours taken in non-degree status may be credited toward the master's degree.

Advanced standing is not granted for work completed five or more years before application for admission or readmission to master's candidacy. All work accepted for advanced standing must have been earned with a grade of B or better and must be approved for acceptance by both the advisor and the dean. Credit, Satisfactory, Audit, or other non-letter grades are not acceptable.

2.3.3.8. *Second Master's Degree*

Persons seeking a second master's degree must complete all core and specialization requirements and a minimum residency requirement of 24 credit hours.

2.4. FINANCIAL ASSISTANCE

To receive consideration for possible financial assistance, contact

<https://financialaid.gwu.edu/deadlines>. For further information, contact the GWU Office of Graduate Student Assistantships and Fellowships, Phone: 202-994-6822, Email: gradfell@gwu.edu. GWU also provides tuition support for its employees. Additional information can be found at <http://hr.gwu.edu/tuition-benefits>.

2.4.1. GSEHD Merit Scholarships

GWU provides merit-based scholarships and endowments to GSEHD incoming and current masters and doctoral candidates taking courses on the Foggy Bottom Campus. Awards are available during fall and spring semesters.

2.4.2. GSEHD Endowments

These awards are a result of donations given to us by GWU alumni, supporters, and friends. They are specifically earmarked for GSEHD students. Current and new students may apply. Students may apply for up to three (3) endowment funds each academic year. To be considered for an endowment, students must submit a separate statement of interest or essay for each endowed fund through the Tuition Support Application for Current Students by 11:59pm EST January 15th. This statement of interest or essay should clearly identify the way(s) the student believes they are eligible for the respective endowment. Each endowment essay should be no longer than one page. On the top of each statement, please include applicant name and endowment name. If the endowment essay does not meet these formatting guidelines, it may be

eliminated from competition. Students who receive merit scholarships are not eligible for endowments. The list of Endowments and their eligibility requirements are outlined on the GSEHD Tuition and Funding Page at <http://gsehd.gwu.edu/admissions/funding-your-graduate-education>. If you have any questions after reading through these details, please contact the tuition support team at gsehds@gwu.edu.

2.4.3. Program Partnerships and Grants

Some GSEHD programs have federally funded tuition support/stipends and opportunities to work with faculty on sponsored projects because of faculty efforts to obtain research or training grant funds. Students should contact their faculty advisor for information on the availability of such funding.

2.4.4. Non-University Fellowships

Fellowships are available from many different sources outside the University, including federal and state agencies, foundations, corporations, and professional associations. Most require early application, often as much as a year in advance. These fellowships and grants may be very narrowly defined, often based on a student's major field and level of study or their personal demographics. The University maintains information on these fellowships in the Office of Graduate Student Assistantships and Fellowships.

2.4.5. Federal Loans, Work-Study, and Veterans' Benefits

The Office of Student Financial Assistance (OSFA) processes Federal Stafford Loans and awards Federal Perkins Loans and Federal Work Study based on both financial need and the availability of funds. Students should file a Free Application for Federal Student Aid (FAFSA), Stafford Loan Application and GWU Loan Questionnaire **NO LATER THAN MAY 1ST** to apply for financial assistance for the following fall semester or academic year. Additional information and application materials may be secured from the website of the Office of Student Financial Assistance (<http://financialaid.gwu.edu>) or by stopping by Colonial Central on the Foggy Bottom Campus located on the bottom level of the Student Center 800 21st Street NW, Washington, DC 20037.

2.4.6. Maintaining Federal Student Loan Eligibility

Federal regulations require students to maintain good academic standing and make Satisfactory Academic Progress (SAP) to remain eligible to receive federal student loans. The federal standard for making satisfactory progress is measured three ways: cumulative GPA, Percentage of Credits Earned (PACE), and by maximum time frame. For more information on SAP please refer to the GWU Office of Student Financial Assistance website. The website also includes information on Evaluation of SAP and the appeals process.

2.4.7. Financial Assistance and Employment Opportunity Assistance

Many graduate students find employment within the GWU community to help finance their education. Regular part-time and full-time positions may include tuition and health insurance benefits. Working on campus makes it easy to get to classrooms, libraries, and laboratories. Job

listings are posted on the website of the Human Resource Management and Development Office,
Phone: 202-994-8500. Email: askhrmd@gwu.edu.

2.5. STUDENT SERVICES

The Office of Student Services oversees new student orientation programs, registration, comprehensive examinations, student appeals, dissertation defenses and degree clearance for graduation. We closely monitor student progress to ensure that students meet all academic standards and complete all degree requirements. Each student has an assigned student services representative that is here to assist and guide you. We can guide you through the administrative aspects of your studies and help connect you with other university resources when necessary. We are also here to help you when you are feeling overwhelmed. Know that you have many options to help you succeed in your studies. Do not hesitate to reach out to your student representative. We are here to serve you! Our office is open from 9am to 5pm; feel free to drop by, or make an appointment for a visit, Skype conference, or to call or email with questions at any time.

GSEHD Office of Student Services
2136 G Street, NW
Washington, DC 20052
202.994.9283
gsehdosl@gwu.edu
<https://gsehd.gwu.edu/student-services>

2.5.1. Career Services

The mission of the GSEHD Office of Career Services is to foster a culture of career management and lifelong learning by assisting students and alumni in navigating successful career transitions. Whether you want to change the world or improve your worldview, taking the necessary steps to set a clear path to career success is one of the most important investments you will ever make. At the George Washington University, we are redefining best practices in career counseling and workforce development through innovative programs and services. Our team of recognized experts within the Graduate School of Education and Human Development and the Office of Career Services are leaders in the field.

GSEHD Office of Career Services
2136 G Street, NW, 1st Floor
Washington, DC 20052
gsehdcareer@gwu.edu
202.994.1179
<http://gsehd.gwu.edu/career-services>

1. 3. OVERVIEW OF THE DEPARTMENT OF COUNSELING AND HUMAN DEVELOPMENT

1.

2.6. 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 inform new students of 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) Graduate Student Handbook (please see <https://gsehd.gwu.edu/>) contains information, policies, and procedures, which apply to students in the counseling programs.

2.7. PROGRAM OBJECTIVES

Students develop knowledge and skills in the eight (8) core curricular areas identified in CACREP standards: professional counseling orientation and ethical practice, social and cultural diversity, human growth and development, group counseling and group work, assessment and testing, counseling and helping relationships, research and program evaluation, and career development. See pages 31 to 38 for detailed CACREP standards.

2.8. STATEMENT OF PHILOSOPHY

The counseling faculty at The George Washington University affirm their commitment to counseling as an effective, viable means of assisting individuals through their 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 that include but are not limited to schools, colleges and universities, and community mental health agencies and rehabilitation agencies. The practice of counseling is based on theory, research, 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 theory and practice is essential.

Professional counselors 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 their theoretical stance, advocates social justice and functions as a change agent. Effective and positive change is brought about 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, agrees that individual beliefs, theoretical patterns, and clinical/counseling skills must be fostered in graduate counseling students. Faculty members utilize an array of models and information that they make available to students to help them clarify their own philosophical, theoretical, and practical positions.

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

An interdisciplinary approach is espoused by 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 agrees that the emphasis of the program must be respectful of the uniqueness of the individual and the intersectionality of their identities. Personal strengths must be brought into focus. Because stereotypes can lead to expectations that can detract from individual growth, we denounce stereotypes and prepare students in a multiculturally-informed andragogy.

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.

2.9. MISSION

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.

2.10. COMMITMENTS

2.10.1. Diversity

The Department of Counseling and Human Development is committed to improving diversity and inclusion, the recruitment and retention of a diverse student body, faculty and staff, and creating a welcoming environment where all members can thrive. The unique experiences and perspectives students bring to the department enhance the learning environment for individual students, and peers alike.

By accepting the invitation to enter the Master's Program in Counseling, students commit to the ongoing development, understanding, and redress of their own prejudices and preconceptions, and the development of 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 others across a multitude of diverse identities. Counselors strive to acknowledge other belief systems based on influences that include, but are not limited to, race, religion, culture, disability, gender identity, sexual orientation, socio-economic status, nationality, language, age, veteran

status, or geographic diversity. In addition, counselors strive to consider other worldviews, values, and belief systems. Thus, counseling students entering the program at GWU are bound by the American Counseling Association's (ACA) Code of Ethics, the ethical principles and guidelines developed by divisions of ACA (such as the American Mental Health Counselors Association, American Rehabilitation Counseling Association), and other related associations such as the Commission on Rehabilitation Counselor Certification (CRCC), and the American School Counselor Association (ASCA).

2.10.2. Antiracism Statement of the Department of Counseling and Human Development

Being anti-racist involves the internal, interpersonal, institutional, and structural commitment to confront and eliminate racism, prejudice, and discrimination that exists in ideals and policies. In critical reflection of our individual and collective responsibilities to dismantle white supremacy and advance anti-oppressive andragogy, the CHD department is committed to anti-racist practices that:

- 1) Address racism and discrimination directly through explicit discussion and action;
- 2) Increase awareness of prejudice and confront its effects through the discussion of past and present racism, stereotyping and discrimination in society;
- 3) Disrupt and dismantle the systems and structures that codify institutional racism and oppression within the department, the university, and the counseling profession;
- 4) Disrupt and dismantle racial power inequities within the department, the university, and the counseling profession;
- 5) Deeply challenge and hold all members of the CHD community accountable to advance their own anti-racism praxis; and
- 6) Ensure the content and delivery of the curricula reflects this focus.

3. COUNSELING AND HUMAN DEVELOPMENT FACULTY

Mina M. Attia, PhD, NCC, Assistant Professor of Counseling

Research and Professional Interests: Immigrant mental health, particularly refugee and asylum seeker trauma and adjustment; multicultural ethical decision-making.

Teaching Areas: Professional and ethical orientation to counseling, practicum and internship sequences, individual assessment in counseling, leadership and advocacy.

Theoretical Orientation: Multiculturally-informed humanistic foundation with an integrative approach to interventions drawing on behavioral, narrative, and psychodynamic techniques.

Scott Beveridge, PhD, 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.

Bagmi Das, PhD, LMFT, Assistant Professor of Counseling

Research and Professional Interests: Culturally informed trauma treatment, support seeking behavior in minoritized populations, sexual violence trauma, acculturation, first generation college students.

Teaching Areas: family counseling, interview skills, trauma-informed care.

Theoretical Orientation: Systems theory with a strengths-based approach.

Mary DeRaedt, PhD, LPC, Assistant Professor of Counseling and Coordinator, School Counseling program, Alexandria Graduate Education Center

Research and Professional Interests: Supervision Education; school counseling; trauma informed counseling; Refugee issues and schooling, Play therapy and counseling techniques with youth. International counseling promotion.

Teaching Areas: Trauma, Crisis and Intervention, Family Counseling, Child therapy and Play, Doctoral Supervision, Diagnosis and Treatment Planning, Counseling Theories and Techniques, and School Counseling/practicum and internship.

Theoretical Orientation: Integrative Approach (Psychodynamic, Adlerian, REBT and Narrative).

Rebecca Dedmond, PhD, LPC, Associate Professor of Counseling, 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.

Robert J. Froehlich, EdD, LPC, CRC, Associate Professor of Counseling

Research and Professional Interests: Ethics in counseling, rehabilitation professional training needs, career development, professional self-care, counselor supervision and professional development.

Teaching Areas: Ethics, career counseling, practicum, interview skills, group counseling.

Theoretical Orientation: Person centered, Motivational Interviewing.

Kenneth C. Hergenrather, PhD, CRC, Professor of Counseling. Coordinator Rehabilitation Counseling Program; Coordinator Graduate Certificate Program in Counseling and Life Transitions, Education Specialist Degree Program, and Job Development and Job Placement Certificate Program, Co-Director of the GWU Center for Rehabilitation Counseling Research and Education.

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

Teaching Areas: Research methods, Individual Assessment in Counseling, Practicum in Counseling, Internship in Counseling, Advanced Internship in Counseling, Advanced theories in counseling.

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

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, LPC – DC; MD, DC in Psychology, 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 GWU Center for Rehabilitation Counseling Research and Education; Coordinator, On-Line Rehabilitation Counseling Program

Research and Professional 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, LICSW-DC, LPC-Virginia, Associate Clinical Professor; Director of the CHD Community Counseling Services Center; Coordinator of Clinical Training

Research Interests and Professional Interests: Clinical Supervision; Stepfamily Adjustment; Therapy Outcome Studies.

Teaching Areas: Family Counseling, Clinical Supervision, Theories and Techniques of Counseling.

Theoretical Orientation: Integrative with an emphasis on psychodynamic and family systems.

Maggie Parker, PhD, LPS, RPT-S, CCPT-S, Assistant Professor of Counseling

Research and Professional Interests: Play Therapy; child and adolescent trauma, school counselor and teacher preparation; neurobiology; Expressive arts therapy, impact of poverty on child development, multicultural counseling, educational and mental health disparities of diverse children.

Teaching Areas: Child-Centered Play Therapy, Expressive arts, School counseling, Child Development, Multicultural counseling.

Theoretical Orientation: Humanistic and Adlerian with a developmental and multicultural focus.

Harvey C. Peters, PhD, NCC, P-LMHC, Assistant Professor of Counseling

Research and Professional Interests: Social justice and cultural responsiveness; counseling children, couples, and families within the margins; counselor leadership and advocacy; professional issues; and qualitative methodology and trustworthiness.

Teaching Areas: Counseling interview skills, practicum, foundations of clinical mental health counseling, leadership and advocacy in counseling, lifespan human development.

Theoretical Orientation: Humanistic and Experiential approaches with a developmental and postmodern focus.

Delishia M. Pittman, PhD, MPH ABPP, LPC, NCC, Associate Professor of Counseling; Coordinator, Clinical Mental Health Counseling program

Research and Professional Interests: Minority behavioral health disparities, chronic and race related stress, Black emerging adult health behavior and health outcomes, sexual health risk and protective factors, racial trauma, culturally responsive trauma treatment.

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

Theoretical Orientation: Relational-Cultural through a critical intersectional framework.

4. 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 2022. 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.

4.1. 2016 CACREP STANDARDS

All students enrolled in the M.A. in professional counseling programs will gain knowledge about the following areas as specified by the 2016 CACREP Standards (CACREP, 2016), <https://www.cacrep.org/>.

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

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

Students enrolled in the Clinical Mental Health Counseling program 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

4.1.2. 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

4.1.3. 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 workplace
- 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

5. PROFESSIONAL CONTEXT

5.1. STUDENT LISTSERVS AND SOCIAL MEDIA

The Department of CHD maintains a listserv for students enrolled in masters and doctoral degree programs and communicates with students through their GW email accounts. Student listservs are 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 or faculty. Students who use social media must follow confidentiality, professionalism, and other ethical standards as found in their Code of Professional Ethics.

5.2. ADHERENCE TO THE ACA, ASCA, AND/OR CRCC CODES 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 their Code of Ethics in their respective Foundation course and 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 demonstrate these standards may be grounds for dismissal from the program. ACA, ASCA, and CRCC Codes of Ethics are available online (www.counseling.org, www.schoolcounselor.org, www.CRCertification.com).

5.3. PROFESSIONAL ORGANIZATIONS

5.3.1. Counseling Organizations

Students are encouraged to join professional counseling organizations (e.g., American Counseling Association, American Rehabilitation Counseling Association, National Rehabilitation Association, American School Counselor Association) specific to their program and to engage in professional activities (beyond course requirements), such as attending local, state, national and international conferences, workshops, and events. 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.

5.3.2. Chi Sigma Iota

Students are encouraged to apply and join the counseling honor society called Chi Sigma Iota (CSI). Invitations to join the GWU chapter of CSI, Rho Theta Chapter, are sent to eligible students (based on number of completed credits and academic standing) after their first semester in their program. Eligible students must have a 3.5 GPA, have completed one semester, and be in good standing.

5.4. 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 include:

- Exploring family of origin issues through such assignments as completing a family genogram
- Identifying beliefs and biases through such assignments as completing a cultural narrative and/or worldview paper
- 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
- Complete 10 sessions of individual/family/couple/group psychotherapy within 24 months of beginning the course CNSL 6269 Practicum in Counseling. .

Students should understand that counseling practice involves taking emotional risks, expressing, and actively engaging in personal growth, and participating in self-reflection may be stressful. Because of this, students may recognize a need to participate in counseling as clients, beyond that which is expected as a program requirement. The GWU Colonial Health Center provides short-term counseling and psychological services to on campus students. Students are advised and reminded to make responsible choices regarding their disclosures. For online students, therapy service options would be explored with their faculty advisor.

