

Graduate School
of Education
& Human Development

THE GEORGE WASHINGTON UNIVERSITY

**Counseling and Human Development
Student Handbook**

2025-2026 Edition

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Included Programs:

Clinical Mental Health Counseling

Rehabilitation Counseling

School Counseling

Ph.D. in Counseling

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1. THE GEORGE WASHINGTON UNIVERSITY (GW) CONTEXT

1.1. UNIVERSITY EMAIL

Student's university affiliated email address is the official communication method utilized by the Department for all program related communications. Failure to utilize the official email may result in missing official program, departmental, or university communications. Please note that information provided in class should not be collected or distributed without faculty consent due to intellectual property and copyright regulations. 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

[View all University Policies >](#)

All students must abide by the [Code of Student Conduct](#) and [Code of Academic Integrity](#), which "sets minimum standards for academic and non-academic student conduct, defines the rights of students charged with an academic or non-academic disciplinary violation, lists the procedures for resolving non-disciplinary matters, provides guidance for disciplinary sanctions, and addresses other issues regarding student conduct."

1.2.1. 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 the [GW Student Health Center](#).

1.2.2. Privacy of Records

The Graduate School of Education and Human Development (GSEHD) 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 [GW CESA site](#) for information regarding this policy. All applications and supporting documents become the property of the George Washington University once received and cannot be returned.

1.2.3. 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.

1.2.4. Sexual Harassment

GW 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 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. GW 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.

Sexual harassment of students by faculty or administrators or of employees by those in a position to affect their GW 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.

Faculty and staff are designated as mandated reporters of sexual harassment and/discrimination brought forward by students.

Contact the [Title IX Office](#) at:

Building YY, 812 20th Street NW, Washington, DC 20052 | titleix@gwu.edu | 202-994-7434

1.2.5. Accommodations, Students with Disabilities Policy

GW is committed to serving the needs of its students with disabilities. Professional staff in the office of Disability Support Services ensure that disabled students receive all of the benefits of a comprehensive selection of services, and a formal Student Disability Grievance Procedure provides prompt and equitable resolution of any complaints arising out the College's responsibilities under the ADA Amendments Act, the Americans with Disabilities Act (ADA), Section 504 of the Rehabilitation Act of 1973, and other pertinent federal, state, and local disability anti-discrimination laws. Please see the [Disability Support Services website](#) for more information

1.3. REGISTRATION POLICIES AND PROCEDURES

For complete details regarding GSEHD registration policies and procedures, explore the [Graduate Student Handbook](#) and [Doctoral Student Handbook](#). An overview is provided below.

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 [GWeb](#). Registration policies and procedures are described on the [Office of the Registrar website](#). For additional support and FAQs, reference the [GSEHD Student Success Registration FAQs](#).

For newly admitted students:

1. Setup your GW accounts using the directions on the [GSEHD New Student Guide](#).
2. Review and complete the "Next Steps" on the [GSEHD Admitted Student Guide](#) to prepare for registration.

For continuing students:

1. Visit [GWeb](#) and log in with your GWID and PIN to register for courses.
2. 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 by phone at 202-994-4900 from 9:00 am - 5:00 pm Monday, Tuesday, Thursday, and Friday and 10:00 am - 5:00 pm on Wednesdays. If you experience any technical difficulties with logging into the GWeb system, contact 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.

1.3.1.1. 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 Success Coach](#). A note from an instructor is NOT an acceptable method of adding or dropping a course. 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. The Registrar provides a [refund schedule](#) with specific dates for each semester. 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 GWeb beginning the first day of classes.

1.3.1.2. 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 member universities. [Learn more about Consortium registration requirements and procedures in the GSEHD Student Handbook.](#)

1.3.1.3. 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.

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](#).

[Learn more about Continuous Enrollment, Continuous Research, Full/Half-Time Certification and Leave of Absence in the GSEHD Student Handbook.](#)

1.3.1.4. 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. [Learn more about application requirements and additional considerations in the GSEHD Student Handbook.](#)

1.3.1.5. 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, 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.

1.3.1.6. *Withdrawing from the University*

If a student finds it necessary to withdraw from GW prior to completing their degree program, they should notify their advisor and Student Success Coach. A [Graduate Student 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 Success and receives permission to withdraw. If approved, the student then submits the Complete Withdrawal Form to the Office of Student Success for processing. All charges for courses from which the student withdraws are subject to the [refund policy](#) on the website of the Office of the Registrar.

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. View tuition rates on the [Office of Student Accounts website](#).

1.3.3. Evaluation, Remediation, and Retention of Students

The Department of Counseling and Human Development is committed to recruiting and retaining students representing a multicultural society. To this end, the faculty will (a) actively seek opportunities to meet with prospective students who represent diverse cultural groups, belief systems, and abilities; (b) will seek additional funding sources for students representing marginalized and underrepresented groups; (c) will use their professional networks of to recruit students who represent diverse backgrounds; (d) will continue recruiting international students at the doctoral level to extend our diversity agenda to one that is global; (e) will continue to explore and identify new ways to increase department diversity; (f) will monitor student academic, clinical, and professional counselor dispositions; and (g) will examine issues and barriers faced by diverse cultural groups to recruit and retain diverse students.

Consistent with our recruitment and retention commitments, the department faculty regularly reviews student progress to identify and assist students in building upon their strengths and addressing concerns. The faculty developed the following student evaluation, remediation, and retention procedures in alignment with professional codes of ethics (e.g., ACA, NBCC, CRCC, ASCA) and CACREP accreditation standards. These procedures assist faculty in assessing and evaluating academic abilities, clinical skills, competence, and professional dispositions when evaluating student progress. Professional dispositions are “the commitments, characteristics, values, beliefs, interpersonal functioning, and behaviors that influence the counselor’s professional growth and interactions with clients and colleagues” (CACREP, 2018). In alignment with the expected professional dispositions, both students and faculty members are expected to behave professionally,

as described in the dispositions, both within and outside the classroom. As a program, we use professional dispositions as the nexus for identifying strengths and concerns.

We expect students to strive for excellence in each disposition. Accordingly, we approach the evaluation, remediation, and retention process with the belief that early, consistent, and strength-based attention to student development is essential for student development and professional success. In addition, CACREP requires that we regularly review and document student academic performance, clinical skills, and professional dispositions. Therefore, the faculty conducts a holistic review of student progress during the application process and each fall and spring semester. This holistic review includes attention to their performance in coursework and field experience as well as observations by relevant stakeholders, including faculty, instructors, and supervisors. In addition, we have embedded these reviews into the course curricula. This process helps ensure timely student support and coordinated work to help students develop into the best professionals. The identification of concerns related to academic performance, clinical skills, and/or professional dispositions that require additional attention, support, and mentorship to ensure success in the program and counseling profession may occur during regularly scheduled student review and retention meetings, with an individual instructor or advisor, or within the professional development plan committee. When the faculty becomes aware of concerns that can impact student success and retention, we will take the following steps to support student progress in the program:

1. Meeting with Instructor and/or Advisor

As a first step to supporting student progress, an instructor and/or advisor will request a meeting with a student, which may include multiple stakeholders (e.g., faculty, staff, advisor, supervisor). During this meeting, faculty member(s) will share observations or specific examples of difficulties noted in class, during field experience, program requirements and milestones, or student review meetings. The faculty member(s) will work with the student to explore this area of concern and difficulty and will discuss expectations and procedures for change. Following the meeting, the student will send an email summarizing the meeting, salient points, and action steps to which they have identified and/or agreed. From there, the faculty member will respond by clarifying, expanding, and/or building upon the discussion, salient points, and action steps. After the discussion, meeting, and/or identified action plan, the faculty member(s) may identify the need for a professional development plan (PDP). Following this process, the faculty member(s) will work with the professional development plan committee (PDPC) to develop a professional development plan.

2. Professional Development Plan (PDP)

In consultation with the PDPC, faculty member(s) may proceed with a professional development plan to explore, address, and develop a formal PDP to address student difficulties and concerns while seeking to support the student in addressing needed professional growth and development. Thus, when necessary, faculty members can place students on a PDP, which is overseen by the program's Professional Development Plan Committee (PDPC) and program faculty. A PDP is a structured intervention that can occur at any point during a student's program of study. The PDP is aimed at identifying, supporting, remediating, and evaluating students' academic, clinical, and professional development and

dispositional issues and concerns from a strength-based and developmental perspective, which includes:

1. Identifying student strengths and growth edges.
2. Identifying required learning and professional development.
3. Identifying relevant goals and objectives to aid students in their needed professional development.
4. Developing an action plan and associated timelines.
5. Assessing and evaluating students as outlined by the identified deficiencies, goals, and action plan.
6. Developing a disposition based on the successful or unsuccessful completion of the PDP
7. Informing students of the disposition, subsequent actions, and their right to an appeal.

