Graduate School
of Education
& Human Development

THE GEORGE WASHINGTON UNIVERSITY

Counseling and Human Development Student Handbook

2026-2027 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) AND THE GRADUATE SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT (GSEHD)

1.1. 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. ADMISSIONS

1.2.1. 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.

1.2.2. Admission Requirements

1. Bachelor's degree from an accredited institution with an undergraduate GPA of 2.75 or above on a 4.00 scale. 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.

1.2.3. *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

1.3. Registration Policies and Procedures

For complete details regarding GSEHD registration policies and procedures, explore the Graduate Student Handbook and Doctoral Student Handbook.

1.3.1. 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.

1.5. GRADUATION AND COMMENCEMENT

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

1.6. 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 | gsehdosl@gwu.edu

2. Overview of The Department of Counseling and Human Development

2.1. 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.

2.2. 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. CACREP standards included within this document.

2.3. 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.

2.4. 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.

2.5. COMMITMENTS

2.5.1. Diversity and Inclusion

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 counseling program, 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).

2.5.2. Anti-Oppression Statement of the Department of Counseling and Human Development

Being anti-oppressive involves the internal, interpersonal, institutional, and structural commitment to confront and eliminate racism that exists in ideals and policies. The CHD department is committed to anti-racist practices that:

- Address discrimination directly through explicit discussion and action;
- Increase awareness of prejudice and confront its effects through the discussion of past and present racism, stereotyping and discrimination in society;
- Ensure that the University's commitment to non-discrimination and equal opportunity is reinforced within the department, the university, and the counseling profession;
- Deeply challenge and hold all members of the CHD community accountable to advance their own anti-oppression praxis; and
- Ensure the content and delivery of the curricula reflect this focus.

View Appendix 11.2: Suggested Anti-Oppression Readings

2.6. Student Evaluation and Professional Commitment

2.6.1. Grade and Academic Review Procedures: Request for Faculty Review

Students in the Department of Counseling and Human Development (CHD) have the right to question academic decisions through a fair and structured process. This section outlines the steps for appealing a grade or filing a formal grievance.

These policies are in place to support student autonomy and professional development and to facilitate communication between students and faculty. If a student would like to discuss a policy, grade, assignment or other aspect of a course, they can do so utilizing these steps.

1. Informal Resolution (Step 1) - Within 10 business days of the concern arising, the student should contact the course instructor directly to discuss the issue. This may include questions about a specific grade, feedback on an assignment, course policies, or other academic concerns. Many issues are resolved at this stage through open dialogue. In 500 to 1,000 words, describe the event or experience you would like to have reviewed. Provide a rationale and supporting evidence for your perspective and explain what you hope the outcome of the review will include.
2. Program Director Review (Step 2) - If the concern is not resolved after speaking with the instructor, the student may submit a written review to the Program Director. The written appeal should include:
    a. A clear description of the concern
    b. The desired resolution

   c. Supporting documentation (e.g., syllabus, submitted and graded work, communications)
3. Department Chair Review (Step 3) - If the matter remains unresolved, the student may escalate the review to the Department Chair. Outcomes of the department chair review are the last departmental step in the appeals process and are considered final. The written appeal should include:
   a. A clear description of the concern
   b. The desired resolution
   c. The outcome of the informal resolution and Program Director review
   d. Supporting documentation (e.g., syllabus, submitted and graded work, communications)
4. Institutional Review (Step 4) - Before moving to a formal appeal (i.e., MAC, PMAC), resolution can be first explored with the Academic Dean. Final formal appeals, post MAC/PMAC are made to the Dean. Similar documentation is need along with result of formal appeals. [This is consistent with GSEHD Grievances that cannot be resolved at the department level can then be forwarded to the Office of Student Success for a formal appeal. Appeals at the school level are reviewed by the GSEHD Master's Appeals Committee, GSEHD Post-Master's Appeals Committee, and/or the Academic Dean. Students should connect with their OSS program representative to begin the formal appeals process.

2.6.2. Remediation Process and Professional Development

During a student's graduate program, faculty and or clinical staff may clearly identify areas of growth that need to be addressed (e.g., performance, demonstration of skills, professional dispositions) by the student and will create a written Professional Development Plan in conjunction with the Professional Development Committee. Within this document, stakeholders will address areas of concern, goals, and indicators of successful growth. The student will work with the Professional Development Committee and advisor, and as appropriate, other faculty members and clinical supervisors, to develop a Professional Development Plan.