GW Counseling and Psychological Health Services

University Student Center, Ground Floor,
800 21st Street, NW, Washington, DC 20052

Phone: 202-994-5300 (24/7)

(<https://healthcenter.gwu.edu/counseling-and-psychological-services>).

5.5. COUNSELOR CERTIFICATION

5.5.1. National Counselor Certification (NCC)

Graduates of the Clinical Mental Health Counseling Program and the School Counseling Program are eligible for the NCC credential. Graduates of the GWU Rehabilitation Counseling Program (RCP), including students who complete the 48 hour RCP, whose program course content meets NCC exam requirements (i.e., completed CNSL 6157 Individual Assessment in Counseling, HDEV 6108 Life Span Human Development) 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 credits Terrace Way, Suite D, Greensboro, NC, 27403, (336) 547-0607, and/or visit <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 Office.

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

Commission on Rehabilitation Counselor Certification
1699 Woodfield Road; Ste. 300
Schaumburg, Illinois 60713
847-944-1325
www.crc certification.com

Students in the School Counseling program are eligible for certification in many states whose boards of education recognize CACREP approved programs. School counseling students are license-eligible for professional counseling at the completion of the 60-credit hour program.

5.5.2. 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, 1699 East Woodfield Road, Suite 300, Schaumburg, Illinois 60173, (847) 944-1325 and/or visit <http://www.crc certification.com>.

5.6. COUNSELOR LICENSURE

5.6.1. Policies and Procedures for Formal Endorsement of Graduating Students for Professional Credentials

GWU 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

5.6.2. Licensure Processes

Counselor licensure is awarded and managed by the state of practice. It is not a GWU function or governed in any way by the program or department of Counseling and Human Development. The Counseling programs prepare students for eligibility for licensure as a professional, school, or rehabilitation counselor. However, licensing boards have no specific connection with The George Washington University that would guarantee licensure. Students must take responsibility for identifying and fulfilling the eligibility requirements of the state licensing board in the jurisdiction(s) to which you seek licensure.

Licensure regulations vary by state, but typically require a) 60 semester credits of graduate level training, b) a minimum of two years of supervised clinical experience post-degree, and c) successful completion of an examination (e.g., NCE, CRC, or NCMHCE). Some states additionally require a jurisprudence (or state laws) examination as well. For rehabilitation counseling program students who are interested in professional counseling licensure and did not complete a 60-credit hour training program, up to 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 and course selection should be done in consultation with your advisor or certificate program coordinator (*see Appendix 15.5 for more information*) because GWU only allows students to enroll for one semester during an academic year as a non-degree student. Information about licensure can be obtained through the American Counseling Association at <http://www.counseling.org>, the American Mental Health Counselors Association at www.amhca.org, and the National Board of Certified Counselors at www.nbcc.org.

School counseling students are eligible to take the Praxis exam, which is the examination for licensure in DC Public Schools (<http://www.ETS.org>). Check with the state of interest to determine if there is DCPS school counseling licensure reciprocity.

Again, neither admission to, nor graduation from, a GWU counseling program guarantees licensure.

6. THE CURRICULUM

6.1. CLINICAL MENTAL HEALTH COUNSELING

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

Mission Statement:

The Clinical Mental Health Counseling program is 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, 60 Credit Hours

- CNSL 6114 Introduction to Research and Evaluation in Counselor Education, 3 credits
- CNSL 6151 Professional & Ethical Orientation to Counseling, 3 credits
- CNSL 6153 Counseling Interview Skills, 3 credits
- CNSL 6154 Theories & Techniques of Counseling, 3 credits
- CNSL 6155 Career Counseling, 3 credits
- CNSL 6157 Individual Assessment in Counseling, 3 credits
- CNSL 6161 Group Counseling, 3 credits
- CNSL 6163 Social & Cultural Dimensions of Counseling, 3 credits
- CNSL 6169 Substance Abuse and Addictions Counseling, 3 credits
- CNSL 6171 Family Counseling, 3 credits
- CNSL 6173 Diagnosis & Treatment Planning, 3 credits
- CNSL 6174 Trauma & Crisis Intervention, 3 credits
- CNSL 6185 Internship (Clinical Mental Health Emphasis), 3 credits
- CNSL 6186 Advanced Internship (Clinical Mental Health Emphasis), 3 credits
- CNSL 6268 Foundations of Clinical Mental Health Counseling, 3 credits
- CNSL 6269 Practicum I in Counseling, 3 credits
- CNSL 6271 Advanced Clinical Skills, 3 credits
- HDEV 6108 Lifespan Human Development, 3 credits
- HDEV 6109 Child Development, 3 credits OR HDEV 6110 Adolescent Development, 3 credits
OR HDEV 8244 Adult Development, 3 credits
- Elective, 3 credits

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 specific semester of the year. Any deviations from the program plan (e.g., leave of absence) must be approved by the program faculty in advance 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 sections or increasing class sizes as needed if no space is available in ANY of the sections of your required course.

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 6271 Advanced Clinical Skills	CNSL 6161 Group Counseling
CNSL 6155 Career Counseling	CNSL 6114 Introduction to Research and Evaluation in Counselor Education	HDEV 6109 OR 6110 OR 8224 Child Development OR Adolescent Development OR Adult and Aging Development
CNSL 6171 Family Counseling	CNSL 6169 Substance Abuse and Addictions Counseling	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	HDEV 6108 Lifespan and Human Development
CNSL 6268 Foundations of Clinical Mental Health	CNSL 6153 Counseling Interviewing Skills	CNSL 6154 Theories and Techniques of Counseling
Semester 4	Semester 5	Semester 6
CNSL 6171 Family Counseling	CNSL 6174 Trauma and Crisis Intervention	CNSL 6269 Practicum I
CNSL 6173 Diagnosis and Treatment Planning	CNSL 6157 Individual Assessment	CNSL 6155 Career Counseling
Semester 7	Semester 8	Semester 9
CNSL 6271 Advanced Clinical Skills	CNSL 6161 Group Counseling	HDEV 6109 Child Development OR HDEV 6110 Adolescent Development OR HDEV 8244 Adult Development
CNSL 6114 Introduction to Research and Evaluation in Counselor Education	CNSL 6169 Substance Abuse and Addictions Counseling	Elective
Semester 10	Semester 11	
CNSL 6185 Internship I	CNSL 6186 Internship II	

6.2. SCHOOL COUNSELING

The School Counseling program is a 60-credit hour program that prepares students for certification to work in elementary and secondary schools as a school counselor. Previous teaching experience is not required for admission to the GWU school counseling program. Students who have no previous experience or academic work in elementary or secondary education may be required to select focused electives. Some states may require education-related experience as a prerequisite 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, 60 Credit Hours

- CNSL 6114 Introduction to Research and Evaluation in Counselor Education, 3 credits
- CNSL 6151 Professional & Ethical Orientation to Counseling, 3 credits
- CNSL 6153 Counseling Interview Skills, 3 credits
- CNSL 6154 Theories and Techniques of Counseling, 3 credits
- CNSL 6155 Career Counseling, 3 credits
- CNSL 6157 Individual Assessment in Counseling, 3 credits
- CNSL 6159 Play Therapy OR CNSL 6190 Advanced Career Counseling, 3 credits
- CNSL 6161 Group Counseling, 3 credits
- CNSL 6163 Social and Cultural Dimensions of Counseling, 3 credits
- CNSL 6171 Family Counseling, 3 credits
- CNSL 6173 Diagnosis and Treatment Planning, 3 credits
- CNSL 6185 Internship in Counseling (School Emphasis), 3 credits
- CNSL 6186 Advanced Internship in Counseling (School Emphasis), 3 credits
- CNSL 6269 Practicum in Counseling, 3 credits
- CNSL 6466 Foundations of School Counseling and Practicum, 3 credits
- CNSL 6477 Coordination of Comprehensive Guidance Programs, 3 credits
- HDEV 6108 Lifespan Human Development, 3 credits
- HDEV 6109 Child Development OR HDEV 6110 Adolescent Development OR CNSL 6170 Grief and Loss Counseling, 3 credits

Electives:

School counseling students have a variety of courses to choose from in determining electives, including children and loss, play therapy and advanced career counseling. Students work with the program coordinator to determine elective offerings according to the needs of the cohort.

School Counseling Course Sequence GWU Alexandria Cohort

Year 1

SUMMER	FALL		SPRING		SUMMER I
7 Weeks CNSL 6151 Professional and Ethical Orientation to Counseling	7 Weeks HDEV 6108 Lifespan Human Development	7 Weeks CNSL 6163 Social and Cultural Dimensions of Counseling	7 Weeks CNSL 6155 Career Counseling	7 Weeks CNSL 6161 Group Counseling	7 Weeks CNSL SA 6173 Diagnosis and Treatment Planning
7 weeks CNSL 6466 Foundations of School Counseling	14 Weeks CNSL 6154 Theories and Techniques of Counseling		14 Weeks CNSL SA1 6269 CNSL SA2 6269 Practicum in Counseling		7 Weeks CNSL SA 6157 Individual Assessment in Counseling
	CNSL 6153 Counseling Interview Skills				

Year 2

SUMMER II	FALL		SPRING	
7 weeks *CNSL 6144 Trauma & Crisis Counseling in Schools	7 Weeks CNSL SA 6171 Counseling Families	7 Weeks Elective HDEV 6109/6110 Child/Adolescent Development OR CNSL SA 6170 Grief and Loss	7 Weeks Elective CNSL 6114 Introduction to Research and Evaluation in Counselor Education, 3 credits	7 Weeks *CNSL 6169 Substance Abuse and Addictions Counseling *
7 Weeks *CNSL 6159 Play Therapy OR CNSL SA 6190 Advanced Career	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)	
	CNSL SA 6477 Coordination of Comprehensive Guidance Programs			

Electives may be offered every other year, and on a different schedule, according to student demands.

6.3. REHABILITATION COUNSELING

The Master of Arts degree in Rehabilitation Counseling has an on campus 60-credit program and a 60-credit online program designed to prepare individuals to work with people with physical, mental, or social disabilities. The Rehabilitation Counseling programs are accredited by CACREP.

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, 60 Credit On-Campus Program

- CNSL 6114 Introduction to Research and Evaluation in Counselor Education, 3 credits
- CNSL 6151 Professional & Ethical Orientation to Counseling, 3 credits
- CNSL 6153 Counseling Interview Skills, 3 credits
- CNSL 6154 Theories & Techniques of Counseling, 3 credits
- CNSL 6155 Career Counseling, 3 credits
- CNSL 6157 Individual Assessment in Counseling, 3 credits
- CNSL 6161 Group Counseling, 3 credits
- CNSL 6163 Social & Cultural Dimensions of Counseling, 3 credits
- CNSL 6171 Family Counseling, 3 credits
- CNSL 6173 Diagnosis and Treatment Planning, 3 credits
- CNSL 6174 Trauma and Crisis Intervention, 3 credits
- CNSL 6185 Internship, 3 credits
- CNSL 6186 Advanced Internship, 3 credits
- CNSL 6269 Practicum I in Counseling, 3 credits
- CNSL 6271 Advanced Clinical Skills, 3 credits
- CNSL 6376 Foundations of Rehabilitation & Case Management, 3 credits
- CNSL 6378 Disability and Case Management, 3 credits
- CNSL 6380 Job Placement & Supported Employment, 3 credits
- CNSL 6381 Medical & Psychosocial Aspects of Disabilities, 3 credits
- HDEV 6108 Lifespan and Human Development, 3 credits

Required Courses, 60 Credit On-line Program

- CNSL 6114 Introduction to Research and Evaluation in Counselor Education, 3 credits
- CNSL 6151 Professional and Ethical Orientation to Counseling, 3 credits
- CNSL 6153 Counseling Interview Skills, 3 credits
- CNSL 6154 Theories and Techniques of Counseling, 3 credits
- CNSL 6155 Career Counseling, 3 credits
- CNSL 6157 Individual Assessment in Counseling, 3 credits
- CNSL 6161 Group Counseling, 3 credits
- CNSL 6163 Social/Cultural Dimension of Counseling, 3 credits
- CNSL 6169 Substance Abuse and Addictions Counseling, 3 credits
- CNSL 6171 Family Counseling, 3 credits
- CNSL 6173 Diagnosis and Treatment Planning, 3 credits
- CNSL 6174 Trauma and Crisis Intervention, 3 credits
- CNSL 6185 Internship in Counseling, 3 credits
- CNSL 6186 Advanced Internship, 3 credits
- CNSL 6269 Practicum in Counseling, 3 credits
- CNSL 6376 Foundations of Rehabilitation and Case Management, 3 credits
- CNSL 6378 Disability Management and Psychosocial Rehabilitation, 3 credits
- CNSL 6380 Job Placement and Supported Employment, 3 credits
- CNSL 6381 Medical and Psychosocial Aspects of Disabilities, 3 credits
- HDEV 6108 Lifespan and Human Development, 3 credits

On-Campus Rehabilitation Counseling Course Sequence (60 Credit Hours)

Year 1		
Fall	Spring	Summer
CNSL 6376 Foundations of Rehabilitation Counseling and Case Management	CNSL 6163 Social and Cultural Dimensions of Counseling	CNSL 6171 Family Counseling
CNSL 6151 Professional and Ethical Orientation	CNSL 6153 Counseling Interview Skills	CNSL 6157 Individual Assessment
CNSL 6154 Theories and Techniques of Counseling	CNSL 6173 Diagnosis and Treatment Planning	CNSL 6174 Trauma and Crisis Intervention
Year 2		
Fall	Spring	Summer
CNSL 6269 Practicum I in Counseling	CNSL 6271 Advanced Clinical Skills	CNSL 6161 Group Counseling
CNSL 6155 Career Counseling	CNSL 6378 Disability Management/ Psychosocial Rehabilitation	CNSL 6380 Job Placement and Supported Employment for Persons with Disabilities
CNSL 6381 Medical and Psychosocial	CNSL 6114	HDEV 6108

Aspects of Disability	Introduction to Research and Evaluation in Counselor Education	Lifespan Human Development
Year 2		
Fall	Spring	
CNSL 6185 Internship I	CNSL 6186 Internship II	

Program Plan for On-line Rehabilitation Counseling Students (60 Credits)

Students in the 60-credit hour online Rehabilitation Counseling Program should discuss their program plan with their advisor/ program coordinator.

6.4. COURSE SCHEDULING

Most courses on campus in CHD meet in the evening during the academic year (Sept-May), except for practicum (CNSL 6269) and advanced clinical skills (CNSL 6271). Summer course schedules vary greatly. Class times and meeting dates are noted in the Schedule of Classes (<https://my.gwu.edu/mod/pws/>). Students are encouraged to consult the schedule of classes early and often to ensure ample time to plan accordingly, especially as it pertains to summer course schedules. Any changes to these dates and times will be communicated by the department or course instructor. On-campus practicum, internship, and summer courses can begin as early as 8am EST. Students required to complete practicum in the Foggy Bottom CCSC will be required to accommodate the practicum schedule. Practicum sections are scheduled Monday-Thursday 11:30am-8:30pm and Friday from 9:00am-6:30pm. 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.

6.5. IMPORTANT DATES FOR FOGGY BOTTOM CAMPUS STUDENTS

Full Time Students				
	Summer Cohort 2022	Fall Cohort 2022	Summer Cohort 2023	Fall Cohort 2023
Opening Convocation	5/15/22	8/28/22	5/21/23	8/27/23
Advocacy Project Presentation	*	*	*	*
Practicum Agreement due	3/15/23	3/15/23	3/15/24	3/15/24
Practicum Preference Form	3/15/ 23	3/15/ 23	3/15/24	3/15/24
Portfolio and Practicum Readiness Form due	4/1/23	5/1/23	4/1/24	5/1/24
Practicum Orientation	5/15-16/23	8/23-24/23	5/13-14/24*	8/21-22/24
Internship Orientation at CCSC-FB	10/12/23	10/12/23	10/10/24	10/10/24
Internship Application due	12/1/23	1/15/24	12/1/24	1/15/25
Field Site Supervisor Agreement due	3/1/24	5/1/24	3/1/25	5/1/25
Internship Site Evaluation due	12/13/24	5/1/25	12/1/25	5/1/26
Comprehensive Exam	**	**	**	**
Closing Convocation	5/12/24	8/25/24	5/11/25*	8/24/25*
Annual Town Hall	*	*	*	*

*Dates will be announced once finalized, and/or are subject to change. Students will be informed well in advance should this occur.

** The CHD Comprehensive Exam is administered on the Saturday prior to the first day of the summer and fall semesters for respective cohorts.