Examples of possible student issues that will result in a PDP can include but are not limited to:

1. Poor academic performance or a failing grade
2. Excessive tardiness or absences from field placement or class
3. Poor clinical skills (e.g., the ability to develop treatment plans, a working alliance)
4. Inappropriate self-disclosure or working relationship with clients
5. A lack of conscientiousness related to completing assignments, program requirements, or turning in paperwork
6. Poor and unprofessional interactions with instructors, faculty, supervisors, staff, and colleagues
7. Not accepting and integrating professional feedback from an instructor, program faculty, advisor, or supervisor
8. Not taking appropriate initiative while at field placement sites
9. Poor professional dispositions
10. Inability to meet and uphold professional or accreditation training standards, professional code of ethics, and professional competencies,
11. Inability to uphold the CHD program's as well as the profession's multicultural, social justice, anti-oppression, and anti-racist values and practices
12. Failure to meet program requirements or milestones outlined in the handbook and course curricula
13. Failure to complete practicum and internship hours within the required timeline
14. Failure to meet required competency-based benchmarks in any clinical course, such as an instructor and supervisor midterm and final evaluations

After the faculty member(s) meet with the PDPC, the faculty member(s) will facilitate a formal meeting with the student, which may include PDPC representatives. During this meeting, faculty member(s) will share concerns with the student and provide an opportunity for the student to respond to the concerns. Faculty member(s) will collaborate with the student to explore the concerns identified, steps for resolution, and time frame for action. Following the meeting, faculty members will finalize the PDP, which will serve as a contract clearly stating areas that need to be improved upon, methods and timeframes needed for improvement, next actions and consequences should the student be unable or unwilling to adhere to and meet the objectives outlined in the PDP. The faculty members and students sign the PDP. The

student receives a copy of the PDP to keep, and the department stores the original. The PDP will include specific details regarding follow-up tasks or responsibilities. Students and faculty member(s) will continue to work together to update, amend, or discontinue plans as needed; students will also receive and have the opportunity to sign any PDP updates, and the program will also store any PDP updates. Throughout the process, the faculty member(s) will work to ensure PDPs are developed in a positive, developmentally appropriate, proactive manner. Moreover, faculty member(s) will use strategies consistent with professional codes of ethics and best practices for student evaluation, remediation, and retention.

3. Insufficient Progress, Withdrawal, Advising

In most cases, the steps identified in the PDP are sufficient for supporting growth in the academic, clinical, and/or disposition areas of concern. However, if the student does not make progress as specified in the PDP or new concerns emerge, the faculty will explore the degree to which the student will be able to meet academic, clinical skills, and professional dispositions required by the program. If the faculty member(s) believes the student can meet program expectations, the faculty may continue or enhance the PDP. Suppose the faculty member(s) believe the student to be unable or unwilling to meet the identified PDP objectives and outcomes or program requirements. In that case, the faculty member(s) may work with the PDPC to recommend the student withdraw or be dismissed from the program. The appropriate department, school faculty, and administration will forward recommendations for withdrawal or dismissal. Consistent with ethical standards, program faculty member(s) will support the student by providing referrals for academic and career advising.

4. Due Process Procedures

Unless the problem involves a major disciplinary action, all the preceding steps are handled by the faculty members and appropriate administrators. The university and the program policies are written to assure students that their rights are respected, and due process is followed. If a student wishes to challenge a decision regarding retention in the program, the student has the right to an appeal process, as detailed in the [GSEHD Student Handbook](#). The stated procedures are in accord with the accepted educational practices and guidelines of the professional codes of ethics (e.g., ACA, NBCC, CRCC, ASCA).

1.4. GRADING

[View all policies and details regarding grading on the GSEHD student handbook.](#)

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.

1.4.1.1. Grade Reporting

Grades will be available on GWeb 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. 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 a representative of the Dean’s Office 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](#). [Learn more about required scores and procedures in the GSEHD Student Handbook](#).

1.4.2.2. 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. [View more details and procedures on the GSEHD Student Handbook](#).

1.4.2.3. 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

[View details related to applying for graduation, participating in the commencement ceremony and completion clearance in the GSEHD Student Handbook.](#)

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. 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 Success 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

1.5.3. Final Graduation/Completion Clearance

The Office of Student Success 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 Success.

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). [View details and instructions related to the Student Appeal Process, including Informal Resolutions, Formal Appeals and Final Appeals in the GSEHD Student Handbook.](#)

2. THE GRADUATE SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT (GSEHD)

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 Success, and Career Services, works together to support each student's success.

2.1. ADMISSIONS

2.1.1. Admission Procedures

GSEHD 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, for programs that require it, acceptable test scores on the Graduate Record Examination (GRE).

Select a program to view the posted admissions deadlines:

- [Clinical Mental Health Counseling](#)
- [Rehabilitation Counseling](#)
- [School Counseling](#)
- [PhD in Counseling](#)

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.

2.1.2. Admission Requirements

1. Bachelor's degree from an accredited institution with an undergraduate GPA of 2.75 or above on a 4.00 scale. Some programs may require/prefer a test score at or above the 50th percentile on the GRE. Provisional admission may be considered.
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.

2.1.3. 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.

[GSEHD Office of Admissions](#)

2136 G Street, NW, Washington, DC 20052

202.994.9283 | education@gwu.edu

2.2. STUDENT SUCCESS

The Office of Student Success oversees new student orientation programs, registration, comprehensive examinations, student appeals, dissertation defenses, degree clearance for graduation, and [career services](#). The staff closely monitors student progress to ensure that students meet all academic standards and complete all degree requirements. Each student has an assigned Student Success Coach that is available to guide you through the administrative aspects of your studies and help connect you with other university resources when necessary. Do not hesitate to reach out to your [Student Success Coach](#).

[GSEHD Office of Student Success](#)

2136 G Street, NW, Washington, DC 20052 | 202.994.9283 | gsehdsol@gwu.edu

2.3. PROGRAM PLANS AND TRANSFER CREDIT

2.3.1. 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.

2.3.2. Program Plan of Study

Each candidate for a certificate or Master's degree receives an official Program Plan of Study upon admission. This plan provides students with an outline of the coursework and any additional requirements they will need to complete. Students must successfully complete all courses, requirements, and any deficiencies outlined on the official program plan to have their certificate or degree conferred on the official GW 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.

2.3.2.1. 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 Success Coach for the record to account for this change during graduation clearance.

2.3.2.2. 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. Program Transfers

GW 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.

2.3.4. Transfer Credits

Graduate coursework taken at another institution or earned at GW in non-degree status or while in another degree program at GW is considered transfer credit when applied towards any degree program at GSEHD and does not count towards residency requirements.

[View all transfer credit criteria and transfer credit limits in the GSEHD Student Handbook.](#)

2.3.4.1. Applying Coursework from Certificate Program into 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. [View all conditions and details in the GSEHD Student Handbook.](#)

2.3.4.2. 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.

2.3.4.3. 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.

2.3.4.4. 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 the [Office of Student Financial Assistance](#). For further information, contact the [Office of Graduate Student Assistantships and Fellowships](#).

2.4.1. Funding Your Graduate Education

An overview of available internal and external financial assistance is provided on the [GSEHD Funding Your Graduate Education page](#). For additional support, contact the tuition support team at gsehds@gwu.edu.

2.4.2. 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, refer to the [Office of Student Financial Assistance website](#). The website also includes information on the Evaluation of SAP and the appeals process.

2.4.3. Financial Assistance and Employment Opportunity Assistance

Many graduate students find employment within the GW 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 [GW Careers website](#), or contact 202-994-8500 or askhrmd@gwu.edu.

3. OVERVIEW OF THE DEPARTMENT OF COUNSELING AND HUMAN DEVELOPMENT

3.1. INTRODUCTION

This handbook is designed to serve as a resource and reference to answer a variety of questions and to assist you throughout your program. Its intention is to inform new students of program information, including descriptions of various program options and requirements, supplemental to GW Bulletin, and program expectations. In addition, the Graduate School of Education and Human Development (GSEHD) [Graduate Student Handbook](#) contains information, policies, and procedures, which apply to students in the counseling programs.