The written Professional Development Plan is approved and signed by the student, members of the Professional Development Committee, other identified stakeholders (e.g., course instructor, practicum supervisor, internship supervisor), and potentially the advisor. The professional development plan will include specific target behaviors for the student to address, including but not limited to course requirements, components of the Student Statement of Informed Consent, specific activities in which the student will engage to address those behaviors, an evaluation plan for the behaviors, consequences for not completing the professional development plan, and a timeline with benchmarks. The professional development plan will also indicate any course restrictions that the student may have during the professional development period. For example, the professional development plan may restrict the student from enrolling in specific classes such as practicum or internship.

A professional development plan is an academic intervention designed to assist the student to improve their performance during the graduate program. It is not a disciplinary action. Students who engage in the Professional Development Plan process may not complete their master's degree in counseling without the successful completion of their plan.

3. COUNSELING AND HUMAN DEVELOPMENT FACULTY

Mina M. Attia, PhD, NCC, Associate Professor of Counseling; Clinical Mental Health Counseling Program Co-Director

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, Assistant Professor of Counseling and Human Development; School Counseling Interim Program Director

Research and Professional Interests: Mental health in counselor education
Teaching areas: Internship, Counseling skills, supervision in counseling
Theoretical orientation: DBT

Bagmi Das, PhD, LMFT, Associate Professor of Counseling; Clinical Mental Health Counseling Program Co-Director

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

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; 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; Clinical Training Coordinator

Research and Professional interests: Supervision in counselor education and group counseling
Teaching Areas: Group counseling, clinical skills
Theoretical Orientation: Cognitive behavioral therapy

Maureen McGuire-Kuletz, EdD, CRC, Associate Professor of Counseling; Co-Director of GW Center for Rehabilitation Counseling Research and Education; Coordinator, Online 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; Counseling Department Chair

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: Person Centered with a developmental and multicultural focus

Elyssa Smith, PhD, LPS, RPT-S, ACS, Director, Community Counseling Services Center at Alexandria

Research and Professional Interests: Creativity in counseling, qualitative research, play therapy, psychodynamic theory, counselor training
Teaching Areas: Creativity in counseling, play therapy, supervision, and clinical courses
Theoretical Orientation: Psychodynamic

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

4. ACCREDITATION

The graduate programs in the Department of Counseling and Human Development are approved by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) under the 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.

4.1. 2024 CACREP STANDARDS

All students enrolled in the M.A. in professional counseling programs will gain knowledge about the following areas as specified by the 2024 CACREP Standards, cacrep.org.

A. PROFESSIONAL COUNSELING ORIENTATION AND ETHICAL PRACTICE

1. history and philosophy of the counseling profession and its specialized practice areas
2. the multiple professional roles and functions of counselors across specialized practice areas
3. counselors' roles, responsibilities, and relationships as members of specialized practice and interprofessional teams, including (a) collaboration and consultation, (b) community outreach, and (c) emergency response management
4. the role and process of the professional counselor advocating on behalf of and with individuals receiving counseling services to address systemic, institutional, architectural, attitudinal, disability, and social barriers that impede access, equity, and success
5. the role and process of the professional counselor advocating on behalf of the profession
6. professional counseling organizations, including membership benefits, activities, services to members, and current issues
7. professional counseling credentialing across service delivery modalities, including certification, licensure, and accreditation practices and standards for all specialized practice areas
8. legislation, regulatory processes, and government/public policy relevant to and impact on service delivery of professional counseling across service delivery modalities and specialized practice areas
9. current labor market information and occupational outlook relevant to opportunities for practice within the counseling profession
10. ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling across service delivery modalities and specialized practice areas
11. self-care, self-awareness, and self-evaluation strategies for ethical and effective practice
12. the purpose of and roles within counseling supervision in the profession

B. SOCIAL AND CULTURAL IDENTITIES AND EXPERIENCES

1. theories and models of multicultural counseling, social justice, and advocacy
2. the influence of heritage, cultural identities, attitudes, values, beliefs, understandings, within-group differences, and acculturative experiences on individuals' worldviews
3. the influence of heritage, cultural identities, attitudes, values, beliefs, understandings, within-group differences, and acculturative experiences on help-seeking and coping behaviors