Part-time Students				
	Fall Cohort 2022	Fall Cohort 2023	Fall Cohort 2024	Fall Cohort 2025
Opening Convocation	8/28/22	8/27/23	8/25/24	8/24/25
Advocacy Project Presentation	*	*	*	*
Practicum Agreement	3/15/24	3/15/25	3/15/26	3/15/27
Practicum Preference Form	3/15/24	3/15/25	3/15/26	3/15/27
Portfolio and Practicum Readiness Form	4/1/24	4/1/25	4/1/26	4/1/26
Practicum Orientation	5/13-14/24*	5/12-13/25*	5/11-12/26*	5/10-11/27*
Internship Orientation	10/10/24	10/9/25	10/8/26	10/7/27
Internship Application due	12/1/24	12/1/25	12/1/26	12/1/27
Field Site Supervisor Agreement due	5/1/24	5/1/25	5/1/26	5/1/27
Internship Site Evaluation due	12/15/25	12/15/26	12/15/27	12/15/28
Comprehensive Exam	**	**	**	**
Closing Convocation	5/11/25	5/10/26	5/9/27	5/8/28
Annual Town Hall	*	*	*	*

*Dates will be announced once finalized, and/or are subject to change. Students will be informed well in advance should this occur.

**The CHD Comprehensive Exam is administered on the Saturday prior to the first day of the summer and fall semesters.

6.6. IMPORTANT DATES FOR SCHOOL COUNSELING STUDENTS

Full Time Students		
	Summer Cohort 2022	Summer Cohort 2023
Opening Convocation	8/28/22	8/27/23
Advocacy Project Presentation Due By	4/28/23	4/26/24
Practicum Preference Form	10/7/ 22	10/6/ 23
Counseling Portfolio due	4/29/23	4/24/23
Practicum Orientation	9/27/22	TBD
Orientation at CCSC-AGEC	4/19/23	4/17/24
Internship Preference Form due	TBD	TBD
Field Site Supervisor Agreement due	3/1/24	5/1/24
ASCA Membership & Liability Insurance Due	1/20/23	TBD
Comprehensive Exam	Last Saturday of January	Last Saturday of January
Annual Town Hall	TBD	TBD

*The School Counseling Comprehensive Exam is administered on the last Saturday of January every year. School counseling students should consult with the program coordinator for questions regarding dates.

6.7. IMPORTANT DATES FOR ONLINE REHABILITATION COUNSELING STUDENTS

	Summer Cohort 2022	Fall Cohort 2022	Summer Cohort 2023	Fall Cohort 2023
Opening Convocation virtual	8/28/22	8/27/23	8/25/24	8/24/25
Advocacy Project Presentation	**	**	**	**
Practicum Agreement	**	**	**	**
Practicum Preference Form	**	**	**	**
Portfolio and Practicum Readiness Form	**	**	**	**
Practicum/Internship Orientation	9/14	9/14	9/13	9/13
Internship Application due	**	**	**	**
Field Site Supervisor Agreement due	**	**	**	**
Internship Site Evaluation due	**	**	**	**
Comprehensive Exam virtual	5/10/25	5/9/26	**	**
Closing Convocation virtual	5/11/25	5/10/26	5/9/27	5/8/28
Annual Town Hall	**	**	**	**

**Online Rehabilitation Counseling dates differ for Practicum and Internship, and Portfolio. Students

should check with their faculty advisor.

7. CLINICAL EXPERIENCES: PRACTICUM AND INTERNSHIP

The practicum and internship experiences are a vital part of the counseling programs at GWU and a key CACREP requirement. 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. Application forms are in the Practicum and Internship Handbooks, respectively.

7.1. PRACTICUM

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. On campus students are required to complete *a 1-semester, 100 clock hour* practicum (CNSL 6269) AND a second semester of Advanced Clinical Skills (CNSL 6171) in the Community Counseling Services Center (CCSC) in Foggy Bottom. School counseling students are required to complete *a 1-semester* practicum (CNSL 6269) in a school-based setting and two semesters in the Community Counseling Services Center (CCSC) in Alexandria concurrent with the internship (CNSL 6185/86). Online Rehabilitation Counseling students are required to complete *a 100 clock hour* practicum (CNSL 6269). Practicum provides students the opportunity to provide individual, group, 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 also become more aware of a variety of professional resources, including technological resources, and community referral agencies.

7.1.1. Community Counseling Services Center: Philosophy and Purpose

The Community Counseling Services Center (CCSC) is the clinical adjunct to classroom teaching, a necessary component in the professional preparation of counselors enrolled in an on-campus program at the Foggy Bottom and Alexandria campus. The CCSC is a low cost, sliding fee scale training clinic that offers students an opportunity for experiential learning and supervision, while also serving as a low barrier mental health resource for members of the Greater Washington DC and Alexandria areas.

The purpose of the supervised counseling experience in the CCSC is to provide intensive clinical training under direct faculty supervision through review of the interns' live streaming and recorded sessions. Counselor Interns (CIs) clinical skills and professional identity are developed and enhanced using role-playing; digital recording of individual, family, and group counseling sessions with clients; and, for the doctoral students, streaming and recorded supervision sessions with master's counseling interns.

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 demonstrate counseling skills under the close supervision of class peers and faculty in the practicum, advanced clinical, and internship classes.
2. To provide faculty with opportunities for observing counselors in training/practice to give students feedback, monitor student progress, and substantiate mastery of students' basic counseling skills.
3. To provide the community with sliding fee counseling services.

Clients are recruited and selected with the training needs of students in mind. Clients are informed, in a phone screening interview performed by the CCSC staff, that counseling sessions will be video/audio taped for counselor training purposes. Career resources and appropriate assessment materials are available for use by students with the approval of their supervisors. Computers are available on campus for students to use either with clients in administration of assessments or for individual practice and experience. Streaming and recorded sessions 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, ASCA, and CRCC.

Detailed information on the CCSC- Foggy Bottom is available from the CCSC-Foggy Bottom Director and Coordinator of Clinical Training, Dr. Monica Megivern, email: mmmeg@gwu.edu, phone (202) 994-2390. Information on the CCSC-Alexandria is available from Elaine Rhymers, email: ler@gwu.edu, phone: (703) 299-7148.

7.1.2. Practicum Requirements

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

7.1.2.1. HIPAA Acknowledgement

You will be required to complete the online HIPAA information training. This training will appear in your Blackboard account AFTER registration for CNSL 6269 Practicum in Counseling and AFTER the instructor activates the course by giving students permission to access class material through Blackboard. Upon completion, you should print the completion acknowledgement to scan and upload into Blackboard with a copy provided to your CNSL 6269 Practicum in Counseling course instructor. This is completed at the beginning of your practicum class.

7.1.2.2. Liability Insurance

Students in all counseling programs must maintain individual professional counseling liability insurance coverage for the duration of all clinical experiences (i.e., practicum, advanced clinical skills, and internship). Many students obtain insurance from the professional counseling associations such as ACA, American Professional, Healthcare Providers Services Organization (HPSO), and CPH & Associates. *The department does not endorse any of the above listed providers, their policies, or coverages.* Because some state rehabilitation internship sites provide internship insurance coverage, please consult your internship site, and provide documentation to your instructor. 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. Application forms for insurance are available on the association's website, as they have the most current information.

7.1.2.3. Clock Hours

Students complete supervised counseling practicum experiences that total a minimum of 100 clock hours, to include at least 40 clock hours of direct service with clients that contribute to the development of counseling skills.

7.1.2.4. Supervision

On campus practicum students have weekly interaction with supervisors that averages one hour per week of individual and/or triadic supervision throughout practicum by (1) a doctoral student supervisor who is under the supervision of a counseling program faculty member, or (2) a CCSC clinical staff member. Online students receive supervision from their site supervisor. School counseling students have 1 hour of weekly clinical supervision at their school site.

All practicum students participate in an average of 1½ hours per week of group supervision on a regular schedule throughout practicum. Group supervision is provided by counseling faculty.

Supervision of on-campus students' practicum includes program-appropriate recordings and/or live evaluation of students' sessions with clients. Online Rehabilitation Counseling students and School Counseling students participate in 1-hour supervision with an onsite supervisor weekly.

Written supervision agreements define the roles and responsibilities of the faculty supervisor, doctoral/staff supervisor, site supervisor, and student during practicum, advanced clinical skills, and internship.

1. 7.1.2.5. Evaluation

Formative and summative evaluations of the student's counseling performance, professional disposition, and ability to integrate and apply knowledge are conducted as part of the student's practicum at a minimum of two (2) times per semester. A copy of the evaluation form can be found in the Practicum Handbook.

2. 7.1.2.6. Experiences

Students can become familiar with a variety of professional activities (e.g., client screening, intake, treatment planning, risk assessment, career counseling, couple, and family counseling, etc.) and resources, including technological resources, coordination of the continuity of care with community providers, and referrals for a higher level of care during their practicum.

NOTE: Online students should check with faculty advisor about specific requirements and exclusions

7.2. INTERNSHIP

All students enroll in internships as the capstone experience of their program. These internships emphasize mastery 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 a *minimum* of 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. Due to the demanding nature of internship, students are cautioned against full-time employment during internship.

Students may not begin internship until the semester after they successfully complete practicum and advanced clinical skills AND in accordance with the timeline outlined in each respective program course sequence practicum.

7.2.1. Internship Requirements

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

7.2.1.1. Liability Insurance

Students must be covered by individual professional counseling liability insurance policies while enrolled in CNSL 6185 and CNSL 6186. Many students obtain insurance from the American Counseling Association (ACA), American School Counselor Association (ASCA), and American Rehabilitation Counseling Association (ARCA) when they become student members. 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. Application forms for applying for insurance are available on the association's website, as they have the most current information.

7.2.1.2. Clock Hours

Students must complete 600 clock hours of supervised counseling internship in roles and settings with clients relevant to their specialty area. Internship students complete at least 240 clock hours of direct service to clients.

7.2.1.3. Supervision

Internship students have weekly supervision with supervisors that averages one hour per week of individual and/or triadic supervision throughout the internship, provided by the site supervisor. School counseling students who hold sites within the schools and the Alexandria Graduate Education Center (AGEC) Community Counseling Services Center, will be required to participate in one hour of individual or triadic supervision within each site.

Through CNSL 6185: Internship in Counseling and CNSL 6186: Advanced Internship in Counseling, students participate in an average of 1.5 hours per week of group supervision on a regular schedule throughout the internship with 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 internship students should not exceed a 1:12 faculty: student ratio.

Written supervision agreements define the roles and responsibilities of the faculty internship instructor, site supervisor, and student during internship. When individual/triadic internship 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.

All field supervisors must have a master's degree in counseling or the equivalent, be properly credentialed,

have a minimum of 2 years post-degree clinical experience, knowledge of program requirements, evaluation requirements, and relevant training in counseling supervision.

7.2.1.4. Evaluation

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 at least twice during each semester of internship by the site supervisor. This formative and summative evaluation includes an assessment of professional dispositions across the two semesters of clinical work. Additionally, internship students receive formative and summative evaluation from the faculty internship instructor via course assignments and participation, reflection papers, and case presentations. Professional dispositions are incorporated into course grades and/or professional development plans as needed.

7.2.1.5. Experiences

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

7.3. DOCUMENTATION OF PRACTICUM/INTERNSHIP HOURS

All counseling students are responsible for keeping a record of the hours they are involved in their practicum and internship using the *Time2Track* accounts sponsored by the department of Counseling and Human Development. 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. As a funded service by the department, the department retains the right to use all such data for evaluation, research, and programmatic purposes as it sees fit. *Time2Track* does not delete data at any time; thus, students retain access to their clinical hours and reports. Students are encouraged to keep copies of their approved hours for licensure purposes. However, note that following the two-year funded use of *Time2Track* software provided during the practicum and internship semesters, alumni will pay *Time2Track* directly for continued service access.

7.4. DEPARTMENT POLICY FOR PRACTICUM AND INTERNSHIP GRADES

Students must receive a grade of *at least* a B- in both semesters of both clinical training experiences to successfully complete the program. However, a student may be required to repeat all or part of any clinical training experience at the discretion of faculty for deficits in skill or professional conduct regardless of their academic standing in the course(s) or program or accrual of requisite hours.

7.5. DEPARTMENT POLICY FOR PRACTICUM AND INTERNSHIP EXTENDERS

This policy applies to all students in practicum and internship. School Counseling students in practicum 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 internship past the end of the second semester (but no more than four weeks)—typically due to not having met the required number of client contact hours to pass the course— will receive an IPG grade in the course will complete a Contract for Completing Assignments in a GSEHD Course and will continue to work at their sites and receive weekly supervision from their internship course instructor.

Additional Program Requirements

7.6. CONVOCAATION

In keeping with the Department's ongoing effort to prioritize anti-racist andragogy and build an inclusive learning community for all, students are required to participate in two (2) mandatory anti-racism/anti-oppression convocation experiences; one prior to beginning the program and one prior to beginning internship. Convocations are guided, small group discussions around a predetermined reading or set of readings committed to engaging the CHD community in dialogue around our individual and collective antiracism praxis. Participation in two (2) convocation experiences is required for graduation.

7.7. ANTI-RACISM AND ANTI-OPPRESSION ADVOCACY PROJECT

Mission

The Anti-Racist and Anti-Oppression advocacy project aims to support students in developing anti-racist and anti-oppressive advocacy attitudes and beliefs, knowledge, skills, and actions across the six ACA advocacy competency domains (i.e., client/student empowerment, client/student advocacy, community collaboration, systems advocacy, collective action, social/political advocacy). The scope of the advocacy project must focus on issues of racism and oppression. More specifically, the advocacy should focus on anti-racist and anti-oppressive advocacy with and on the behalf of Black, Indigenous, and Persons of Color (BIPOC) communities and may include an intersectional approach (e.g., Latinx refugees, Black queer women with disabilities, first generation students of color).

Key Definitions:

Advocacy in counseling involves actions that address interpersonal, systemic, and structural obstacles and barriers that hinder diversity, equity, justice, wellness, growth, and human development for individuals, groups, and communities.

Anti-Racism is a critical and liberatory value stance and action used to counter racism as a structure and system of privilege, inequality, and oppression through actions that confront and ameliorate racism.

Anti-Oppression is a critical and liberatory value stance and action used to counter the social locations (e.g., race, disability, affectional orientation, gender identity, religion, nationality), structures, and systems of privilege, inequality, and oppression through actions that confront and ameliorate all forms of singular and intersectional oppression or marginalization.

Purpose

The purpose of this anti-racist and anti-oppressive advocacy project is to support students in developing foundational anti-racist and anti-oppressive advocacy attitudes and beliefs, knowledge, skills, and actions related to their professional counselor identity, roles, and responsibilities. This project requires students to examine the intrapersonal, interpersonal, structural, and societal foci of power, privilege, oppression, and injustice that create barriers and biopsychosocial harm to marginalized persons and communities. Accordingly, this advocacy project provides students with an opportunity to develop a critical and liberatory advocacy skill set that will support their ability to effectively serve and center marginalized groups through their advocacy.

Scope and Requirements

The advocacy project consists of three components.

- (1) advocacy proposal, assigned to the Foundations courses in each MA specialty area;
- (2) advocacy implementation, assigned to the CNSL Sociocultural course;
- (3) advocacy poster presentation in the spring of each year; dates TBD.

Timeline

The timeline for this anti-racist and anti-oppression advocacy projects will be implemented across the first-year curriculum.

7.8. PRACTICUM READINESS PORTFOLIO

As part of the master's degree program, students are required to develop a portfolio that documents their experience and growth as a helping professional. Students will receive guidance on how to complete this requirement from their faculty advisor, program orientation, and/or in CSNL 6268 Foundations of Clinical Mental Health OR CNSL 6376 Foundations of Rehabilitation Counseling OR CNSL 6466 Foundations of School Counseling. The core elements of the portfolio requirement are listed and described briefly here and vary by program. All elements of the portfolio must be fully completed and uploaded to Taskstream by the deadline in the semester prior to the start of practicum. Students must meet with their advisor to document that these requirements have been met. All written documents in the portfolio should be prepared in accordance with APA 7th edition formatting standards (Times New Roman, 12pt font, double spaced, 1 inch margins).

7.8.1. Clinical Mental Health Counseling Portfolio

- 1) Current resume or curriculum vita.**
- 2) Statement of Professional Goals.** Write a one-page statement that describes your professional goals at this stage of your training 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 sessions** (a minimum of 10 clinical hours) of personal counseling (individual, couple, family, or group) with a licensed or license-eligible mental health professional (e.g., licensed professional counselor, licensed social worker, psychologist, or psychiatrist). Clinical contact for the purposes of psychological, disability, or third-party assessment

will not be accepted. 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. We will also accept documentation of appropriate personal counseling completed as an adult prior to admission to the program if it 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. This statement must include the date, dates of service, number of hours/sessions completed, therapist full name and credential, therapist signature, therapist state of licensure, and license number.