3.2. 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 27 to 36 for detailed CACREP standards. Our doctoral program objectives include:

- **Counseling:** Graduates will demonstrate and apply culturally relevant, sustaining, and anti-oppressive counseling across delivery platforms and clinical contexts, including addressing legal, ethical, and professional issues and responsibilities.
- **Supervision:** Graduates will demonstrate and apply culturally relevant, sustaining, and anti-oppressive skills, frameworks, and administrative procedures within clinical supervision to efficaciously and ethically support, assess, and evaluate supervisees across developmental levels.
- **Teaching:** Graduates will demonstrate and apply culturally relevant, sustaining, and anti-oppressive teaching approaches using universal design, screening, evaluation, gatekeeping, and remediation to meet the needs of all students with respect for individual differences in learning and professional development.
- **Research and Scholarship:** Graduates will demonstrate and apply culturally relevant, sustaining, and anti-oppressive approaches to professional writing, professional conference proposal preparation, and research designs appropriate for quantitative, qualitative, mixed methods, and action research questions and hypotheses.
- **Leadership and Advocacy:** Graduates will demonstrate and apply culturally relevant, sustaining, and anti-oppressive perspectives and approaches to leadership and advocacy in counselor education using models and competencies that address sociopolitical, social justice, and human rights issues and how they affect the counseling profession and those the profession serves.

3.3. 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.

3.4. MISSION

The mission of the GW 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.

3.5. COMMITMENTS

3.5.1. 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 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 GW 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).

3.5.2. 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.

[View Appendix 11.2: Suggested Anti-Racism and Anti-Oppression Readings](#)

4. COUNSELING AND HUMAN DEVELOPMENT FACULTY

Mina M. Attia, PhD, NCC, Associate 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.

MK Curry, PhD, Visiting Faculty

Research and Professional Interests: Trauma, counseling and disabilities, mental illness in counseling, counselor education

Teaching areas: Trauma, counseling skills, supervision, career, practicum, internship

Theoretical orientation: DBT, Relational Cultural

Bagmi Das, PhD, LMFT, Associate 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 humanitarian responders, international counseling promotion.

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

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

Barbara Dos Santos, PhD, LPC, Visiting Clinical Faculty

Research and Professional Interests: Trauma, religiosity

Teaching areas: Trauma, counseling skills, family counseling, assessment, research and design

Theoretical orientation:

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 GW 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.

Linda McCullough, PhD, LPC, Director, Community Counseling Services Center at Foggy

Bottom; Associate Clinical Professor, Counseling and Human Development

Professional interests: Antiracist, culturally sustaining praxis applied in clinical training of counselors; management of the practicum clinic; strengths-based management in clinical settings; supervision

Teaching Areas: Group counseling

Theoretical Orientation: Cognitive behavioral therapy; dialectical behavioral therapy; object relations theory; person-centered counseling; motivational interviewing; illness management and recovery in psychiatric rehabilitation; interpersonal process recall in supervision

Maureen McGuire-Kuletz, EdD, CRC, Associate Professor of Counseling; Co-Director of GW 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.

Maggie Parker, PhD, LPS, RPT-S, CCPT-S, Associate Professor of Counseling, Department Co-Chair, Clinical Training Coordinator

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.

Nichole G. Tichy, Ph.D., CRC, Assistant Professor of Counseling

Research and Professional Interests: Ethics in Counseling, applications of Artificial Intelligence (AI), rehabilitation counselor training and professional development, intersection of disability and poverty, disability and employment, career development, collaboration between VR and CRPs, services to students and youth with disabilities

Teaching Areas: Ethics, Career Counseling, Theories and Techniques of Counseling, Individual Assessment, Introduction to Research Methods, Medical and Psychosocial Aspects of Disability, Foundations of Rehabilitation Counseling

Theoretical Orientation: Humanistic framework emphasizing a strengths-based approach grounded in disability justice and intersectionality.

5. 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 2016 standards for Clinical Mental Health Counseling, School Counseling, and Counselor Education and Supervision programs. This accreditation is effective until 2030. 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. The department will align with the CACREP 2024 standards by July 1, 2026.

5.1. 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), 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

5.1.1. 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

5.1.2. 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

5.1.3. 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

5.1.4. CACREP Standards for Doctoral degree in Counseling

Doctoral programs in counselor education address professional roles in five doctoral core areas: counseling, supervision, teaching, research and scholarship, and leadership and advocacy. These five doctoral core areas represent the foundational knowledge required of doctoral graduates in counselor education. Therefore, counselor education programs must document where each of the lettered standards listed below is covered in the curriculum.

1. COUNSELING

- a. Scholarly examination of theories relevant to counseling
- b. integration of theories relevant to counseling
- c. conceptualization of clients from multiple theoretical perspectives
- d. evidence-based counseling practices
- e. methods for evaluating counseling effectiveness
- f. ethical and culturally relevant counseling in multiple settings

2. SUPERVISION

- a. purposes of clinical supervision
- b. theoretical frameworks and models of clinical supervision
- c. roles and relationships related to clinical supervision
- d. skills of clinical supervision
- e. opportunities for developing a personal style of clinical supervision
- f. assessment of supervisees' developmental level and other relevant characteristics
- g. modalities of clinical supervision and the use of technology
- h. administrative procedures and responsibilities related to clinical supervision
- i. evaluation, remediation, and gatekeeping in clinical supervision
- j. legal and ethical issues and responsibilities in clinical supervision
- k. culturally relevant strategies for conducting clinical supervision

3. TEACHING

- a. roles and responsibilities related to educating counselors
- b. pedagogy and teaching methods relevant to counselor education
- c. models of adult development and learning
- d. instructional and curriculum design, delivery, and evaluation methods relevant to counselor education
- e. effective approaches for online instruction
- f. screening, remediation, and gatekeeping functions relevant to teaching
- g. assessment of learning
- h. ethical and culturally relevant strategies used in counselor preparation
- i. the role of mentoring in counselor education

4. RESEARCH AND SCHOLARSHIP

- a. research designs appropriate to quantitative and qualitative research questions
- b. univariate and multivariate research designs and data analysis methods
- c. qualitative designs and approaches to qualitative data analysis
- d. emergent research practices and processes
- e. models and methods of instrument design
- f. models and methods of program evaluation
- g. research questions appropriate for professional research and publication
- h. professional writing for journal and newsletter publication
- i. professional conference proposal preparation
- j. design and evaluation of research proposals for a human subjects/institutional review board review
- k. grant proposals and other sources of funding
- l. ethical and culturally relevant strategies for conducting research

5. LEADERSHIP AND ADVOCACY

- a. theories and skills of leadership
- b. leadership and leadership development in professional organizations

- c. leadership in counselor education programs
- d. knowledge of accreditation standards and processes
- e. leadership, management, and administration in counseling organizations and other institutions
- f. leadership roles and strategies for responding to crises and disasters
- g. strategies of leadership in consultation
- h. current topical and political issues in counseling and how those issues affect the daily work of counselors and the counseling profession
- i. role of counselors and counselor educators advocating on behalf of the profession and professional identity
- j. models and competencies for advocating for clients at the individual, system, and policy levels
- k. strategies of leadership in relation to current multicultural and social justice issues
- l. ethical and culturally relevant leadership and advocacy practices

6. PROFESSIONAL CONTEXT

6.1. STUDENT LISTSERVS AND SOCIAL MEDIA

The Department of CHD maintains a listserv for students enrolled in master's 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.

6.2. 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 (counseling.org, schoolcounselor.org, crccertification.com).

6.3. PROFESSIONAL ORGANIZATIONS

6.3.1. 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.

6.3.2. Chi Sigma Iota

Students are encouraged to apply and join the counseling honor society called Chi Sigma Iota (CSI). Invitations to join the GW 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.

6.4. 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 GW Student 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 Services

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

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

healthcenter.gwu.edu/counseling-and-psychological-services

6.5. COUNSELOR CERTIFICATION

6.5.1. 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 GW 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 nbcc.org.

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. \(NBCC\)](#)

3 Terrace Way, Suite D, Greensboro, NC 27403-3660
336-547-0607

[Commission on Rehabilitation Counselor Certification \(CRCC\)](#)

1699 Woodfield Road; Ste. 300, Schaumburg, Illinois 60713
847-944-1325

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 (consult state licensing board requirements for required course work).

6.5.2. Certified Rehabilitation Counselor (CRC)

Students who complete the accredited program in Rehabilitation Counseling at GW 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 (CRCC). For further information contact the CRCC at (847) 944-1325 and/or visit crccertification.com.

6.6. COUNSELOR LICENSURE

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

GW 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 GW
- 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

6.6.2. Licensure Processes

Counselor licensure is awarded and managed by the state of practice. It is not a GW 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 GW 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 GW 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 counseling.org, the American Mental Health Counselors Association at amhca.org, and the National Board of Certified Counselors at nbcc.org.

School counseling students are eligible to take the Praxis exam, which is the examination for licensure in DC Public Schools (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 GW counseling program guarantees licensure.

7. THE CURRICULUM

7.1. 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.

The following program outlines are flexible, and changes may occur in relation to CACREP accreditation requirements and university regulations.

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	

7.2. 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 GW 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.

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

The following program outline is flexible, and changes may occur in relation to CACREP accreditation requirements and university regulations.

School Counseling Course Sequence

GW 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 *HDEV 6009/10 Child and Adolescent Development	7 Weeks *CNSL 6169 Substance Abuse and Addictions Counseling
CNSL 6114 Introduction to Research and Evaluation in Counselor Education, 3 credits	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)	
	7 Weeks CNSL SA 6477 Coordination of Comprehensive Guidance Programs			

7.3. 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 Online 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

The following program outlines are flexible, and changes may occur in relation to CACREP accreditation requirements and university regulations.

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	HDEV 6108 Lifespan Human Development
CNSL 6151 Professional and Ethical Orientation to Counseling	CNSL 6153 Counseling Interview Skills	CNSL 6157 Individual Assessment in Counseling
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 in Counseling	CNSL 6271 Advanced Clinical Skills	CNSL 6161 Group Counseling
CNSL 6155 Career Counseling	CNSL 6378 Disability Management and Psychosocial Rehabilitation	CNSL 6380 Job Placement and Supported Employment
CNSL 6381 Medical and Psychosocial Aspects of Disability	CNSL 6114 Introduction to Research and Evaluation in Counselor Education	CNSL 6171 Family Counseling
Year 3		
Fall	Spring	
CNSL 6185 Internship in Counseling	CNSL 6186 Advanced Internship in Counseling	

Online 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	HDEV 6108 Lifespan Human Development
CNSL 6151 Professional and Ethical Orientation to Counseling	CNSL 6153 Counseling Interview Skills	CNSL 6157 Individual Assessment in Counseling
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 in Counseling	CNSL 6169 Substance Abuse and Addictions Counseling	CNSL 6161 Group Counseling
CNSL 6155 Career Counseling	CNSL 6378 Disability Management and Psychosocial Rehabilitation	CNSL 6380 Job Placement and Supported Employment f
CNSL 6381 Medical and Psychosocial Aspects of Disability	CNSL 6114 Introduction to Research and Evaluation in Counselor Education	CNSL 6171 Family Counseling
Year 3		
Fall	Spring	
CNSL 6185 Internship in Counseling	CNSL 6186 Advanced Internship in Counseling	

7.4. COURSE SCHEDULING

Most courses on campus in CHD meet in the evening during the academic year (Aug-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](#). 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 can be scheduled Monday-Thursday 8:30am-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.

7.5. IMPORTANT DATES FOR FOGGY BOTTOM CAMPUS STUDENTS

Consult with advisor or program coordinator for Counseling Department Calendar.

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

7.6. IMPORTANT DATES FOR SCHOOL COUNSELING STUDENTS

Consult with advisor or program coordinator for Counseling Department Calendar.

7.7. IMPORTANT DATES FOR ONLINE REHABILITATION COUNSELING STUDENTS

**Online Rehabilitation Counseling dates differ for Practicum and Internship, and Portfolio. Students should check with their faculty advisor.

8. CLINICAL EXPERIENCES: PRACTICUM AND INTERNSHIP

The practicum and internship experiences are a vital part of the counseling programs at GW 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 available in the Counseling and Human Development Clinical Handbook.

8.1. PRACTICUM

Currently, 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. **It may be that the practicum schedule is altered in alignment with CACREP accreditation standards.** Any changes to practicum will be provided to students prior to entering into their Interview Skills course. 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.

8.1.1. Professional Counseling Hours

Students are required to complete at least 6 sessions of individual counseling sessions with a licensed professional. These sessions require a letter signed by the counselor indicating that the student had met this requirement with dates of sessions reported. This letter will be uploaded to EXXAT with the completed portfolio.

8.1.2. 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 CNSL 6268 Foundations of Clinical Mental Health OR CNSL 6376 Foundations of Rehabilitation Counseling OR CNSL 6466 Foundations of School Counseling. Additional requirements are provided in the Counseling and Human Development Clinical Handbook.

8.1.3. Practicum Requirements

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

8.1.3.1. 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.

8.1.3.2. 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. This information should be uploaded within Exxat.

8.1.3.3. 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. You will track your hours through Exxat.

8.1.3.4. 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.

8.1.3.5. 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 Clinical Training Handbook. These will be completed within Exxat.

8.1.3.6. 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. *Online students should check with faculty advisor about specific requirements and exclusions.*

8.1.4. Community Counseling Services Center

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 D.C. 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:

- 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.
- 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.
- 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.

8.2. 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 Clinical Training 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 the required clinical sequences as required by program (e.g. interview skills, practicum, advanced skills) AND in accordance with the timeline outlined in each respective program course sequence practicum.

8.2.1. Internship Requirements

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

8.2.1.1. 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. This information should be uploaded within the Counseling Program shell within Exxat.

8.2.1.2. 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. These will be tracked within Exxat.

8.2.1.3. 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.

8.2.1.4. 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. These will be completed within Exxat. 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.

8.2.1.5. 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.

8.3. 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 Exxat 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. Students are encouraged to keep copies of their approved hours for licensure purposes. However, note that following the two-year funded use of Exxat software provided during the practicum and internship semesters, alumni will pay Exxat directly for continued service access.

8.4. 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.

9. EVALUATION OF STUDENT PROGRESS

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 by not limited to, course assignments, the

development of a Practicum Readiness Portfolio, key performance indicators (KPIs) uploaded to EXXAT (our online evaluation system), a comprehensive exam, the demonstration of academic and professional readiness for practicum, advanced clinical skills, internship, and successful application for graduation.

9.1. 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
- 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 on the CPCE. 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 Evaluation of Student Progress.

Program Administrators will manage this process during the semester 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.

9.2. KPI'S FOR PROGRAMS

Department Values	CACREP Knowledge Domains	CHD Program Objectives	Courses where assessed	KPI
Developing a Professional Counselor Identity	Professional Counseling Orientation & Ethical Practice	Students are knowledgeable about the philosophy, history, ethical standards professional organizations, and credentialing in the counseling profession and roles and functions of counselors, as well as the application of professional identity, ethical decision-making, and legal considerations that inform professional counselors' multiple roles.	6151 Counselor Interview and Ethical Exploration	K
			6153 Student Role-Play and Clinical Documentation Experience	S
			6185 Clinical Evaluation	S
Self as counselor	Counseling and Helping Relationships	Students demonstrate an awareness of their values and worldviews, recognize their multicultural, social justice, anti-oppressive and anti-racist competencies and limitations, recognize/acknowledge/remediate personal issues that may impact client care consistent with a personal approach to counseling and client advocacy aligned with professional standards.	6163 Multicultural Interview/Case Study	K
			6269 Clinical Evaluation	S
Culturally responsive and	Social and Cultural Diversity	Students demonstrate an understanding of the historical and contemporary role	6163 Multicultural Interview/Case Study	K

anti-oppressive practice		power, privilege, marginalization, anti-oppression, and antiracism play in the counseling profession and counseling relationships and demonstrate cultural humility when working with client.	6186	Clinical Evaluation	S	
Theory to Practice	Human Growth and Development	Students demonstrate and apply an understanding of developmental theories to a variety of client presentations.	6108	Integration Paper	K	
			6269	Clinical Evaluation	S	
	Career Development	Students demonstrate an understanding of career development theories consistent with a multicultural perspective, and the ability to provide career counseling.	6155	Applied Career Project	K	
			6185	Clinical Evaluation	S	
Clinical Skills	Counseling and Helping Relationships	Students demonstrate knowledge and skills in the counseling process and their implementation across a variety of modalities (individual, group, family) and counseling approaches (e.g., crisis intervention, brief counseling) in theory informed practice.	6154	Theory into Action Paper	K	
			6174	Case Study Paper	K	
			6269	Clinical Evaluation	S	
			6185/ 6186	Clinical Evaluation	S	
	Group Counseling and Group Work	Students demonstrate and apply knowledge of group theory and process, and characteristics and functions of effective group leadership to promote culturally sustaining and developmentally responsive strategies for designing and facilitating groups, including recruiting, screening, membership selection.	6161	Group Experience and Journal	K	
			6185/ 6186	Clinical Evaluation	S	
			6114	Research Knowledge and Skill	K & S	
	Program Area: School	Students utilize anti-oppressive and antiracist focus to meet the mental health, developmental, social/emotional, career, and academic needs of students within elementary, middle, and high schools. Students incorporate theories, research, and assessments as needed to provide evidenced based, antiracist, anti-oppressive, ethical, and developmentally appropriate school-based services, and programs.	6466	Research and Evaluation Project	K	
			6467	Coordination of Comprehensive School Counseling Programs	S	
	Program Area: Rehab	Students demonstrate the knowledge, skills, and attitudes within an anti-racist/anti-oppression and social justice framework from which to work collaboratively with individuals with disabilities in both their support systems and environments to achieve their vocational, personal, social, and psychological goals.	6376	Roles and responsibilities of Rehabilitation Counselors	K	
			6186	Clinical Evaluation	S	
				6268	Clinical Interview	K

	Program Area: Clinical	Students demonstrate knowledge, skills, and practices consistent with a professional counselor identity rooted in the principles of social justice, anti-racism, advocacy, wellness/prevention, and ethical practice.	6269	Clinical Evaluation	S
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9.3. 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.