- 4) **Documentation of Collaboration Skills.** Write a paragraph that lists your collaborative experiences as a professional or counselor-in-training. Collaboration means 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 dually diagnosed 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 this experience, you should be 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 two-page, double-spaced summary of each meeting attended. Each summary should include the meeting type, meeting address or location (virtual meetings are acceptable), and time of the meeting, your personal reactions and feelings, and what you learned from attending.

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 through various sources

online.) 12-step oriented groups include, but are not limited to, Alcoholics Anonymous (AA), Narcotics Anonymous (NA), Overeaters Anonymous (OA), Gamblers Anonymous (GA), Adult Children of Alcoholics (ACOA), and Codependents Anonymous (CoDA).

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

- a. 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 meetings are open to anyone. Closed meetings are for individuals attending to meet their own needs (i.e., people with drug addiction attending NA meetings) and it is not appropriate for you to attend those meetings as a professional.
- b. When attending a meeting, you will be interacting with several 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.)."
- c. Do not 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.
- d. You may 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.
- e. 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.

See APPENDIX B for detailed instructions for building and submitting your portfolio.

7.8.2. Rehabilitation Counseling Portfolio

1) Current resume or curriculum vita.

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 Collaboration Skills. Write a paragraph that lists your collaborative experiences as a professional or counselor-in-training. Collaboration means 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.

4) 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.

See APPENDIX B for detailed instructions for building and submitting your portfolio.

7.8.3. School Counseling Portfolio

1) Current resume or curriculum vita.

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 sessions** (a minimum of 10 clinical hours) of personal counseling (individual, couple, family, or group) with a licensed or license-eligible mental health professional (e.g., licensed professional counselor, licensed social worker, psychologist, or psychiatrist). Clinical contact for the purposes of psychological, disability, or third-party assessment will not be accepted. 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. We will also accept documentation of appropriate personal counseling completed as an adult prior to admission to the program if it 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. This statement must include the date, dates of service, number of hours/sessions completed, therapist full name and credential, therapist signature, therapist state of licensure, and license number.

4) Documentation of Collaboration Skills. Write a paragraph that lists your collaborative experiences as a professional or counselor-in-training. Collaboration means 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 100 hours or more of experience in helping roles with Children and/or Adolescents. 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 school 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) HIPAA Acknowledgement. You will be required to complete the online HIPAA information training. This training will appear in your Blackboard account AFTER registration for CNSL 6269 Practicum in Counseling and AFTER the instructor activates the course by giving students permission to access class

material through Blackboard. Upon completion, you should print the completion acknowledgement to scan and upload into Taskstream (See Appendix B) with a copy provided to your CNSL 6269 Practicum in Counseling course instructor. This is completed at the beginning of your practicum class and is not part of your pre-practicum portfolio requirement.

See APPENDIX B for detailed instructions for building and submitting your portfolio.

8. COMPREHENSIVE EXAMINATION

8.1. ABOUT THE COMPREHENSIVE EXAMINATION

The Comprehensive Examination assesses knowledge across the eight CACREP common-core areas as defined by their Standards for Counselor Preparation.

As illustrated in the table below, the areas correspond closely with several of the required courses in the M.A. in Education & Human Development (M.A. in Ed. & H.D.) program.

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

Eligibility to Sit for the Comprehensive Exam

Prior to taking the Comprehensive Examination, students must complete all of the following courses:

- CNSL 6114 Introduction to Research and Evaluation in Counselor Education
- CNSL 6151 Professional and Ethical Orientation to Counseling
- CNSL 6153 Counseling Interview Skills
- CNSL 6154 Theories of Counseling
- CNSL 6155 Career Counseling
- CNSL 6157 Individual Assessment
- CNSL 6161 Group Counseling
- CNSL 6163 Social and Cultural Dimensions of Counseling
- CNSL 6173 Diagnosis and Treatment Planning
- CNSL 6268/6466/6376 Foundations of Counseling
- HDEV 6108 Lifespan Development
- HDEV 6109/6110/8224 Adult/Child/Adolescent Development
- CNSL 6269 Practicum in Counseling

Scoring of the Comprehensive Exam

All master's degree students in one of the 60 credit hour Counseling Programs are required to earn a passing score on the Comprehensive Examination in order to graduate from the program. Students entering the program during and after Summer 2018 must score *at or above* the mean for the test for each of all 8 content areas. National mean scores are provided approximately six weeks after each test.

Students will receive a total score and individual scores for each of the knowledge content areas. Students scoring below the mean in any content area will be required to retake the full exam at the next administration. Should a student fail to achieve a passing score on all 8 content areas for a second time, they may be (1) required to complete additional coursework to demonstrate competency if deficiencies are also noted in other methods of evaluation, or (2) be removed from the program at the discretion of the faculty. Additional coursework (audited or taken for credit) will incur additional tuition costs that will be the responsibility of the student. Passing scores on content areas across multiple administrations will not be accepted as evidence of competency.

Faculty Program Coordinators will manage this process during the semester before the examination will be taken. Course fees are used to pay for this examination and students will be provided with registration instructions. This requirement is only for students enrolled in 60 credit hour Counseling Programs.

9. EVALUATION OF STUDENT PROGRESS

9.1. PROCEDURES FOR FACULTY REVIEW OF COUNSELING STUDENTS REGARDING ACADEMIC, PROFESSIONAL, AND PERSONAL DISPOSITIONS FOR PROFESSIONAL COUNSELING

Counseling faculty meet twice yearly at a retreat to evaluate all students, faculty meet monthly at departmental meeting executive sessions, and faculty meet other times as needed, and conduct an executive (confidential) review of all counseling students to discuss and identify any student who may be exhibiting academic, professional, or personal behaviors that call into question their suitability for being a professional counselor.

Faculty Review in Fall and Spring. Faculty meet at a retreat twice in the academic year and evaluate each student in degree status. A rating scale is used to evaluate each student. The scale is as follows:

Overall Evaluation of Student

No Concerns = 1

Minor Concerns = 2

Moderate Concerns = 3

Major Concerns = 4

Suspension or Termination = 5

Students rating 3 or above warrant full discussion. The faculty discussion of the rating determines subsequent steps to be taken depending on the identified concerns.

Monthly Department Meetings: Each monthly department meeting has an executive session during which student concerns can be raised. These can be new or can be follow-ups to the retreat evaluations and ratings. If a faculty member identifies such a student, then faculty as a group fully discuss the matter in executive session. The student's advisor and/or course instructor 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. These actions are incorporated into a Professional Development Plan. 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.

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.

As professionals in training, continuous and systematic evaluation of student progress is central to the successful matriculation of students in programs across CHD. Students are evaluated through a variety of mechanisms across their time in program, including but not limited to, course assignments, the development of a Practicum Readiness Portfolio key performance indicators (KPIs) uploaded to Taskstream (our online evaluation system), a comprehensive exam, the demonstration of academic and professional readiness for practicum, advanced clinical skills, and internship, and successful application for graduation. Below is an overview of the points of student evaluation across the program.

Foggy Bottom Student Evaluation Schedule												
Assessment Metric	Evaluation Timing											
	Jan	Feb	March	April	May	June	July	Aug	Sept	Oct	Nov	Dec
Student Demographics					SU				FA			
Professional Dispositions Review*												
Annual Student Self-Review								FA				SU
Practicum Readiness				SU	FA							
Practicum I Supervisor Evaluation						SU		SU		FA		FA
Adv Clinical Skills Supervisor Evaluation			FA		FA					SU		SU
Internship I Supervisor Evaluation						SU		SU		FA		FA
Adv Internship Supervisor Evaluation			FA		FA					SU		SU
Comprehensive Exam*					SU			FA				
Annual Student Review				ALL								
NCE				FA						SU		
SU- Summer start cohort												
FA- Fall start cohorts												

* In CNSL 6151, CNSL 6269, CNSL 6171, CNSL 6185 and CNSL 6186

***Alexandria Students take the Comprehensive Exam in January each year**

Faculty will notify students who are not demonstrating adequate progress.

10. APPENDICES

3. APPENDIX A: FREQUENTLY ASKED QUESTIONS

1. 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 for the CMHC program will be interviewed in small groups, with faculty during either a morning or afternoon session. Finalists will also have the opportunity to meet and talk with current counseling students during the interview day as well. School Counseling applicants are required to attend an Information Session, and a face-to-face interview session with the Program Director. Monthly sessions are conducted, and students are admitted and informed on a rolling basis until the program is filled. On-line Rehabilitation Counseling students are individually interviewed by phone by the Program Director.

2. Can I transfer 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, be completed in a CACREP or CORE accredited program, must earn a letter grade of B or higher, cannot exceed 12 credit hours of work, be reviewed and approved by faculty, and not used for a culminating degree. Admitted students may contact their advisor to initiate this process. CHD does not permit the transfer of any foundations or clinical experience coursework.

3. Will I be able to become licensed with this degree?

The university and its programs cannot guarantee licensure since this is regulated by state licensing boards. That means each jurisdiction 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) Knowledge Center (at the top) and then Licensure Requirements and review their listing of States' licensure requirements. You should also visit the individual state licensing boards for specific information about the state's requirements.

4. Is financial aid available?

In some cases, yes. While GWU does offer some scholarships (either partial or full), they are only available on a very limited basis, based on merit. Students interested in non-GWU scholarships must pursue those themselves; however, the Graduate School of Education and Human Development's Office of Admissions may have some helpful information. Some GWU students elect to pursue full-time employment with the university, since this may include a partial tuition benefit. Students interested in GWU employment are responsible for pursuing this themselves and should begin with the University's Human Resources webpage. Occasionally GWU 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; interested students should let their advisor know of their availability for these in case one becomes available. School counseling students who live and/or work in Alexandria are eligible to apply for the Alexandria Partnership Fellowship.

5. 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 and/or second years of the program. In fact, most of our courses are offered in the evenings. However, some 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. School counseling students complete the program according to the predetermined cohort model program requirements and schedule. Online Rehabilitation Counseling students attending on a part-time basis would consult with their faculty advisor to determine the timeline for their program plan of study.

6. How do I find an internship 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 course instructors, advanced counseling students, and their advisor, they should begin to identify their training interests. Next, students should investigate possible sites that have a Memorandum of Understanding (MOU) agreement with GWU. The MOU listing is available from the Coordinator of Clinical Training, Dr. Megivern (mmmeg@gwu.edu or (202)-994-2390) and can also be found in the Internship Handbook. Important factors to consider are:

- *Has the site ever provided practicum/internship training to a student before?*
- *Is the site on the list of approved sites that have MOU agreements with GWU?*
- *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 to clients ensure you would be trained in high quality methods?*

An orientation to internship is given during the practicum course to ensure students have all the information needed to make final arrangements for their field placement.

School Counseling students apply for and are placed in practicum and two internship placements through the Division of Clinical Experiences and Licensure (DCEL), as scheduled in the cohort model, and under the direction of the program advisor. Three separate site placements are required over three semesters, as outlined in the program cohort model. On-line Rehabilitation Counseling students work closely with the Internship Instructor to identify and secure an approved placement site.

7. How many non-degree courses can I take at GWU?

Students are allowed to enroll in courses (except for some advanced courses) for ***up to 12 credit hours*** 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.

8. 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 those faculty members directly whose research areas are of interest.

9. What is “Chi Sigma Iota?”

Chi Sigma Iota (CSI) is the National Honor Society for counseling students. The GWU Rho Theta 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).

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

Students who enroll in the on-campus programs full-time will take 3 classes per semester including summer and have a program plan intended to be completed in 8 semesters. There is not a ‘faster’ completion option. For students needing to attend part-time, the on-campus part-time program is an 11-semester program whereby students enroll in 2 courses per semester, including summer. There is not a ‘slower’ option than the part-time sequence. Please note that the part-time sequence only admits in the fall. A student admitted to a full-time program may decide to drop to part-time; however, the converse is not true because the curriculum sequence would not be offered in a timely fashion.

11. Where do students typically live during the program?

GWU is in the Foggy Bottom neighborhood 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 can find other affordable individual and shared housing options near one of the many universities in the area.

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

In the full-time on campus 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 per week working outside of class.


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

During the Fall and Spring semesters, most Foggy Bottom courses are scheduled for 1 hr 50 min and meet 1 day per week. Practicum (CNSL 6269) and Advanced Clinical Skills (CNSL 6271) are 9 hours each, 1 day per week. Course schedules are more flexible in the Summer semester, with courses meeting in the morning, afternoon or evenings 2 days a week and/or in weekend seminar format. School Counseling students are scheduled in the evening with block scheduling. The on-line program classes are posted weekly with additional class conference calls and webinars.

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

Students spend 9 hours per week in practicum and 9 hours per week in Advanced Clinical Skills on site. During the internship experience, students should expect to spend 15-25 hours per week at their internship sites, for a total of 600 hours over 2 semesters. School counseling students complete a practicum for 6-to-8 hours per week in the spring semester of Year I for a total of 100 hours. For internship experiences, 250 hours per semester, over the course of two semesters, or approximately 20 -24 hours a week is required. Placements are coordinated through the Division of Clinical Experiences and Licensure (DCEL).

4. APPENDIX B: PRACTICUM READINESS PORTFOLIO TASKSTREAM INSTRUCTIONS



Counseling & Human Development
How to create, publish & submit your
Pre-Practicum Portfolio
in Taskstream

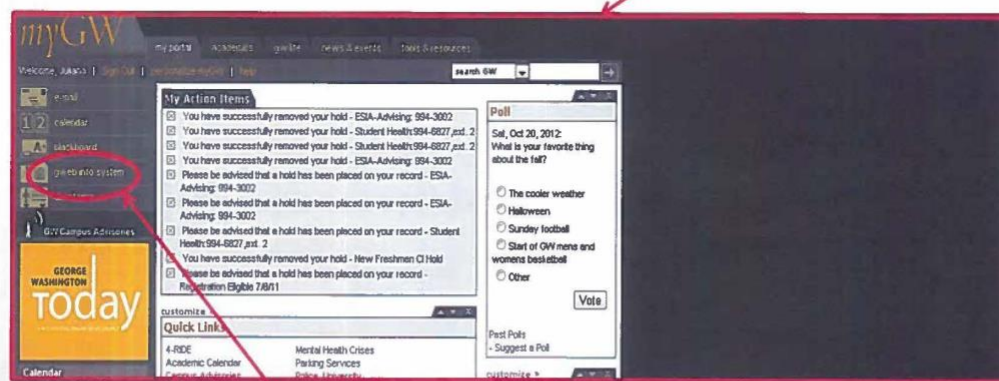
****Please view the instructional guide as a slideshow****

THREE IMPORTANT STEPS TO REMEMBER:

1. **Create** your portfolio – slides 10 thru 22
2. **Publish** your portfolio - slides 23 thru 27
3. **Submit** your published portfolio's web link - slides 28 thru 34

Student Single Sign-On via GWeb Info System

From the webpage my.gwu.edu



Click [gweb info system](#)

Enter Your Gweb User Login

User Login

Your **User ID** for this system is your **GWID**. Your **GWID** is the **Uppercase** letter 'G' followed by an 8-digit number. To retrieve your GWID, please visit [http://gwid.gwu.edu](#).

Please note: Your account will be locked after five (5) consecutive failed login attempts. If this happens, click [HELP](#) for information about requesting a PIN reset.

If you have forgotten your PIN and know your User ID, please click the **Forgot PIN** button to reset your PIN. Your PIN must be a combination of letters and numbers.

User ID:

PIN:

Enter in GWID and PIN

Then click Login

Click the TaskStream link

Student Records & Registration Menu

- Registration Menu
- Student Records Information Menu
- Student Accounts Menu
- Admissions
- TaskStream**
- Veteran Menu

RELEASE: 1.1.2

Student Records Tab

THE GEORGE WASHINGTON UNIVERSITY

GWeb Information System

Student Records & Registration Menu Personal Information Menu GW Alert Emergency Notification

Search Go

TaskStream

TaskStream is a web-based electronic portfolio and assessment management system. It allows students to also allows faculty and administrators to evaluate students' assignment, progress and overall program performance.