Department Meetings: During each department meeting, there is an opportunity for an Executive Session during which student concerns can be raised. This includes the presentation of new student issues and follow-ups to retreat evaluations and ratings and previously discussed issues. If a faculty member identifies such a student, the faculty as a whole discuss the matter in Executive Session. The student's advisor and/or course instructor will be charged with discussing identified concerns with the student to achieve the student's agreement to appropriate corrective action to help the student address identified concerns. If warranted, the advisor and/or course instructor will work with the Professional Development Plan Committee (PDPC) to assist in the development of a Professional Development Plan (PDP) to outline and monitor performance expectations and student progress. Recommendations of the PDPC will be presented to the faculty in Executive Session.

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.

10. PH.D. IN COUNSELING

10.1. ADMISSION PROCESS AND STANDARDS

10.1.A. Application Requirements

Prior to matriculation, the applicant must show evidence of an earned Master's Degree. Typically this degree is at least equivalent 60 semester hour degree program in counseling or related areas (e.g., marriage and family therapy, social work, or psychology). Applicants who do not meet this requirement must fulfill it in the initial phase of the doctoral studies. Occasionally students apply who have a master's degree in an unrelated area. These students are dually enrolled in one of our counseling master's programs and earn their master's degree as well as the PhD. In cases where applicants do not possess a master's degree from a CACREP accredited program, prior preparation is evaluated on a case-by-case basis upon a review of transcripts, course syllabi, and other materials. Typical leveling ranges are 12-60 credits. See appendix A for information on pre-requisite coursework determination and process.

Some applicants have three or more years of previous relevant experience; all possess the personal attributes compatible with the mission of the program, and a demonstrated ability for scholarship and leadership in the counseling profession. Students who do not hold a CACREP accredited master's degree will be required to complete leveling coursework including two semesters of master's level internship.

A student who has not earned a master's degree prior to matriculation is not eligible for admission consideration.

In order for an application to be considered complete, students must submit an application, transcripts from all institutions of higher education attended, a statement of purpose, and three letters of recommendation. These items are sent electronically to the GSEHD. Application for merit-based financial assistance (not student loans) occurs within the Graduate School of Education and Human Development. Deadline for GSEHD financial assistance is approximately January 15th. Information on financial assistance is available on [GSEHD's Funding Your Graduate Education page](#).

The statement of purpose is used by faculty to determine whether your goals and research interests fit with our program. This document should be around two double-spaced pages. A good statement of purpose clearly articulates: 1) why you want to get a doctoral degree in counselor education; 2) your research and teaching interests; 3) why you are applying to the George Washington University's program; and 4) which particular faculty you are most interested in working with during your time in the program.

Applicants must have a minimum master's GPA of 3.5 and a minimum undergraduate GPA of 3.0. Applicants are not required to submit GRE scores; however, they may submit their GRE scores to supply additional evidence of their potential as a doctoral student.

Complete applications are screened by doctoral program coordinator(s) for compatibility with program goals and faculty research interests. In early December and late mid to late January, top applicants are invited to interview with faculty.

10.1.B. Interview Days

Applicants are invited to interview based on faculty evaluation of complete applications. Applicants will be invited to participate in an interview day between early to mid-December and early February. During our interview days, students meet with approximately 4-6 faculty and current students in the program and discuss their goals, interests, and reasons for wanting to attend GW. Applicants will also complete a clinical case conceptualization and a written statement concerning anti-oppression and scholarly interests. The program will provide applicants with additional information before the interview. Decisions on admission status are made between December and mid to late February. Interview days occur on Fridays and last from about 10AM until 4PM. Students interview individually with 4-6 program faculty and spend time with students who are currently enrolled in the program. The purpose of the interview day is to assess the applicant's qualifications and fit with the program and to answer any questions the applicant may have about the program, our location, and other considerations. Some typical faculty questions might include:

- What is it that makes you want to pursue doctoral study at this time?
- What types of previous educational and work experiences have you had that have prepared you for doctoral study?
- Why are you interested in attending GW?
- What are your own career objectives upon graduating? Ten years later?
- What specific areas are you most interested in studying?
- What areas of research are you interested in?
- Which faculty member(s) are you interested in working with?

Each of the faculty interviewers submits a written recommendation regarding the applicant's suitability for doctoral study.

10.1.C. Decision Process

Following the interview days, students are informed of their status soon after the final interview day. Information is typically provided by the end of February. Three outcomes are possible: admission recommended, admission denied, and admission deferred (wait-list). Decisions are based on the complete application package: educational preparation, case conceptualization, scholarly written sample, and interview day impressions.

10.1.D. Changing Programs

Counseling Ph.D. students who wish to change programs, within GSEHD, GW, or other universities should inform their primary advisor of their intent to apply to a different program. Within GSEHD/GW, a new application must be made to the new program and does not guarantee admission to the new program.

10.1.E. Advisor

Upon acceptance into the doctoral program, Counseling Ph.D. students will be assigned a primary advisor based on their interests, application materials, and faculty availability and expertise. The student will also be assigned a secondary advisor. The primary advisor is tasked with advising and mentoring the student. The secondary advisor is an adjunctive support and mentor that can assist students in their professional development. Students can change their advisors throughout their program of study. To change advisors, students should contact applicable full-time and core faculty. Once a new advisor has been identified by students and agreed to serve as the primary advisor, students can inform the current advisor. After completing this process, students should email the GSEHD doctoral Student Success Coach to update the university records. The advisor also serves as the dissertation chair. Thus, if a student wishes to have a dissertation chair who is not their current advisor, they will need to change advisors to ensure the dissertation chair is also their primary advisor.

10.2. PLAN OF STUDY

The total number of credits required for graduation (not including prerequisites or leveling courses for those who do not hold a master's degree in counseling) consists of a minimum of 75 hours of coursework beyond the master's degree. Students with master's level deficits should use forms included in Appendix A to determine which master's level courses need to be taken. This is done in consultation with the student's primary advisor. All courses are three semester hours unless otherwise indicated. Changes or additions to degree plans are done in consultation with the primary faculty advisor and others as warranted. Students are also expected to consult with their primary advisor prior to registering for classes. Students are unable to make changes to the program sequence or program of study without approval from the doctoral program coordinators. Students completing the program of study on a part-time status will need to meet with their advisor and doctoral program coordinator(s) to develop a plan of study and sequence based on program and university offerings.

A. Research Tool (12CR)

All students are required to take a minimum of 12 semester hours of advanced quantitative analysis, qualitative analysis, and research design course work. Prerequisite statistics courses must be taken during the master's degree or must be completed prior to taking the following required advanced courses. For students who have not had an introductory statistics course, have not had one in a long time, or do not feel confident in their understanding and application of basic statistical techniques (i.e., through one way

analysis of variance), EDUC 6116, Introduction to Educational Statistics, should be completed prior to enrolling in EDUC 8120.

EDUC 8120 Group Comparison Designs and Analyses

EDUC 8122 Qualitative Research Methods

EDUC 8171 Predictive Designs and Analyses

One additional course is required. This course is planned in consultation with your advisor and designed to fit your dissertation proposal. The course is selected from the following courses. Other courses may also be approved from other departments provided that they are directly related to the student's dissertation research and not available within GSEHD. Not all classes are offered every semester or year. Students may also have a research course from a different GW program, school, or comparable institution approved by the doctoral program coordinator(s). Students should consult their doctoral advisor and/or program coordinator(s) prior to selecting their final required research course.

EDUC 8122 Survey Research Methods

EDUC 8131 Case Study Research Methods

EDUC 8140 Ethnographic Research Methods

EDUC 8142 Phenomenological Research Methods

EDUC 8144 Discourse Analysis

EDUC 8170 Educational Measurement

EDUC 8172 Multivariate Analysis

EDUC 8173 Structural Equation Modeling

EDUC 8174 Hierarchical Linear Modeling

EDUC 8175 Item Response Theory

B. Counseling Core (33CR)

There are 10 counseling core courses, as follows:

CNSL 8251 Advanced Psychopathology and Psychopharmacology

CNSL 8252 Leadership and Advocacy in Counseling

CNSL 8254 Advanced Multicultural Counseling

CNSL 8255 Supervision in Counseling

CNSL 8256 Doctoral Practicum in Counseling (6 credits over two semesters)

CNSL 8257	Doctoral Internship in Teaching
CNSL 8258	Advanced Theories of Counseling
CNSL 8259	Doctoral Internship in Supervision I
CNSL 8260	Doctoral Internship in Supervision II
CNSL 8961	Doctoral Internship in Research

C. Human Development Emphasis (6CR)

The doctoral candidate in counseling is required to take two doctoral level courses in human development (6 hours). Selection of appropriate courses is made with the assistance of the student's advisor and the human development faculty. It is expected that the candidate will have taken 6-9 semester hours at the master's level in human development, child development, adolescent development or adult development. If not, these must also be included in the candidate's course of studies.

Among the courses the candidate may select are the following:

HDEV 6129	Cultural Effects on Human Development
HDEV 8241	Social Cognitive Development
HDEV 8244	Adult Development and Aging
HDEV 8253	Work, Identity, and Adult Development
HDEV 8100	Issues and Special Topics in Human Development (topics vary and course can be repeated)

*Not all classes are offered every semester or year. Students may also have a human development course from a different GW program, school or comparable institution approved by the doctoral program coordinator(s).

D. Area of Specialization (9 CR)

This part of the program is designed by the student and the program advisor and is tailored to the student's career goals, objectives and individual background. It is an integrative approach in which the advisor helps the student plan a cognate or supporting field of study, typically 9 semester hours in length, depending on the interests, needs, and goals of the student. 8000 level courses are encouraged; however, 6000 level course can be approved based on the proposed rationale and function of the cognate or field of study. For example, qualitative methodology, quantitative methodology, counseling specialty (school counseling, rehabilitation), or anti-oppressive and anti-racist theory and praxis.

E. Pre-Dissertation Seminar (3CR)

All students are required to complete three to six hours of pre-dissertation seminar in preparation for dissertation. Completion of the Pre-Dissertation Seminar, CNSL 8998, is contingent upon the student obtaining approval for his/her dissertation proposal.

F. Dissertation Research (12CR)

Students must register for a minimum of 12 hours of dissertation research (CNSL 8999).

G. Course Sequencing

In the 2017-2018 academic year, program faculty put forth a major revision of the doctoral program in counseling. This included aligning the program more clearly with CACREP guidelines and building new coursework to better prepare our students to be the future leaders in counseling, counselor education, research, and clinical supervision. In addition, program faculty addressed the common problem of scheduling courses by creating a fixed sequence of course offerings. This sequence should accelerate degree completion rates and allow part-time students to plan their coursework in a more coherent fashion as you will know well ahead of time what courses are offered in any given semester.

Year	Fall	Spring	Summer
I	<ol style="list-style-type: none"> 1. Doctoral Practicum in Counseling (CNSL 8256) 2. Advanced Psychopathology and Psychopharmacology (CNSL 8251) 3. Advanced Multicultural Counseling (8254) 	<ol style="list-style-type: none"> 1. Doctoral Practicum in Counseling (CNSL 8256) 2. Advanced Theories of Counseling (8258) 3. Group Comparisons (EDUC 8120) 	<ol style="list-style-type: none"> 1. Supervision in Counseling (8255) 2. Leadership and Advocacy in Counseling (8252) 3. Internship in Teaching (8257)*
II	<ol style="list-style-type: none"> 1. Doctoral Internship in Supervision I (8259) 2. Internship in Research (8961) 3. Predictive Designs and Analysis (EDUC 8171) 	<ol style="list-style-type: none"> 1. Doctoral Internship in Supervision II (8260) 2. Area of Specialization 1 (TBD) 3. Qualitative Methods (EDUC 8122) 	<ol style="list-style-type: none"> 1. Human Development 1 <p>**Prepare for Comprehensive Exam**</p>
III	<ol style="list-style-type: none"> 1. Human Development 2 (TBD) 2. Area of Specialization 2 (TBD) 3. Level B Research Course (TBD) <p>**Comprehensive Exam**</p>	<ol style="list-style-type: none"> 1. Area of Specialization 3 (TBD) 2. Pre-Dissertation Seminar (8998) 	<ol style="list-style-type: none"> 1. Dissertation (8999)
IV	<ol style="list-style-type: none"> 1. Dissertation (8999) 		

10.3. PRACTICUM IN COUNSELING

In line with our 2017-2018 program revision, students are now required to take an academic year 6-credit doctoral practicum in counseling (CNSL 8256) in the first year of study for full-time students). The purpose of the practicum is to have students gain advanced counseling skills under the supervision of faculty and

CCSC staff. This practicum will take place in the CHD [Community Counseling Services Center](#) (CCSC) on the Foggy Bottom Campus. Students will see community clients who present with a variety of adjustment and mental health issues. Across these two semesters, students will be required to attend a two-hour class session led by a CHD faculty member and see clients in a specified 6-hour each Fall and spring semester. Across the academic year, students will fulfill CACREP standards for doctoral practicum experiences of at least 100 total hours, of which 40 will be direct client hours. All practicum students must attend an orientation to the CCSC, which will be communicated in advance. Students will be notified ahead of time the specifics of time and where orientation will take place. Students must receive a letter grade of “B-” or better in doctoral practicum in counseling (CNSL 8256) to complete the program. If students do not receive a final grade of “B-” or better, they will be placed on a professional development plan overseen by the professional development plan committee, which may result in failing the course and/or removal of the program of study.

Course content is designed to meet the following CACREP standards for counseling practice:

- scholarly examination of theories relevant to counseling
- integration of theories relevant to counseling
- conceptualization of clients from multiple theoretical perspectives
- evidence-based counseling practices
- methods for evaluating counseling effectiveness
- ethical and culturally relevant counseling in multiple settings

10.4. INTERNSHIP IN COUNSELING

Our students complete their internship requirements in counseling through three experiences and associated course work in research (CNSL 8961), teaching (CNSL 8257), and supervision (CNSL 8259/60). In all doctoral level internship courses (i.e., CNSL 8961, CNSL 8257, CNSL 8259/60), students must receive a letter grade of “B-” or better to complete the program. If students do not receive a final grade of “B-” or better, they will be placed on a professional development plan overseen by the professional development plan committee, which may result in failing the course and/or removal of the program of study.

A. Internship in Research (CNSL 8961)

Taken in the fall semester of your second year, the purpose of the internship in research is to begin developing advanced skills in research through coursework, reading, and direct supervision with a faculty mentor. Students will learn how to work with data, how to read and critique research, and how to conduct research, which results in a manuscript or conference proposal accepted for publication/presentation. While students do not have a set number of hours for this internship requirement, students are required to keep a log of activities and hours. Students will not receive a grade in the course until all requirements are fulfilled. Typically, this is done within one to two years of registering for the course. Until then, students receive a grade of “IPG” (in progress) on their transcript. Students will receive weekly individual or triadic supervision as part of their internship in research, which will be provided by the individual overseeing their research project.

B. Internship in Teaching (CNSL 8257)

Taken in the summer semester of your first year, the purpose the internship in teaching is to begin developing advanced skills in teaching in counselor education through coursework, reading, and direct supervision with faculty mentors. Students will read and directly experience several issues in counselor education including, but not limited to: assessment of student work instructional pedagogy, assessment of student learning, instructional technology, teaching philosophy, classroom management, and developing lectures and other classroom activities. Students complete a total of 300 hours for this internship requirement and are required to keep a log of activities and hours. At least one section of the teaching experience must be Counseling Interview Skills (CNSL 6153), which is offered in Fall and Spring semesters. Students will not receive a grade in the course until all requirements are fulfilled. Typically, this is done within one to two years of registering for the course. Until then, students receive a grade of IPG (in progress) on their transcript. Students will receive weekly individual or triadic supervision as part of their internship in teaching, which will be provided by the instructor of record overseeing their research project or teaching experiences.

C. Internship in Supervision (CNSL 8259/60)

Taken in the second year of the program, the final component of the internship experience is a two-semester internship designed to develop clinical supervision skills. Students will supervise master's level trainees in the CCSC; attend an orientation to the CCSC, a weekly 2-hour class meeting, and a weekly CCSC staff meeting that includes training on a variety of topics specific to supervision in mental health settings. Students will be assigned to a specific 6-hour block of time during which they will serve as supervisors for master's students in the CCSC. A senior level clinician will always be on call during any given supervision block. Students are required to complete a minimum of 300 hours of supervision-related activities and to keep logs of all activities and how much time is spent in those activities. Students will receive weekly individual or triadic supervision as part of their internship in supervision, which will be provided by either their internship in supervision instructor, CCSC director(s), and/or the master's practicum instructor.

10.5. COMPREHENSIVE EXAMINATIONS

Comprehensive examinations are scheduled at the beginning of the Fall semester in the student's third year (typically the first week of classes). Candidates' academic records will be screened by the Office of Student Life to ensure that all coursework is completed, and the student is cleared to sit for comprehensive exam. All course work for the first two program years, must be successfully completed prior to taking the Ph.D. comprehensive examination in counseling with the exception of the doctoral internships in Research and Teaching (CNSL 8961 & CNSL 8257), which typically will still carry grades of "in progress" (IPG). Grades of incomplete (I) in any other courses must be converted to a grade in order to be cleared to sit for the comprehensive exam. Failure to be cleared will result in the student waiting one academic year to sit for the examination.