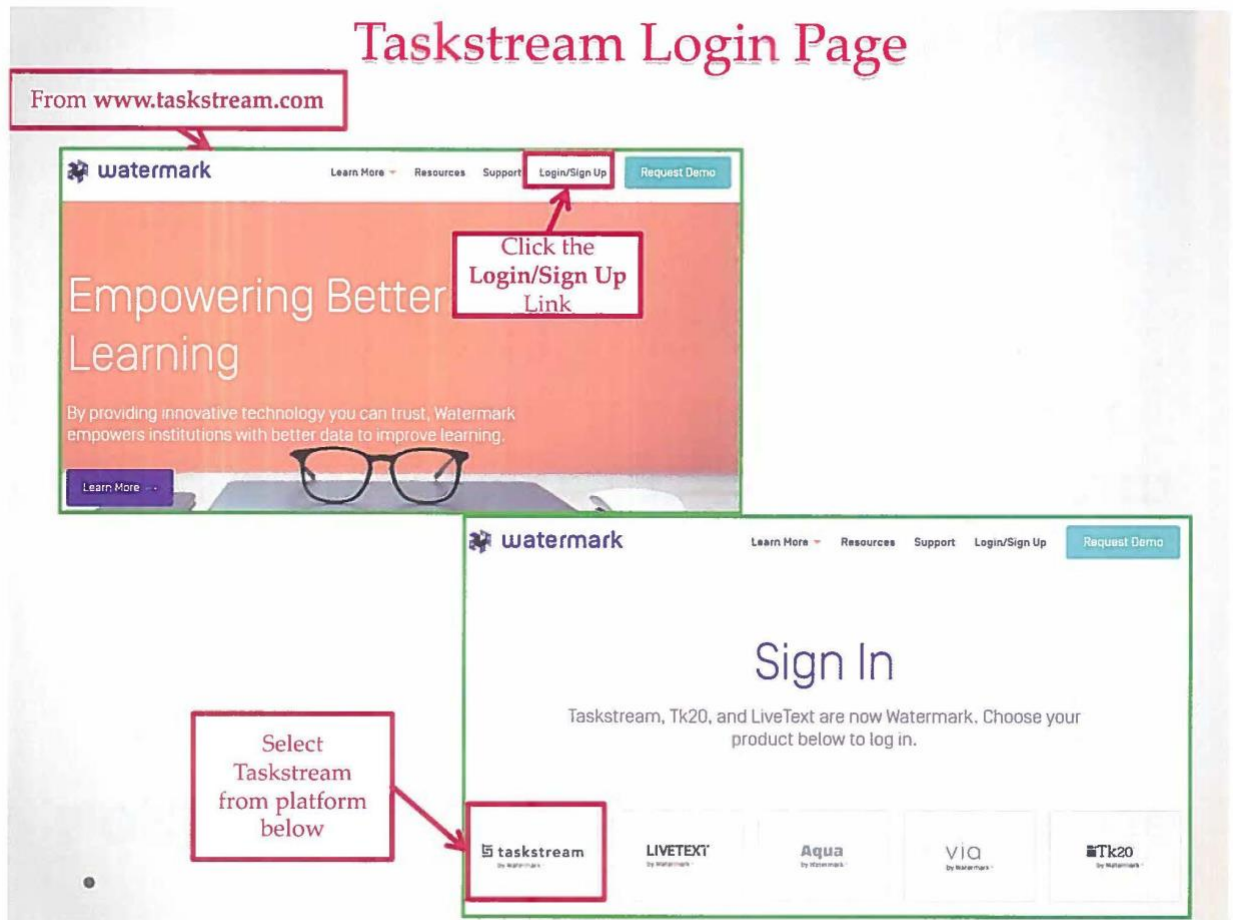
[LAT by TaskStream](#) Click the *LAT by Taskstream* link

RELEASE: 8.0.0

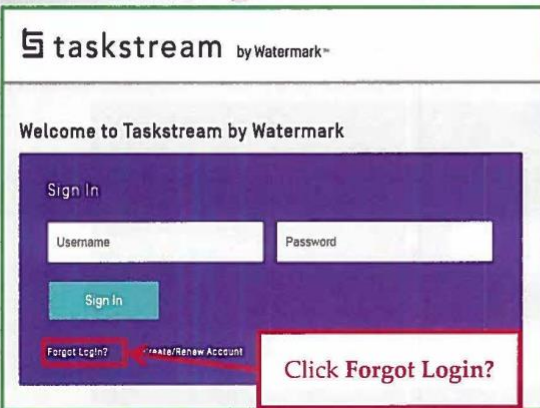
4

Logging into Taskstream (TS) via www.taskstream.com

If You Do Not Have Access to Taskstream
via GWeb, follow the steps in the next
slide to create a personalized TS
password.....



Creating a Personalized Taskstream Password



Welcome to Taskstream by Watermark

Sign In

Username Password

Sign In

Forgot Login? **Create/Renew Account**

Click Forgot Login?

Login Assistance

Please enter your last name along with your Taskstream username or Student ID in the fields below to be sent a password reset link along with your username or to view your password hint.

Last name:

And enter either...

Student ID:

- or -

E-mail:

- or -

Username:

Email Username & Password Reset **View Password Hint**

Important: To make sure that you get Taskstream emails, examine your mail options and check for 'spam' blocking software.

If possible, add notification@taskstream.com to your address book.

Enter your last name & the email address associated with your Taskstream account. Then click on

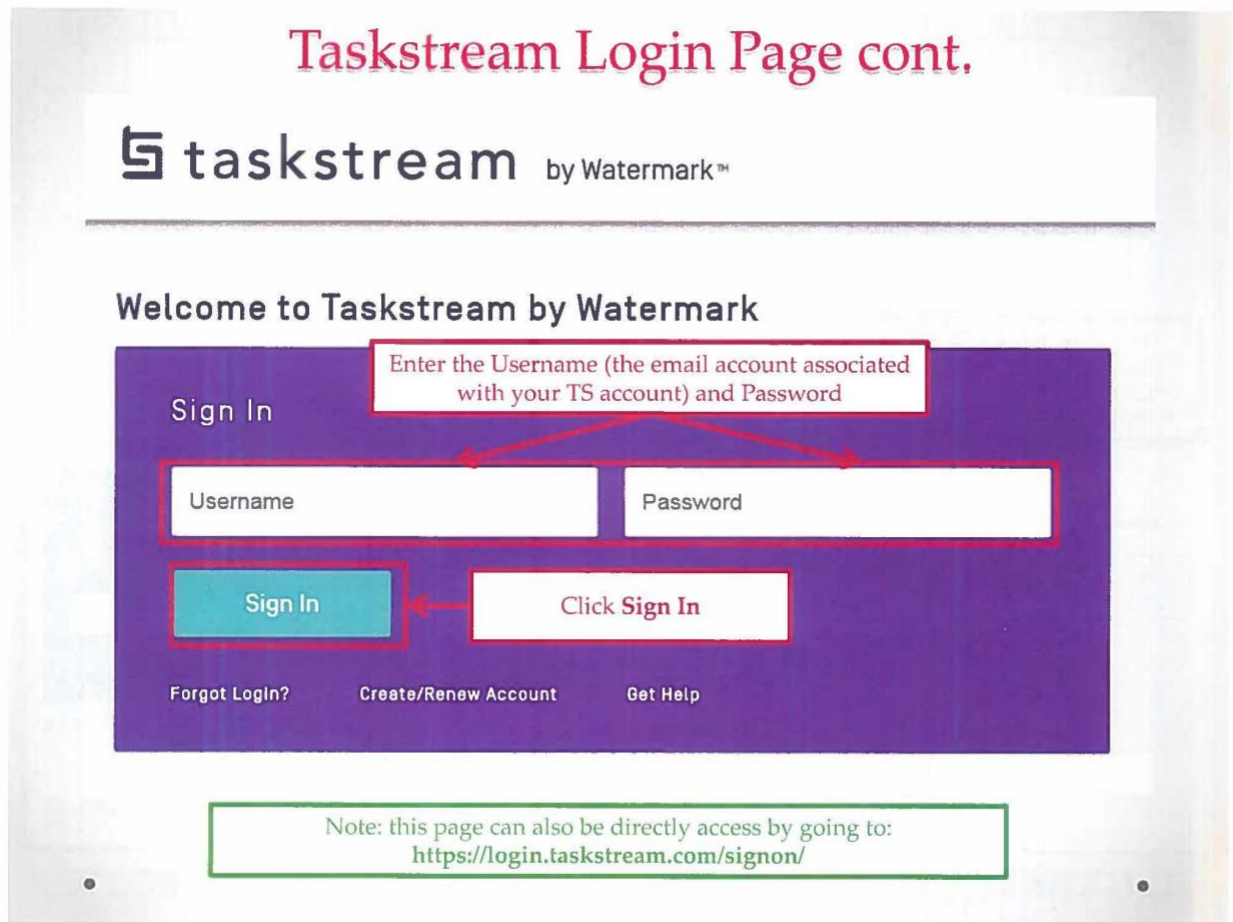
Email Username & Password Reset.

Login Assistance

An email message has been sent to d***@ta*****.com with a link to reset your password.** Please note, this email also includes your username. For additional assistance, contact Mentoring Services at help@taskstream.com or at 1-800-311-5656.

Important: To make sure that you get Taskstream emails, examine your mail options and check for 'spam' blocking software.

If possible, add notification@taskstream.com to your address book.



For First Time Taskstream Access:

Taskstream User Agreement

Please read the User Agreement and click "Accept" to continue.

1. The Service

1.1 Prior to registering for the services (the "Service") offered on this Website ("the Website"), the first user ("you") must agree to the following terms and conditions between you and Taskstream, LLC ("Taskstream"). The following is a binding contract between you and Taskstream, which establishes your and Taskstream's rights, obligations and liabilities regarding your use of the Service ("the Agreement").

2. Ownership of the Information, Materials and Software Concerning the Service

2.1 BY POSTING MATERIAL TO THE WEBSITE, YOU WILL NOT SURRENDER ANY INTELLECTUAL PROPERTY RIGHTS YOU MAY HOLD IN THE POSTED MATERIALS, OTHER THAN THE LIMITED LICENSE GRANTED TO TASKSTREAM AS SET FORTH IN SECTION 2.3. TASKSTREAM SHALL USE SUCH LICENSES FOR THE SOLE PURPOSE OF PROVIDING INFORMATION AND SERVICES TO END USERS HEREUNDER.

2.2 You expressly acknowledge and agree that you may create and post to the website materials composed of text, data and images in the form of lesson plans, student materials and other educational materials (collectively "Materials") which shall be made available to other users to enable them to download, reproduce and distribute such Materials.

2.3 Certain areas of the Service are provided for users to post and exchange ideas and information. Taskstream does not take responsibility for any Materials posted or exchanged by users on the Service. The views and opinions expressed therein do not necessarily reflect those of Taskstream or its content providers or licensors. If you make use of this facility you hereby represent and warrant that you have all necessary rights in and to any Materials you post and exchange on the Website, and that in doing so you will not infringe on any personal or proprietary rights of any third parties. Further, you understand that by posting or exchanging any Materials on the Service, you will be making these Materials fully accessible and available to third parties, who may be able to reproduce, distribute or later reuse them. You hereby represent and warrant that doing any of these things in relation to the Materials you post or exchange do not and will not infringe the intellectual property or other rights of any third parties.

You hereby grant to Taskstream a perpetual, worldwide, royalty-free, non-exclusive license to use, reproduce, display, distribute and provide the Materials in connection with the Service. Taskstream may alter, edit and delete any inappropriate Materials posted on the Service, and reserves the right (but not the obligation) to take any action which Taskstream deems appropriate.

Please read the Taskstream User Agreement and click "Accept" to continue

Welcome to TaskStream Sammy Student

To begin using TaskStream and to facilitate future communication, please submit the following required information. All information is confidential and will not be shared with third parties outside of the program.

Account Information

E-mail address:

Re-enter e-mail address:

Home/Cell phone:

Alternate phone: (optional)

Personalize your password

New password: (At least 6 characters and one number)

Re-enter new password:

Password hint:

Once you input your account information and personalize your password, click the Submit button to continue



STEP 1:

Create Your Portfolio

(Using a customized template created by your program)

Taskstream Homepage

The screenshot shows the Taskstream homepage for The George Washington University. The top navigation bar is purple and contains the university name, a 'Folios & Web Pages' tab (highlighted with a green box and an arrow), and other tabs like 'Lessons, Units & Rubrics', 'Standards', 'Communications', and 'Resources'. Below the navigation bar, there's a 'Work on a program' section with a 'DRF PROGRAM' card for 'Counseling and Human Development (CHD) DRF'. To the right, there's a 'Search for Items' section with a search bar and a 'Go' button. Below that, there's a 'My Links' section with links to 'Messages', 'Announcements', and 'Add a Link'. Further down, there's a 'My Folders' section with links to 'Recently Edited Items', 'Recently Deleted Items', and 'Create a New Folder'. At the bottom right, there's a 'Need Assistance?' link. A green box with a red border and a green arrow points to the 'Folios & Web Pages' tab, containing the text: 'To begin creating your Pre-Practicum Portfolio, click the "Folios & Web Pages" tab'.

THE GEORGE WASHINGTON UNIVERSITY
WASHINGTON, DC

FOLIOS & WEB PAGES LESSONS, UNITS & RUBRICS STANDARDS COMMUNICATIONS RESOURCES

Search for Items
- Enter Title Keywords -
- Select Item Type - Go

My Links Manage
Messages
Announcements
Add a Link

My Folders Manage
Recently Edited Items
Recently Deleted Items
Create a New Folder

Need Assistance ?

Work on a program

DRF PROGRAM

DRF Counseling and Human Development (CHD) DRF

A variety of counseling programs are designed to prepare students to become skilled professional practitioners in an

View our address

CUSTOMIZE DISPLAY

To begin creating your Pre-Practicum Portfolio, click the "Folios & Web Pages" tab

Name & Select Your Portfolio Template

Folios & Web Pages

Name your Portfolio and click **Create New**.

NEW FOLIO/WEB PAGE TITLE: Jennifer Barnett's Pre-Practicum Portfolio
Maximum characters allowed: 100

Create New

Select Template

Folios & Web Pages » Select Template

Directions: Select a template to provide a starting point for your folio. You can always make edits to the structure from the "Edit Content" tab.

New Folio/Web Page Name: Jennifer Barnett's Pre-Practicum Portfolio

Select Template Category:

- ☐ General Purpose Templates (created by Taskstream)
- ☒ Custom Templates (designed by your learning community)

Select Custom Template: Pre-Practicum Portfolio (CHD)

CANCEL **CONTINUE**

Select 'Custom Templates' and then select 'Pre-Practicum Portfolio (CHD)'. Click **Continue** when done.