A. Content Areas

The comprehensive examination in counseling consists of four questions calling for an integration of knowledge in the following areas:

- 1) Leadership, Advocacy, Ethics and Professional Identity
 - Accreditation, licensure, certification
 - Legal and ethical issues
 - Professional roles and responsibilities
 - Leadership and advocacy for the profession
- 2) Theory and Practice
 - Individual and group counseling
 - Counseling theories
 - Career counseling
 - Clinical Supervision
 - Human Development
- 3) Research
 - Assessment
 - Measurement
 - Research design and ethics
 - Data collection and analysis
- 4) Diagnosis and Treatment Planning
 - Clinical assessment
 - Case conceptualization
 - DSM 5 diagnosis
 - Treatment planning and implementation
 - Multicultural considerations

B. Overall Scoring (Entire Exam)

Grading outcomes for questions are: High Pass, Pass, Bare Pass, and Fail. In order to pass the entire exam, you must earn at least a grade of “bare pass” on each question. Students are permitted to retake the comprehensive exam one time only. There are two cases where a retake is permitted. When a student fails one or two questions, the students must retake the exam as a special sitting by the end of the Fall semester in their third year. Students who fail this retake a second time will be terminated from the program. Students who fail three or more questions will be required to re-sit for the complete exam during the next exam cycle (i.e., at the beginning of the fall semester in their fourth year in the program). At this point, the student may opt to terminate their status in the program. Should the student opt to retake the comprehensive exam, they will follow the schedule of classes outlined in the fixed course sequence with two exceptions: 1) They will only register for Specialty Area Course 3 in Spring semester of 3rd year; and 2) They will not register for dissertation research in summer of third year. This plan allows the student to devote significant time for preparation for the retake of the comprehensive exam. Failure of the exam a second time will result in termination from the program.

C. Nature and Process of the Examination

The comprehensive examination is a written 12-hour examination, six hours on each of two successive days (Thursday and Friday). This means that the student will have three hours to respond to each of the four questions. There will be one three-hour question in the morning of the first day (9am-Noon), and one three-hour question in the afternoon (1-4). This sequence will be repeated the second day. There is no set sequence of questions, but students should come to a shared agreement on order and inform the program director at least one month prior. The comprehensive exam is given only at the beginning of the Fall semester in a student's third year.

D. Candidacy Phase

Upon successful completion of the comprehensive examination and coursework (with the exception of CNSL 8998 and CNSL 8999) students will enter the candidacy phase. Entering candidacy means you have completed all program requirements except the dissertation.

10.6. DISSERTATION REQUIREMENTS AND STANDARDS

A. Dissertation Research Requirements

1. The prerequisite for dissertation research (CNSL 8999) is the Pre-dissertation seminar (CNSL 8998) and completion of all requirements of the pre-candidacy phase of doctoral work, including the comprehensive exam. Students should register for CNSL 8998 with the faculty member who is chairing their dissertation.

If you have not met these criteria and have no further course work to take, you must register for one (1) semester hour of Continuing Research (CNSL 0940). Once a topic approval form and other criteria are completed, you may drop the Continuing Research (CNSL 0940).

2. Candidates are to begin enrollment in CNSL 8999 the first fall or spring semester after having completed all coursework, passed the comprehensive examination, and taken the pre-dissertation seminar (CNSL 8998). If the proposal has not been approved before beginning enrollment in CNSL 8999, it is expected that the proposal will be completed and approved soon after enrolling in CNSL 8999.

Enrollment in CNSL 8999 Dissertation Research

- a. You must have completed all coursework, passed your comprehensive examination, and taken one semester of Predissertation Seminar (CNSL 8998) prior to enrolling in Dissertation Research (CNSL 8999).
- b. Dissertation Research CNSL 8999 is to be taken at a rate of three to six credit hours each fall and spring semester, for a minimum of 12 credits and until you successfully defend your dissertation or until you have enrolled for a total of 24 credits. If you need substantial advising or feedback on drafts of your dissertation during the summer, you

are also to register for CNSL 8999 during the summer. (Note that for most financial assistance, three credits of CNSL 8999 can constitute “at least half-time” enrollment once you begin your dissertation research, but this requires making good progress, certification by your advisor and the GSEHD Office of Doctoral Student Services, and approval by the source of the financial assistance. This assumes that you are making good progress on your dissertation.)

- c. If you have not defended your dissertation after 24 credit hours of CNSL 8999, you are to register for one credit hour of Continuing Research (CNSL 0940) each fall and spring semester until you defend your dissertation or expiration of the eight (8) year doctoral program time line. A student who does not defend their dissertation within 8 years of matriculation will be dismissed from the program.
- d. In order to defend your dissertation, you must have registered for a minimum of 12 credit hours of CNSL 8999 by the semester of the defense (oral examination). You also must be registered for at least three credits of CNSL 8999 in the semester of the defense, including the summer semester (these three credits can be part of the 12 credits), unless you meet one of the following two exceptions:
 - i. You have already completed 24 hours of CNSL 8999 in which case you only have to register for one credit of Continuing Research (CNSL 0940).
 - ii. You have filed a completed Request for Completed Dissertation Oral Examination form and all other required materials in a semester in which you are enrolled in CNSL 8999 or CNSL 0940, but the defense cannot take place until the next semester. In this case, you should enroll in Continuing Research (CNSL 0940) during the semester in which you will defend.

Warning: You must be enrolled at least every fall and spring semester from the time you begin CNSL 8999 until the defense of your dissertation. If you have to stop work on your dissertation for a while, you can request a leave of absence for up to one calendar year. During a leave of absence, faculty members are not permitted to help you with the dissertation. If you fail to meet requirements b or c above and have not been granted a leave of absence, you will “break enrollment” and then have to reapply to your program if you want to resume work on your dissertation and complete your degree requirements.

B. The Dissertation Proposal

The dissertation proposal consists of the first three chapters of the dissertation. The proposal is written in consultation with the dissertation chair (who may or may not be the student’s primary advisor) and the student’s core dissertation committee. Proposals are written after students have successfully passed comprehensive exams. Prior to, and during proposal writing, the dissertation committee is formed. This committee consists of four people: the student, the dissertation chair and two other GW faculty members (two of the three faculty committee members must be core counseling faculty). Forms, policies, and procedures for constituting the committee obtaining IRB approval of your study, and other matters are provided in the [GSEHD Dissertation Guide](#).

C. The Dissertation

Your dissertation may be the most important document you undertake in your educational and professional career. Dissertation research is not something to be entered into lightly. The following framework has been detailed to assist you with the development of your dissertation. It is highly recommended that you spend time reviewing and reading other GSEHD dissertations so that you will feel more comfortable with the format and expectations. In addition, there is invaluable information on dissertation format and process that can be gleaned from the [GSEHD Dissertation Guide](#).

You may modify any of the standards below with approval of your full dissertation committee.

Dissertation candidates are required to use the American Psychological Association Style Manual format for their dissertation. Additionally:

- Consistently correct usage of the selected manual of style is a minimal expectation.
- Correct use of the English language is a minimal expectation. Consistent difficulties in English language usage will require that you hire an English language editor.
- Please refer to the GSEHD publication [GSEHD Dissertation content and Style Guide](#) for further style and format issues.

As a faculty, the GSEHD is committed to working with you to assist you in developing and conducting the best possible research, and in writing the best possible dissertation. The process is by necessity one that requires you to work closely with your committee chairperson and the other faculty members on your committee. The time commitment on the part of all concerned, including yourself, is significant. Much is at stake for you as you work through this process and the GSEHD faculty understand this. In order for you to receive the assistance you need, be certain that you keep in mind the complexity of this process. Plan to meet deadlines and be aware that faculty have many deadlines and cannot always help you meet your deadline when they are given short notice. Faculty will need time to read your work and meet with you. When you submit a copy for your committee to consider, be certain that it is the most recent draft of your document. Recognize that you will need to alter your personal and work schedules. GSEHD policy stipulates that faculty should have at least 10 business days to review drafts. Unlike your other projects in course work, the dissertation requires a sustained effort over many months. You *will* make many revisions to your document. Knowing this in advance should allow you to make the necessary adjustments in your obligations.

C. The Dissertation Oral Examination

Consult with the members of your dissertation committee in identifying three additional individuals (one of whom will preside over the defense) in order to form a Dissertation Examination Committee. Submit the Outside Examiner Recommendation form to the Office of the Associate Dean. Upon acceptance of your dissertation by your dissertation committee and the formation of your complete Dissertation Examination Committee, secure a copy of the Request for Dissertation Oral Examination from the Office of Student life.