● 12

Choose a Portfolio Theme

Jennifer Barnett's Pre-Practicum Portfolio
Template: "Pre-Practicum Portfolio (CHD)"

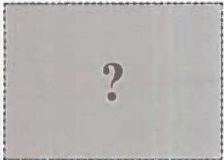
All Folios & Web Pages **Style** Edit Content Com

Help on this Page

My Style

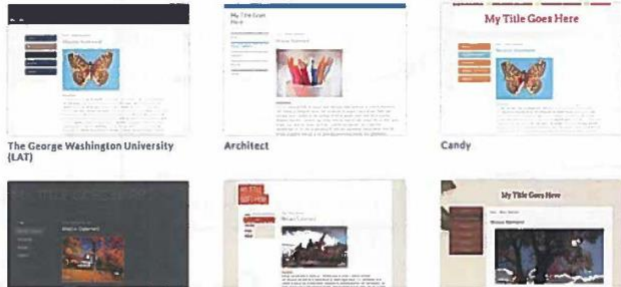
Theme Selected

No Theme Selected

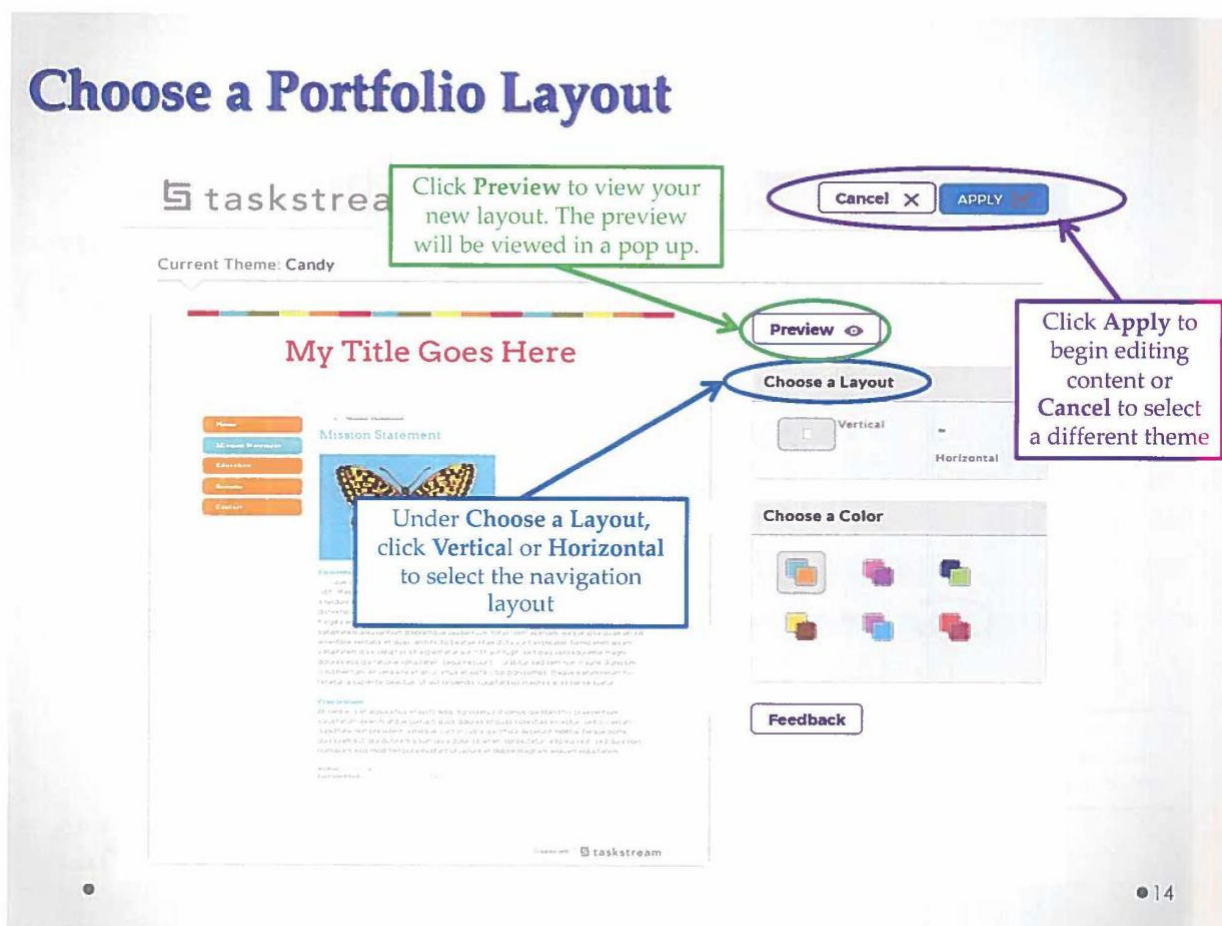


All Themes

Browse the Taskstream Themes!



13



Preview your Portfolio Layout

Jennifer Barnett's Pre-Practicum Portfolio
Template: "Pre-Practicum Portfolio (CHD)"

All Folios & Web Pages Style **Edit Content** Con

Help on this Page

My Style

Theme Selected

Candy

My Title Goes Here

Customize **PREVIEW**

All Themes

Browse the Taskstream Themes!

The George Washington University (LAT)

Architect

Candy

To begin uploading artifacts to your Pre-Practicum Portfolio click on the Edit Content tab.

Click on Preview to view your new layout.

15

Pre-Practicum Portfolio Overview

Jennifer Barnett's Pre-Practicum Portfolio
Template: "Pre-Practicum Portfolio (CHD)"

PREVIEW

All Folios & Web Pages Style **Edit Content** Comments Publish

Select Page/Area to Edit :

Jennifer Barnett's Pre-Practicum Portfolio

- Resume or vita, current
- Statement of Professional Goals
- Documentation of Personal Counseling
- Documentation of Collaboration Skills
- Description of 200 hours or more of experience in helping roles
- 12-Step Program Attendance
- Advocacy Participation Assignment
- HIPAA Acknowledgement

Edit Presentation Folio
Select item to edit from the left panel.

Getting Started with Folios & Web Pages
If this is your first time working within Folios & Web Page, you may wish to view or print our Getting Started Guide or call Mentoring Services at 1.800.311.5656 for help starting your work.

More Help
Change the visual look of Folio or Web Page in the tab, add text, attachments and more in the Edit Content tab, share reviewers in the Comments tab, and find other options (like e-mailing and publishing options) in the Publish/Share tab.

- About Folios and Web Pages
- How to add content
- How to delete content
- How to move content
- How to copy content
- Publish/Share Options

You are now in the Edit Content tab

A list of the customized portfolio categories created by your program.

16

Ways to Add Content

The screenshot displays a web interface for a pre-practicum portfolio. The title is "Jennifer Barnett's Pre-Practicum Portfolio" with a subtitle "Template: 'Pre-Practicum Portfolio (CHD)'". A "PREVIEW" button is visible. The interface is divided into a left sidebar and a main content area.

Left Sidebar: Under "Select Page/Area to Edit:", there are icons for "Add Area", "Delete Area", "Move Area", and "Copy Area". Below these are several menu items: "Resume or vita, current", "Statement of Professional Goals", "Documentation of Personal Counseling", "Documentation of Collaboration Skills" (highlighted with a green box), "Description of 200 hours or more of experience in helping roles", "12-Step Program", "Attendance", "Advocacy Participation", "Assignment", and "HIPAA Acknowledgement".

Main Content Area: At the top, there is a horizontal bar with buttons: "Text & Image", "Slideshow", "Standards", "Main Text", "Attachments", "Videos", "Links", "Embed Media", and "Section". Annotations include:

- A red box around "Text & Image" with an arrow pointing to it from a text box that says "To copy and paste work, select Text & Image".
- A blue box around "Attachments" with an arrow pointing to it from a text box that says "To upload work, click *Attachments*".
- A green box around "Documentation of Collaboration Skills" in the sidebar with an arrow pointing to it from a text box that says "To add content, select a section".

Below the horizontal bar, the main content area shows "Documentation of Collaboration Skills" and a section titled "Additional Content Sections" with a note: "No content sections. Click 'Section' button to create a new content section on this page."

● 17

Add Text & Image

Add/Edit Text and Image for Documentation of Collaboration Skills

Page Title: Documentation of Collaboration Skills

Descriptor: (Optional)

[Add an image to your text section \(Optional\)](#)

CANCEL CHECK SPELLING

SAVE DRAFT SAVE AND RETURN

Max 90,000 Chars

Edit Format Insert View Table Tools

Times New 12pt

Maximum Characters: 0/90000

CANCEL CHECK SPELLING

SAVE DRAFT SAVE AND RETURN

To add an image, click on the *Add an Image to your text section* link. See next slide for steps.

Type or copy and paste text here and remember to click *Save Draft* periodically to prevent lost work.

Click on *Save and Return* when done.

18

Add an Attachment

Add/Edit Attachments for Documentation of Collaboration Skills

No files have been attached yet.

Step 1- Click on Upload from Computer

Step 2- click on Add Files

Step 3- click on Start Upload.
Once upload is complete, you will see 100% (status) above

Step 4- Click Upload and Close to the Work tab

Click on Save and Return when done.

Drag files here

Filename Description

• Add Files • Start Upload Clear List

Upload and Close

SAVE AND RETURN

19

Add Web Links

Jennifer Barnett's Pre-Practicum Portfolio
Template: "Pre-Practicum Portfolio (CHD)"

PREVIEW

Select Page/Area to Edit:

- Add Area
- Delete Area
- Move Area
- Copy Area

Jennifer Barnett's Pre-Practicum Portfolio

- Resume or vita, current
- Statement of Professional Goals
- Documentation of Personal Counseling
- Documentation of Collaboration Skills**
- Description of 200 hours or more of experience in helping roles
- 12-Step Program Attendance
- Advocacy Participation Assignment
- HIPAA Acknowledgement

Add: Text & Image Slideshow Standards Main Text Attachments Video **Links** Embed Media Section

Documentation of Collaboration Skills

Additional Content Sections

No content sections. Click 'Section' button to create a new content section on this page.

To add a web link, click on *Links*

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Add Web Links Cont.:

Add New Web Link

Name link:

Select Link:

Link to an external website (URL):

OR... Link to existing page:

Select (optional)

Description: (Optional)

Attach Standards: (Optional)

☐ Attach standards to this link

Check Spelling **Add Link** **Test**

Click on Add Link when done

Click on Save and Return

SAVE AND RETURN

If you are adding a web link make sure to:

- Add a Name for your link**
- Paste the url to the link**
- Test that the link works correctly**

Overview of uploaded attachments, text & image and web link section

Jennifer Barnett's Pre-Practicum Portfolio
 Jennifer Barnett's Pre-Practicum Portfolio (CHD)

[PREVIEW](#)

Select Page/Area to Edit:

[Add Page](#)
[Add Page](#)
[Add Page](#)
[Add Page](#)

Jennifer Barnett's Pre-Practicum Portfolio

ADD: [Text & Image](#) [Slideshow](#) [Standards](#) [Main Text](#) [Attachments](#) [Videos](#) [Links](#) [Embed Media](#) [Section](#)

Documentation of Collaboration Skills

[Rename](#) [Reorder Content](#)

ATTACHMENT SECTION

[Edit](#) [Delete Section](#)

Files:

TS Training Test Questions.docx

WEB LINKS SECTION

[Edit](#) [Delete Section](#)

CHD Web Link

TEXT AND IMAGE SECTION

[Edit](#) [Delete Section](#)

Back to School

22

Once you have uploaded content in all categories, you can click on Preview to see what your portfolio looks like before Publishing to the web.

STEP 2: Publishing your Final Portfolio

Publish your portfolio to the Internet via a customized web address that you create. You can limit access by creating a password.

● 23

Publishing to the Web

The screenshot shows a web interface for a portfolio titled "Jennifer Barnett's Pre-Practicum Portfolio". The interface includes a top navigation bar with a "Publish/Share" tab circled in red. A red arrow points from a text box "Switch to the Publish/Share tab" to this tab. Below the navigation bar is a "Publishing and Sharing Options" section, outlined in green. This section contains buttons for "CHANGE VISUAL STYLE", "CREATE A PRINTABLE PDF", and "EMAIL THIS WEB FOLIO". It also has a "Publish to the Web" subsection with explanatory text and a "PUBLISH" button circled in red. A green arrow points from a text box "Click on Publish" to this button. The "Current Status" is shown as "Unpublished".

Jennifer Barnett's Pre-Practicum Portfolio
Template: "Pre-Practicum Portfolio (CHD)"

All Ffolios & Web Pages Style Edit Content Comments **Publish/Share**

PREVIEW REQUEST COMMENTS

Publishing and Sharing Options

CHANGE VISUAL STYLE CREATE A PRINTABLE PDF EMAIL THIS WEB FOLIO

Publish to the Web

Publishing to the Web enables anyone to access your work from the Internet using the web address that you create. You may choose to limit access by creating a password. You can unpublish your work at any time.

Note: Any future changes will be automatically reflected in your published work.

Current Status: Unpublished

PUBLISH

Switch to the Publish/Share tab

Click on Publish

● 24

Publish Options

Directions: Publishing your work to the Web enables people to access your portfolio from any computer with an Internet connection. You no longer create a personalized web address (URL) that can be used to access your work directly. You may also choose to limit access to your work at any time.

Note: Any future changes will be automatically reflected in your published work.

Publish Options

<p>Create a Customized Web Address: A suggestion has been provided, you may change it if you wish</p> <p>Create a password: A password limits access to this web address</p>	<p>1 https://www.taskstream.com/ts/barnett72/ <input type="text" value="JenniferBarnettsPrePracticumPo"/></p> <p>(Only numbers, letters, and dashes '-' are allowed; no spaces or slashes.)</p> <p><input type="radio"/> No password needed</p> <p><input type="radio"/> Require password: <input type="text"/></p> <p><small>(Use a minimum of 4 characters - only numbers and letters allowed, no spaces.)</small></p>
--	---

Step 1 - Create a Customized Web Address

Step 2 - Password Protect your Portfolio so that only you and your instructor has access to it (optional)

Click Publish when done

Published!

***Note - any changes you make to your Portfolio, once published, will automatically update the published online version.**

Jennifer Barnett's Pre-Practicum Portfolio
Template: "Pre-Practicum Portfolio (CHD)" View Published URL

Publication Successful
Jennifer Barnett's Pre-Practicum Portfolio has been published successfully.

Address: <https://www.taskstream.com/ts/barnett72/JenniferBarnettsPrePracticumPortfolio>
Password: No password specified

[f Share](#) [t Share](#) [in Share](#) [v Share](#)

Write this web address (URL) down for future reference or e-mail this web address to yourself or friends. You can continue to edit your work by going back to the Work area.

[Edit Web Address](#)
[Back to Options Screen](#)

****Please Note – Copy & save your portfolio web address (and password).**

This link (along with the password) can be emailed to your advisor.

To change options or unpublish, click these links.

● 26

Once you have created and published your **Pre-Practicum Portfolio**, it will be listed under the **Folios & Web Pages Tab**

The screenshot shows the 'Folios & Web Pages' tab selected in the top navigation bar. A red box highlights this tab. Below the navigation bar, the 'Folios & Web Pages' section is visible. A red box with an arrow points to the 'Folios & Web Pages' tab, with the text: 'To get to the Taskstream homepage for Step 3, click on the GWU logo'. Another red box with an arrow points to the 'Edit' button in the 'Presentation Folios' section, with the text: 'To make edits to your portfolio at any time, click on the Edit button'. The 'Presentation Folios' section shows a preview of 'Jennifer Barnett's Pre-Practicum Portfolio' with a 'Web Preview' button. The right sidebar contains links for 'Access Inactive Programs', 'My Folders', and 'Help with Folios & Web Pages'.

To get to the Taskstream homepage for Step 3, click on the GWU logo

To make edits to your portfolio at any time, click on the Edit button

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Thank you!

• • •

For additional support, please contact
Taskstream's Mentoring Services via email at help@taskstream.com or [1-800-311-5656](tel:1-800-311-5656)

You can also contact the GSEHD Taskstream Administrator, Ellen Wanjiru at
oppats@gwu.edu or [202-994-0359](tel:202-994-0359)

For program or department level AMS questions please contact the GSEHD Taskstream
Administrator, Dr. Leslie J. Ward, Ed.D. at ljward@gwu.edu

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5. APPENDIX C: ADVOCACY PROJECT RUBRIC

Advocacy Proposal Criteria	Proficient (3)	Benchmark (2)	Emerging (1)	Inadequate (0)
The advocacy proposal overview is clear, well organized with accurate and relevant sources				
The advocacy proposal overview provides in depth exploration of significant aspects of the anti- racist and anti-oppressive needs and barriers, includes relevant research or insight				
The advocacy proposal plan provides evidence of sustained engagement throughout the year, aligns with the student's personal and professional goals, and provides significant and relevant services to members of the BIPOC community				
The student identified an advocacy plan and actions grounded in anti-racist and anti- oppressive practices as well as the community they are seeking to advocate with and on behalf of for the advocacy project				
The advocacy proposal plan effectively and critically articulates the student's positionality as well as understanding of and relationship with the community they are seeking to				

serve				
The student communicates a strong rationale for the community or population they have selected to engage in advocacy with and on behalf of for the advocacy project				
The student communicates a critical understanding of anti-racist and anti-oppressive advocacy attitudes and beliefs, knowledge, skills, and actions across the six advocacy domains (i.e., client/student empowerment, client/student advocacy, community collaboration, systems advocacy, collective action, social/political advocacy)				
Comments:				
Outcome:	Pass	Revise and Resubmit		

6.

8. APPENDIX D: ADVOCACY PRESENTATION RUBRIC

Advocacy Presentation Criteria	Proficient (3)	Benchmark (2)	Emerging (1)	Inadequate (0)
The student effectively and critically presents each component of the anti-racist and anti-oppression advocacy project				
The student demonstrates a critical understanding of one's anti-racist and anti-oppressive advocacy attitudes and beliefs, knowledge, skills, and actions completed during the advocacy project				
The student effectively communicates evidence of critical reflexivity related to the advocacy project; anti-racist and anti-oppressive advocacy; and interpersonal, societal, and structural barriers that impact the community they advocated with and on behalf of for the advocacy project.				
The student effectively demonstrates a command of the material, concepts, and anti-racist and anti-oppressive advocacy actions incorporated into one's advocacy project and presentation				
Comments:				

Outcome:	Pass	Revise and Resubmit
----------	------	---------------------

- 9.**
- 10.**
- 11.**
- 12.**
- 13.**
- 14.**
- 15.**
- 16.**

- 17.**
- 18.**
- 19.**
- 20.**
- 21.**
- 22.**
- 23.**
- 24.**
- 25.**

27. APPENDIX E: SUGGESTED ANTI-RACISM AND ANTI-OPPRESSION READINGS

- Caron, R., Lee, E. O. J., & Pullen Sansfaçon, A. (2020). Transformative disruptions and collective knowledge building: Social work professors building anti-oppressive ethical frameworks for research, teaching, practice and activism. *Ethics and Social Welfare*, 14(3), 298-314.
<https://doi.org/10.1080/17496535.2020.1749690>
- Corneau, S., & Stergiopoulos, V. (2012). More than being against it: Anti-racism and anti- oppression in mental health services. *Transcultural Psychiatry*, 49(2), 261-282.
<https://doi.org/10.1177/1363461512441594>
- Galloway, M. K., Callin, P., James, S., Vimignon, H., & McCall, L. (2019). Culturally responsive, antiracist, or anti-oppressive? how language matters for school change efforts. *Equity & Excellence in Education*, 52(4), 485-501. <https://doi.org/10.1080/10665684.2019.1691959>
- Heringer, R. (2020). Reconceptualizing anti-oppressive pedagogy: A lesson from the other. *Journal of Contemporary Issues in Education*, 15(2), 50-68. <https://doi.org/10.20355/jcie29426>
- Hillock, S., & Profitt, N. J. (2007). Developing a practice and andragogy of resistance: Structural praxis inside and outside the classroom. *Canadian Social Work Review*, 24(1), 39-54.
- Kumashiro, K. K. (2000). Toward a theory of anti-oppressive education. *Review of Educational Research*, 70(1), 25-53. <https://doi.org/10.2307/1170593>
- McDowell, T., & Hernández, P. (2010). Decolonizing academia: Intersectionality, participation, and accountability in family therapy and counseling. *Journal of Feminist Family Therapy*, 22(2), 93-111. <https://doi.org/10.1080/08952831003787834>
- Noltemeyer, A., & Grapin, S. L. (2021). Working together towards social justice, anti- racism, and equity:

- A joint commitment from school psychology international and journal of educational and psychological consultation. *School Psychology International*, 42(1), 3-10.
<https://doi.org/10.1177/0143034320977618>
- Pieterse, A. L., Utsey, S. O., & Miller, M. J. (2016). Development and initial validation of the anti-racism behavioral inventory (ARBI). *Counselling Psychology Quarterly*, 29(4), 356-381.
<https://doi.org/10.1080/09515070.2015.1101534>
- Ratele, K., & Malherbe, N. (2020). What antiracist psychology does and does not (do). *South African Journal of Psychology*, 50(3), 296-300. <https://doi.org/10.1177/0081246320947361>
- Sakamoto, I., & Pitner, R. O. (2005). Use of critical consciousness in anti-oppressive social work practice: Disentangling power dynamics at personal and structural levels. *The British Journal of Social Work*, 35(4), 435-452. <https://doi.org/10.1093/bjsw/bch190>
- Strier, R., & Binyamin, S. (2014). Introducing anti-oppressive social work practices in public services: Rhetoric to practice. *The British Journal of Social Work*, 44(8), 2095-2112.
<https://doi.org/10.1093/bjsw/bct049>
- Suzuki, L. A., O'Shaughnessy, T. A., Roysircar, G., Ponterotto, J. G., & Carter, R. T. (2019). Counseling psychology and the amelioration of oppression: Translating our knowledge into action. *The Counseling Psychologist*, 47(6), 826-872. <https://doi.org/10.1177/0011000019888763>
- Walgenbach, K., & Reher, F. (2016). Reflecting on privileges: Defensive strategies of privileged individuals in anti-oppressive education. *The Review of education/pedagogy/cultural Studies*, 38(2), 189-210. <https://doi.org/10.1080/10714413.2016.1155957>
- Windsor, L., Pinto, R. M., Benoit, E., Jessell, L., & Jemal, A. (2014). Community wise: The development of an anti-oppression model to promote individual and community health. *Journal of Social Work*

Practice in the Addictions, 14(4), 402-420. <https://doi.org/10.1080/1533256X.2014.962141>

Suggested Advocacy and Community Engagement Readings

- Ali, A. N., McFarlane, E., Hawkins, R., & Udo-Inyang, I. (2012). Social justice revisited: Psychological recolonization and the challenge of anti-oppression advocacy. *Race, Gender & Class*, 19(1/2), 322-335. <https://www.jstor.org/stable/43496876>
- Ali, A., & Sichel, C. E. (2020). Radicalizing advocacy in service settings: Using structural competency to address tensions between social action and psychological practice. *Psychological Services*, 17(S1), 22-29. <https://doi.org/10.1037/ser0000382>
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Related Resources

<https://diversity.gwu.edu/resources-allyship>

https://www.csi-net.org/page/CCE_Resources

<https://www.racialequitytools.org/resources/act/strategies/community-engagement>

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33. APPENDIX F: CERTIFICATE PROGRAMS

1. Post-Master's Certificate in Counseling

The post-master's certificate in counseling is a 12-credit program designed for professionals who have completed a 48-credit hour Master's degree, to gain an additional twelve (12) credits necessary for certification or licensure as a professional or school counselor.

Curriculum

Four courses (12 credits) should be selected in collaboration with the faculty advisor. Individual program plans of study can be designed based on student needs and career goals and should be arranged with the faculty advisor upon admission to the program.

Courses Include

- CNSL 6169 Substance Abuse and Addictions Counseling
- CNSL 6171 Family Counseling
- CNSL 6175 Living and Dying: A Counseling Perspective Advanced Career Counseling

Program Faculty

Dr. Mary DeRaedt

Assistant Professor of Counseling and Coordinator, School Counseling program

Alexandria Graduate Education Center

(703) 549-6935

Application Requirements

- Online Application
- Resume
- Statement of Purpose
- Two letters of recommendation
- Transcripts
- Application Fee

3. Counseling and Life Transitions Graduate Certificate Program

The Program

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 321
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

For a GWU 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.

Specializations

Students have the flexibility to choose from the three areas of specialization within the Counseling and Life Transitions Graduate Certificate Program.

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 ideal for counselors, social workers, clergy, public health and other professionals who work with those facing loss and life transitions. This is a 4-semester program.

- HDEV 6108- Lifespan and Human Development
- CNSL 6170- Grief and Loss
- CNSL 6100- Special Topics Summer Institute (Grief and Loss focus)
- One elective

Counseling Culturally and Linguistically Diverse Populations: This specialization expands counselors, teachers, and professionals' understanding of culture and linguistic diversity within the workplace, schools, community settings, and in the process, enhances 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 content requirements for counseling licensure. Many master's level counseling programs are 48 credits, and 60 credits are needed for licensure in most states. This program enables a counselor to meet credentialing requirements based on the state licensure content requirements. A student, with faculty advisor, creates a program plan from the following course options:

- CNSL 6169- Substance Abuse and Addictions Counseling
- 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 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

4. Job Development and Job Placement Graduate Certificate 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. This is also offered online for persons residing 50 miles or more from Washington, DC

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.

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 detailed information, please visit the GSEHD website: <http://gsehd.gwu>.

Contact Information

Dr. Kenneth C. Hergenrather, Professor
Graduate School of Education and Human Development
202.994.1334
Email: hergenkc@gwu.edu

35. **APPENDIX G: STUDENT STATEMENT OF INFORMED CONSENT**

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 and Internship Handbook, the CCSC Policy and Procedure Manual, and the GWU Graduate Bulletin.

To successfully complete a program in any field of Counseling GSEHD, 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 interview skills and sessions with clients, practicing in a professional and ethical manner, establishing appropriate relationships with clients, peers, and faculty, openness to feedback, alignment with the diversity and anti-racist positions of CHD, and demonstrating critical reflection skills and self-awareness.

I understand that my performance in the program will be reviewed and evaluated on a continual basis by course instructors and department faculty members. I understand that the department faculty review all student progress twice yearly, and at other times as needed, to discuss and identify any student who may be exhibiting academic, professional, or personal behavior that calls into question their suitability for the counseling profession. Deficiencies in these areas may result in my being required to repeat coursework at my own expense, to seek and show evidence of personal counseling at my own expense or other remediation activities, or dismissal from the program. The evaluation will be based on my academic knowledge, practitioner competencies, professional dispositions, and personal comportment. My learning and professional activities will be characterized by my ability to achieve proficiency in the following skills:

- Demonstrate effective listening skills.
- Respect divergent points of view in all settings.

Department of Counseling and Human Development

The George Washington University

- Express thoughts/knowledge effectively.
- Demonstrate realistic expectations regarding academic planning.
- Show developed sense of self-awareness regarding skills and areas for growth
- Demonstrate an ability to develop and sustain rapport with diverse persons.
- Use personal power and authority appropriately.
- Work collaboratively with others.
- Demonstrate ability to articulate one's feelings.
- Demonstrate awareness of the contributions of dimensions of diversity (i.e., race, cultural, gender, socioeconomic status, ability, spirituality/religion) to the development of self and others, and the counseling process.
- Demonstrate the ability to receive, give, and integrate feedback, including clinical supervision regarding my work with clients.
- Demonstrate appropriate ethical and professional boundaries.
- Exhibit ability to take responsibility for one's actions.
- Interact appropriately across multiple levels of relationship and authority (e.g., peers, supervisors, faculty)
- Contribute to a positive classroom environment.
- Exhibit dependable behaviors with regards to assignments, group activities, and attendance as outlined by course and program expectations.

I understand that...

1. GWU 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. As such, I am aware that I will be required to complete and provide documentation of 10 sessions (at minimum 10 clinical hours) of individual, couple, or group therapy within twenty-four (24) months of beginning practicum (CNSL 6269) delivered by a licensed or licensed eligible mental health professional (i.e., professional counselor, psychologist, social worker, or psychiatrist).
2. 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 additional support or personal counseling to ensure that I am able to successfully complete my training beyond that which is outlined in the program requirements.
3. 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 coursework, to seek and show evidence of personal counseling at my own expense, otherwise demonstrate fitness for the profession

as outlined by the counseling faculty, or I may be dismissed from the program.

4. 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. If I am enrolled in a 60-credit counseling program, I am aware that I must successfully pass the comprehensive exam, the Comprehensive Examination within 2 attempts. I understand that failure to do so may result in my dismissal from the program. Proficiency as a counseling intern is expected for the successful completion of programs at GW. Regular evaluations of my progress will be provided during Interview Skills, Practicum, and Internship.
5. I am expected to successfully complete CNSL 6269 (Practicum I) and CNSL 6271 (Advanced Clinical Skills) 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.
6. In order to register for CNSL 6185 or CNSL 6186 (Advanced Internship in Counseling) a second time will require permission from the Senior Associate Dean and support of program faculty. 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.
7. 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/or jurisdictions 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 name printed

Student signature

Date

Program: ☐ Clinical Mental Health ☐ School Counseling ☐ Rehabilitation

Program Start: ☐ FALL ☐ SPRING ☐ SUMMER 20 _____

36.

38. APPENDIX H: PROFESSIONAL DISPOSITION BENCHMARKS

(1) minimal evidence (2) inconsistent evidence (3) developing evidence (4) significant evidence (5) consistent evidence

	1	2	3	4	5
<i>Professional Responsibility</i>					
1. The Student conducts self in an ethical and professional manner so as to promote confidence in the counseling profession.					
2. The Student relates to peers, professors, and others in a manner consistent with program mission and standards.					
3. Student demonstrates a capacity for openness to points of view, theories, experiences and perspectives different than their own, especially in relationship to those in supervisory or instructional positions.					
4. Student demonstrates the ability to engage in dialogue with others who have different perspectives in ways that show respect for the other persons and their points of view. They will demonstrate a willingness to consider the merits of these alternative points of view in a thoughtful and professional manner.					
<i>Maturity and Attitude</i>					
5. The Student demonstrates appropriate self-control (such as anger control, impulse control) in interpersonal relationships with faculty, peers, and clients.					
6. The Student demonstrates the ability to receive, integrate and utilize feedback from peers, teachers, and supervisors.					
7. The Student demonstrates a tolerance for ambiguity and is able to appropriately balance professional responsibilities with self-care practices.					
8. The Student maintains a positive attitude and flexible, solution- oriented stance in all educational and professional endeavors.					
<i>Integrity</i>					
9. The Student refrains from making statements that are false, misleading or deceptive.					
10. Respects the fundamental rights, dignity and worth of all people.					

11. Respects and values cultural, individual, and role differences, including those due to age, gender, race, ethnicity, national origin, religion, sexual orientation, disability, language, and socioeconomic status.					
12. Considers the impact of her/his actions on the well-being of others and the group (cohort, program, agency) as a whole, such as avoiding improper and potentially harmful dual relationships.					
<i>Social and Self Awareness</i>					
13. Demonstrates awareness and knowledge of their intersecting identities (gender, race, class, sexual orientation) and the effects of these complex social locations within all contexts, including counseling.					
14. Demonstrates the ability to monitor attitudes, personal well-being, personal issues, and personal problems and to accept mentoring, supervision and remediation when they interfere with program standards and/or client care.					
15. The Student demonstrates awareness and knowledge of her/his own cultural heritage, life experience, affiliations, and worldviews, and how these influence definitions of normality - abnormality, individual and collective attitudes, values, and worldviews.					
16. The Student demonstrates an awareness and sensitivity to issues of power and privilege as they relate to intersecting identities and social roles.					
17. The Student maintains humility and uses privilege to promote social equity.					

39.

40. APPENDIX I: EXECUTIVE SUMMARY 2020/21 ACADEMIC PROGRAM ASSESSMENT

Introduction:

The George Washington University's Department of Counseling and Human Development has spent about two years developing the documents required for the next accreditation cycle for CACREP. Some of these issues include formatting course syllabi to meet the standards, setting up data collection in Taskstream, collecting and evaluating data, writing the self-study, and creating the program evaluation plan.

Below is a chart of Enrollment data for all GWU's Counseling and Human Development academic programs from 2016-2019. This chart shows the number of applicants, admission offers and committed new students to each program.

	SU FA 2016				SU FA 2017				SU FA 2018				SU FA 2019			
	CMHC	Sch Cnsl	Rehab Cnsl	PhD Cnsl	CMHC	Sch Cnsl	Rehab Cnsl	PhD Cnsl	CMHC	Sch Cnsl	Rehab Cnsl	PhD Cnsl	CMHC	Sch Cnsl	Rehab Cnsl	PhD Cnsl
# Applications	158	74	45	35	185	88	45	48	155	62	33	52	159	53	40	47
# Admitted	54	61	35	14	84	49	31	13	84	45	26	19	82	40	30	18
# Committed	17	18	24	9	25	22	17	7	25	20	11	6	32	18	10	7

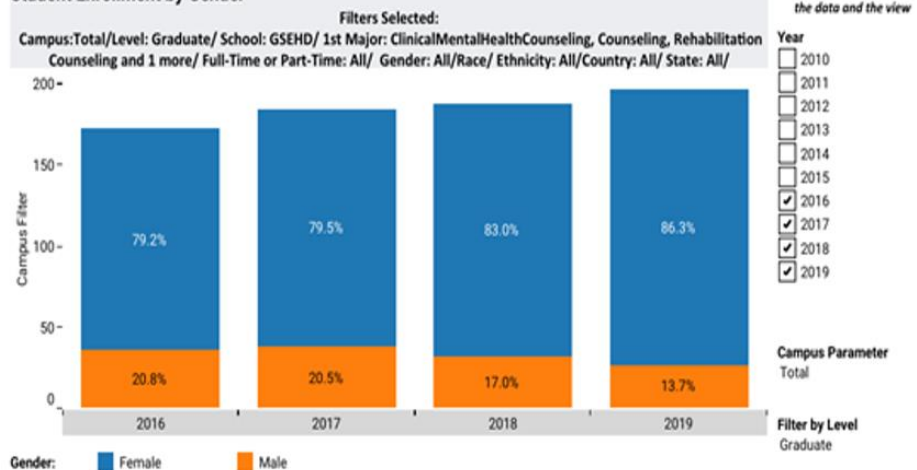
Below is a Bar Chart of GWU Student Enrollment Data by Gender and Ethnicity for all academic programs from 2016-2019.