Complete this form with your dissertation chairperson and secure the signatures of the chairperson and of your other dissertation committee members. Allow a minimum of twenty (20) working days from the date of submission of all materials to the date of the oral examination. The Office of Student Life should be in receipt of all dissertation materials by the [posted deadlines](#).

11. APPENDICES

11.1. FREQUENTLY ASKED QUESTIONS

Q) Are applicants interviewed by the faculty?

A) 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 GW 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. Online Rehabilitation Counseling students are individually interviewed by phone by the Program Director.

Q) Can I transfer credits from another program?

A) 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 GW 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.

Q) Will I be able to become licensed with this degree?

A) 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, review guidance provided by the [American Counseling Association's Licensure Requirements](#). You should also visit the individual state licensing boards for specific information about the state's requirements.

Q) Is financial aid available?

A) In some cases, yes. GSEHD offers a [Guide to Funding Your Graduate Education](#). Occasionally GW faculty members have paid part- or full-time research assistantships available, some of which may also have tuition benefits. These positions only become available intermittently; 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.

Q) Can students work full-time and complete this program in three years?

A) 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.

Q) How do I find an internship site?

A) 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 GW. The MOU listing is available from the Coordinator of Clinical Training, Dr. Parker (mmparker@gwu.edu) and can also be found in the Clinical Training 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 Clinical Training Coordinator and the Office of Accreditation & Partnerships, 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. Online Rehabilitation Counseling students work closely with the Internship Instructor to identify and secure an approved placement site.

Q) How many non-degree courses can I take at GW?

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

Q) Are there opportunities for students to work on research?

A) Yes, although, most of these opportunities are unpaid. Most Counseling faculty members have on-going research projects with opportunities for students to collaborate. 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.

Q) What is “Chi Sigma Iota?”

A) Chi Sigma Iota (CSI) is the National Honor Society for counseling students. The GW 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. Contact the Counseling Department for more information.

Q) How long specifically will the program take to complete, and are there any options to lengthen/shorten it?

A) 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.

Q) Where do students typically live during the program?

A) GW is positioned 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, or close by 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.

Q) How many hours per week will I spend in class?

A) 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.

Q) What time of the day/week are classes offered?

A) 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 online program classes are posted weekly with additional class conference calls and webinars.

Q) How many hours per week will I work during practicum and during internship?

A) 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).

11.2. SUGGESTED ANTI-RACISM AND ANTI-OPPRESSION READINGS

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Related Resources

[GW Resources on Allyship](#)

[Chi Sigma Iota CCE Resources](#)

[Racial Equity Tools Community Engagement](#)

11.3. 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 GW 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.
- 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. GW counseling faculty strongly encourages students to seek out opportunities for personal growth and enhanced self-awareness through a variety of means, including personal counseling, as a complement to my clinical training. 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 _____

11.4. 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.					

11.5. EXECUTIVE SUMMARY 2020/21 ACADEMIC PROGRAM ASSESSMENT

Introduction:

The George Washington University's (GW) 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 Exxat, collecting and evaluating data, writing the self-study, and creating the program evaluation plan.

Below is a chart of Enrollment data for all GW's Counseling and Human Development academic programs from 2023-2024. This chart shows the number of applicants, admission offers and committed new students to each program.

	CMHC	SC	RC online	RC FB	PhD
#Applications	290	68	25	47	36
# Enrolled	133	45	30	33	42
# Graduated	31	10	1	7	6
American Indian/Native Alaskan	0	0	0	0	0
Asian	12	1	1	3	5
Black	13	7	4	4	8
Hawaiian Native or Pacific Islander	0	0	0	0	0
Hispanic	11	4	1	4	3
Two or More	1	1	1	1	5
Unknown/Other	12	6	1	8	10
White	64	26	22	13	11
International Student	9	5	5	6	10
Veteran	1	1	5	1	2

Program Improvements:

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

GW 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 GW. 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%.

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

GW 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 GW. 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%.

11.6. CNSL PHD LEVELING DOCUMENTS

GW Counseling PhD

Applicant Education Evaluation and Leveling Form

I. INTRODUCTION

Coursework associated with the Doctoral Program in Counseling falls into three categories: prerequisite coursework; pre-candidacy coursework; and post comprehensive examination course work, if required.

II. PREREQUISITE COURSEWORK

- A. To begin doctoral-level coursework, applicants must demonstrate that they have the knowledge, training, and experience of a master's degree in counseling from a CACREP-accredited institution or at least the equivalent, in content and length, to the entry-level master's degree programs in counseling at The George Washington University. These master's degree programs require a minimum of 60 semester hours and include graduate coursework in the following areas: Professional Counseling Orientation and Ethical Practice; Social and Cultural Diversity; Human Growth and Development; Career Development; Counseling and Helping Relationships; Group Counseling and Group Work; Assessment and Testing; Research and Program Evaluation; Practicum in Counseling (100 hours: min. 40 direct hours); Internship in Counseling (600 hours: min 240 direct hours). In addition to the core CACREP areas, graduate coursework in foundations of counseling, diagnosis and treatment planning, crisis and trauma counseling, and family counseling and theory are required.

Applicants who satisfy the equivalent master's degree requirement in length and content are considered as meeting all prerequisite course requirements for admission to pre-candidacy into the doctoral program in counseling. Applicants who do not meet all the prerequisite course requirements must complete such requirements prior to pre-candidacy. Applicants seeking to demonstrate the equivalency of a master's degree in counseling from a CACREP-accredited institution must provide their faculty advisor and doctoral program coordinators with a copy of their official graduate transcript and related course syllabi. These documents will be used to evaluate the equivalency of their prior training. This evaluation will be completed by the applicant's advisor and doctoral coordinators to determine their prerequisite coursework requirements and sequence.

After receiving an admission offer for the doctoral program in counseling, each applicant who does not hold a master's degree in counseling from a CACREP-accredited institution must complete the doctoral applicant education evaluation and leveling form. The doctoral applicant education evaluation and leveling form and all related documentation (e.g., transcript and course syllabi) are due to the applicant's advisor and doctoral coordinators prior to their acceptance of admission.

- B. Coursework Check List. The following serves as a guide to the doctoral applicant and faculty advisor and doctoral coordinators in determining the extent to which the applicant meets all prerequisite coursework requirements. Supply all required information.

1. Master's degree (field: _____)

Yes ___ No ___

2. Copy of previous graduate-level transcript (if applicable)

Yes ___ No ___

3. Copy of graduate-level course syllabi (if applicable)

Yes ___ No ___

4. Total Number of all graduate semester hours (if applicable)

Completed: _____ semester hours

3. Graduate coursework completed in the following areas:

Core Areas	Completed?	Not Completed
Professional Counseling Orientation and Ethical Practice		
Social and Cultural Diversity		
Human Growth and Development		
Career Development		
Counseling and Helping Relationships		
Group Counseling and Group Work		
Assessment and Testing		
Research and Program Evaluation		
Practicum (100 hours: min. 40 direct hours)		
Internship (600 hours: min 240 direct hours)		
Crisis and Trauma		
Family Counseling and Theory		
Diagnosis and Treatment Planning		
Foundations of Counseling (CMHC, Rehab, School)		

III. APPLICANT'S PREREQUISITE AND/OR PRE-CANDIDACY STATUS

Based on a review of the applicant's previous graduate coursework, the applicant is required to complete the following prerequisite courses (or their equivalent at another university with prior

approval of the faculty advisor and doctoral coordinators) prior to entering pre-candidacy (check applicable items):

None _____

Courses	Required?	Not Required	Completion Date
EDUC 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 and Techniques of Counseling			
CNSL 6155: Career Counseling			
CNSL 6157: Individual Assessment in Counseling			
CNSL 6161: Group Counseling			
CNSL 6163: Social/Cultural Dimensions Counseling			
CNSL 6171: Family Counseling			
CNSL 6173: Diagnosis and Treatment Planning			
CNSL 6174: Trauma and Crisis Intervention			
CNSL 6185: Internship in Counseling			
CNSL 6186: Advanced Internship in Counseling			
CNSL 6269: Practicum I			
CNSL 6271: Advanced Clinical Skills			
HDEV 6108: Life Span Human Development			
CNSL 6268: Foundations in Counseling (Clinical Mental Health, Rehabilitation Counseling, or School)			

It is understood that the courses checked above (or their equivalent as approved by the faculty advisor and doctoral coordinators) will be completed prior to beginning coursework in the Doctoral Program in Counseling, or be listed as part of the applicant's pre-candidacy program. These prerequisite courses may not substitute for any other doctoral pre-candidacy or candidacy requirements.

Applicant's Signature

Date

Doctoral Coordinator Signature

Date