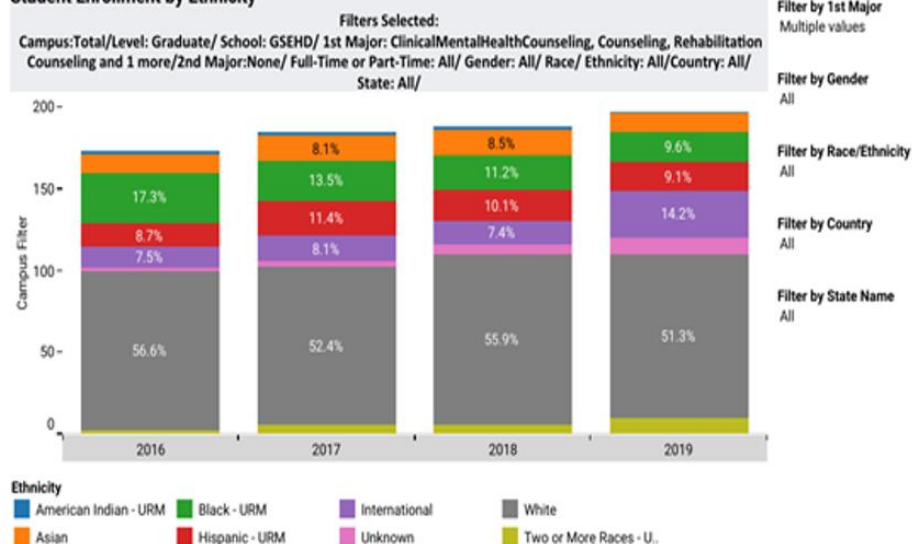
Student Enrollment by Gender and Ethnicity



Student Enrollment by Gender



Student Enrollment by Ethnicity



Below is a table showing GWU Student Enrollment data by Gender and Ethnicity for all CHD academic programs from 2016-2019.

Table: Student Enrollment by Gender and Ethnicity

Filters Selected:

Campus: Total/ Level: Graduate/ School: GSEHD/ 1st Major: ClinicalMentalHealthCounseling, Counseling, Rehabilitation Counseling and 1 more/ 2nd Major: None/ Full-Time or Part-Time: All/ Gender: All/ Race/ Ethnicity: All/ Country: All/ State: All/

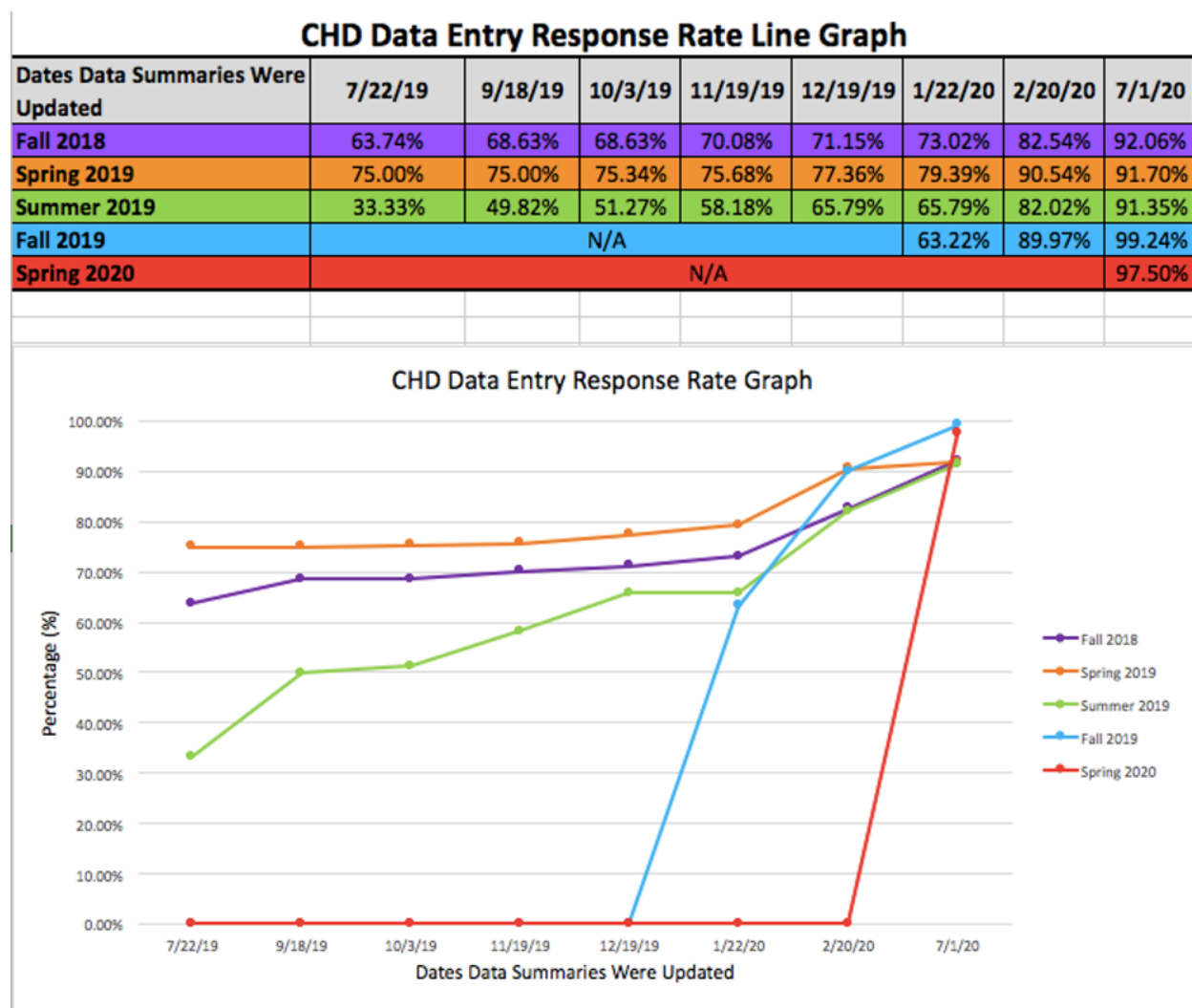
Ethnicity	Gender	2016	2017	2018	2019
American Indian - URM	Female	1	2	1	1
	Male	1	1	1	
	Total	2	3	2	1
Asian	Female	10	13	15	11
	Male	2	2	1	
	Total	12	15	16	11
Black - URM	Female	23	17	16	17
	Male	7	8	5	2
	Total	30	25	21	19
Hispanic - URM	Female	11	17	17	16
	Male	4	4	2	2
	Total	15	21	19	18
International	Female	13	13	10	23
	Male		2	4	5
	Total	13	15	14	28
Two or More Races - URM	Female	1	4	4	9
	Male	1	1	1	
	Total	2	5	5	9
Unknown	Female	1	2	4	8
	Male		2	2	2
	Total	1	4	6	10
White	Female	77	79	89	85
	Male	21	18	16	16
	Total	98	97	105	101
Grand Total		173	185	188	197

GWU's CHD students are required to take the Comprehensive Examination as a standardized measure of knowledge and skill acquisition on the CACREP Domains. August 2019 is the latest data, and these were our student's scores:

	<u>GW Mean (SD)</u>	<u>National</u>
Human Growth and Development	13.5 (1.9)	9.6 (2.7)
Social/Cultural Diversity	12.2 (1.8)	10.8(2.4)
Counseling/Helping Relationships	11.8 (2.0)	9.4 (2.6)
Group Counseling/Group Work	13.7 (2.0)	11.3 (2.5)
Career Development	11.2 (2.6)	9.9 (2.4)
Assessment/Testing	10.3 (2.2)	9.0 (2.5)
Research/Program Evaluation	13.2 (2.1)	9.6 (2.7)
Professional Counseling Orientation and Ethical Practice	11.2 (2.9)	10.8 (2.4)
Total Results:	97.1 (14.3)	81.4 (14.7)
NCE Exam Results:	100%	91%
CRC Exam Results:	100%	69%

These scores show a strong performance by GW students on the eight core counseling standards, which forms the foundation for the specialty course knowledge and contextual factors. Each CACREP Standard is described, and the course(s) which cover this standard are highlighted in the Program Evaluation Plan, along with sources of evidence. In addition, the national certification exam results provide evidence that GWU's graduates are well prepared for the credentialing exams and employment.

CHD TaskStream Evaluation Response Graphs from July 2019-July 2020:



Program Improvements:

The George Washington University's Counseling & Human Development Department faculty

Department of Counseling and Human Development

has created plans of improvement for each specialty program (Clinical Mental Health Counseling, Rehabilitation Counseling, School Counseling, and Doctorate in Counseling). Here is a summary of program improvements for each specialty program. In the last three years, the focus has shifted from program evaluation across the Core standards to the specialty specific standards described in Standard 5 for the MA programs. At the doctoral level, the focus is on Standard 6.

Clinical Mental Health Counseling Program

Improvements were made for the Clinical Mental Health Counseling Program by analyzing all categories for Standard 5 for the specialty of Clinical Mental Health Counseling. The standard scores were below 2.5 in student performance for the Counselor Identity and Multicultural Competence standards. These were clustered in knowledge and skill areas, with several themes. One theme was knowledge of the role of ethics and legal considerations as these have evolved historically. To address this, the faculty has decided to move from having adjunct faculty teach the ethics and professional identity course to having core counseling faculty teach it. The faculty has begun a years-long process to examine every area from curriculum to faculty and student recruitment, to faculty training and development.

Another knowledge deficit we noted was the counselor as advocate. Because this ties in nicely to the third area of attention, namely multicultural competence, we will build in an advocacy role for students, faculty, and staff, and will ensure that, as one standard requires, we engage in dialogue with other perspectives, other cultures, and other worldviews. At the skill level, we plan to add both a diagnostic and a treatment planning component to applied courses, from interview skills, to theories/techniques, to trauma and crisis intervention. As we review the curriculum, skill building in these areas will be examined with an anti-racist and culturally sensitive lens.

Rehabilitation Counseling Program

Improvements were made for the Rehabilitation Counseling Program by analyzing all categories for Standard 5 for the specialty of Rehabilitation Counseling. The standard scores were below 2.5 in student performance for the Counselor Identity and Multicultural Competence standards. These were clustered in knowledge and skills areas identified as ethics, advocacy, and multicultural competencies. To address these, the faculty has agreed to ensure that only core regular status faculty, not limited service faculty/adjunct faculty, instruct the ethics course, the theory course, and the rehabilitation counseling professional identity courses including practicum and internship.

Another knowledge deficit we noted was the counselor as advocate. Because this aligns with

student multicultural competence, the faculty has begun a years-long process to examine every area from curriculum to faculty and student recruitment, to faculty training and development. We will build an advocacy role for students, faculty, and staff, and will ensure that, as one standard requires, we engage in dialogue with other perspectives, other cultures, and other worldviews. At the skill level, we plan to add both a diagnostic and a treatment planning component to applied courses, from interview skills, to theories/techniques, to trauma and crisis intervention. As we review the curriculum, skill building in these areas will be examined with an anti-racist and culturally sensitive lens.

School Counseling Program

Improvements were made for the School Counseling Program by analyzing all categories for Standard 5 for the specialty of School Counseling. The standard scores were below 2.5 in student performance for the Contextual Dimension of School Counseling and Practice of School Counseling standards. Areas in need of further attention include competency to advocate for school counseling roles; professional organizations, preparation standards and credentials relevant to school counseling; legal and ethical considerations specific to school counseling as foundational to the field of school counseling; techniques of personal/social counseling in school settings; and skills to critically examine the connections between social, familial, emotional, and behavior problems and academic achievement.

To support students in the development of contextual dimensions of school counseling, the program has created a new required course entitled Coordination of Comprehensive Guidance Programs (CNSL 6467). It has also been decided that courses teaching ethics, Interviewing skills, theories and techniques of counseling, and family counseling will all be taught by core faculty with skills and knowledge specific to these courses, including education in the topic and clinical experience. Additionally, Interview Skills was taught as a seven-week course but has now been transitioned into a 14-week course to allow for more intensive and comprehensive skill building. Family Counseling has alternated between a multi-weekend course and a 7-week course. It will now only be taught as a 7-week course to ensure full transmission of relevant knowledge and skill.

Doctorate in Counseling Program

Improvements were made for the Doctorate in Counseling Program by analyzing categories for Standard 6 for Counselor Education and Supervision. The standards on supervision and teaching core areas were the focus. Standards for the doctoral core area in supervision are primarily evaluated via faculty evaluations of student performance as supervisors in master's level practicum courses that serve clinical mental health, school, and rehabilitation counseling. Across the eleven supervision standards, students averaged 2.93/3 ($sd = 0.09$). Students met or exceeded

expectations on all standards for this area of supervision. No program improvements were made for these sets of standards.

Standards for the doctoral core area in teaching are primarily evaluated via faculty evaluations of student performance as instructional assistants (or teaching assistants) in master's level counselor education courses that serve clinical mental health, school, and rehabilitation counseling. Across the nine teaching standards, students averaged 2.38/3 ($sd = 0.33$). Students met or exceeded expectations for doctoral teaching core area standards in 8 of 9 instances. Based on the teaching standards, a program improvement was made: "Beginning summer 2021 content for teaching philosophy statements will include a section on the role of mentoring in counselor education."

Empirical Data:

This section contains a summary of empirical data of student performance for standards for the eight common areas (2.F.1-8) and for each program: Clinical Mental Health Counseling (5.C.1-3), Rehabilitation Counseling (5.H.1-3), School Counseling (5.G.1-3), and Doctorate in Counseling (6.B.1-5).

Standards for the Eight Common Areas

For Standard 2.F.1, **Professional Counseling Orientation and Ethical Practice**, the overall average performance for sub-standards 2.F.1.A-M ranged from 89.37% to 94.06%.

For Standard 2.F.2, **Social and Cultural Diversity**, the overall average performance for sub-standards 2.F.2.A-H ranged from 90.38% to 96.49%.

For Standard 2.F.3, **Human Growth and Development**, the overall average performance for sub-standards 2.F.3.A-I ranged from 90.09% to 95.85%.

For Standard 2.F.4, **Career Development**, the overall average performance for sub-standards 2.F.4.A-J ranged from 88.03% to 100%.

For Standard 2.F.5, **Counseling and Helping Relationships**, the overall average performance for sub-standards 2.F.5.A-M ranged from 80.83% to 95.13%.

For Standard 2.F.6, **Group Counseling and Group Work**, the average rubric score across sub-standards 2.F.6.A – H, was 92.46%.

For Standard 2.F.7, **Assessment and Testing**, the average rubric score across sub-standards 2.F.8.A – M, was 95.54%.

For Standard 2.F.8, **Research and Program Evaluation**, the average rubric score across sub-standards 2.F.8.A – J, was 92.48%.

Clinical Mental Health Counseling

For Standards 5.C.1.A – E, the overall average performance of candidates ranged from 85.8% to 96.66%. For Standards 5.C.2.A – M, the overall average performance of candidates ranged from 75.44% to 97.76%. For Standards 5.C.2.A – E, the overall average performance of candidates ranged from 83.34% to 97.27%.

School Counseling

For Standards 5.G.1.A – D, the overall average student performance ranged from 87.28% to 100%. For Standards 5.G.2.A – N, the overall average student performance ranged from 87.28% to 100%. For Standards 5.G.3.A – O, the overall average student performance ranged from 80.56% to 100%.

Rehabilitation Counseling

For Standards 5.H.1.A – G, the average rubric score across all students ranged from 88.3% to 93.75%. For Standards 5.H.2.A – R, the average rubric score across all students ranged from 83.95% to 100%. For Standards 5.H.3.A – M, the average rubric score across all students ranged from 91.59% to 92.03%.

Doctorate Program in Counseling

GWU is collecting data on the missing CACREP standards (e.g., 6.B.1.A-E) during the 2020-2021 academic year. GW will have this data available for the site reviewers when they visit GWU. For Standard 6.B.1.F, **ethical and culturally relevant counseling in multiple settings**, candidates had an overall performance of 100%. For Standards 6.B.2.A – K, the average performance of candidates ranged from 88.1% to 100%. For Standard 6.B.3.A – I, the average performance of candidates ranged from 66.65% to 90%.

GWU is collecting data on the missing CACREP standards (e.g., 6.B.4.A-K) in the 2020-2021 academic year. GWU will have this data available for the site reviewers when they visit GWU. For Standard 6.B.4.L, **ethical and culturally relevant strategies for conducting research**, candidates had an overall performance of 100%.

GWU is collecting data on the missing CACREP standards (e.g., 6.B.5.A-J, 6.B.5.L) in the 2020-2021 academic year. GW will have this data available for the site reviewers when they visit GWU. For Standard 6.B.5.K, **strategies of leadership in relation to current multicultural and social justice issues**, candidates had an overall performance of 100%.