4. the effects of historical events, multigenerational trauma, and current issues on diverse cultural groups in the U.S. and globally
5. the effects of stereotypes, overt and covert discrimination, racism, power, oppression, privilege, marginalization, microaggressions, and violence on counselors and clients
6. the effects of various socio-cultural influences, including public policies, social movements, and cultural values, on mental and physical health and wellness
7. disproportional effects of poverty, income disparities, and health disparities toward people with marginalized identities
8. principles of independence, inclusion, choice and self-empowerment, and access to services within and outside the counseling relationship
9. strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination
10. guidelines developed by professional counseling organizations related to social justice, advocacy, and working with individuals with diverse cultural identities
11. the role of religion and spirituality in clients' and counselors' psychological functioning

C. LIFESPAN DEVELOPMENT

1. theories of individual and family development across the lifespan
2. theories of cultural identity development
3. theories of learning
4. theories of personality and psychological development
5. theories and neurobiological etiology of addictions
6. structures for affective relationships, bonds, couples, marriages, and families
7. models of resilience, optimal development, and wellness in individuals and families across the lifespan
8. models of psychosocial adjustment and adaptation to illness and disability
9. the role of sexual development and sexuality related to overall wellness
10. biological, neurological, and physiological factors that affect lifespan development, functioning, behavior, resilience, and overall wellness
11. systemic, cultural, and environmental factors that affect lifespan development, functioning, behavior, resilience, and overall wellness
12. the influence of mental and physical health conditions on coping, resilience, and overall wellness for individuals and families across the lifespan
13. effects of crises, disasters, stress, grief, and trauma across the lifespan

D. CAREER DEVELOPMENT

1. theories and models of career development, counseling, and decision-making
2. approaches for conceptualizing the interrelationships among and between work, socioeconomic standing, wellness, disability, trauma, relationships, and other life roles and factors
3. processes for identifying and using career, avocational, educational, occupational, and labor market information resources, technology, and information systems
4. approaches for assessing the conditions of the work environment on clients' life experiences
5. strategies for assessing abilities, interests, values, personality, and other factors that contribute to career development
6. career development program planning, organization, implementation, administration, and evaluation

7. developmentally responsive strategies for empowering individuals to engage in culturally sustaining career and educational development and employment opportunities
8. strategies for advocating for employment support for individuals facing barriers in the workplace
9. strategies for facilitating client skill development for career, educational, and life-work planning and management
10. career and postsecondary training readiness and educational decision-making
11. strategies for improving access to educational and occupational opportunities for people from marginalized groups
12. ethical and legal issues relevant to career development and career counseling

E. COUNSELING PRACTICE AND RELATIONSHIPS

1. theories and models of counseling, including relevance to clients from diverse cultural backgrounds
2. critical thinking and reasoning strategies for clinical judgment in the counseling process
3. case conceptualization skills using a variety of models and approaches
4. consultation models and strategies
5. application of technology related to counseling
6. ethical and legal issues relevant to establishing and maintaining counseling relationships across service delivery modalities
7. culturally sustaining and responsive strategies for establishing and maintaining counseling relationships across service delivery modalities
8. counselor characteristics, behaviors, and strategies that facilitate effective counseling relationships
9. interviewing, attending, and listening skills in the counseling process
10. counseling strategies and techniques used to facilitate the client change process
11. strategies for adapting and accommodating the counseling process to client culture, context, abilities, and preferences
12. goal consensus and collaborative decision-making in the counseling process
13. developmentally relevant and culturally sustaining counseling treatment or intervention plans
14. development of measurable outcomes for clients
15. evidence-based counseling strategies and techniques for prevention and intervention
16. record-keeping and documentation skills
17. principles and strategies of caseload management and the referral process to promote independence, optimal wellness, empowerment, and engagement with community resources
18. classification, effects, and indications of commonly prescribed psychopharmacological medications
19. suicide prevention and response models and strategies
20. crisis intervention, trauma-informed, community-based, and disaster mental health strategies
21. processes for developing a personal model of counseling grounded in theory and research

F. GROUP COUNSELING AND GROUP WORK

1. theoretical foundations of group counseling and group work
2. dynamics associated with group process and development
3. therapeutic factors of group work and how they contribute to group effectiveness
4. characteristics and functions of effective group leaders
5. approaches to group formation, including recruiting, screening, and selecting members

6. application of technology related to group counseling and group work
7. types of groups, settings, and other considerations that affect conducting groups
8. culturally sustaining and developmentally responsive strategies for designing and facilitating groups
9. ethical and legal considerations relative to the delivery of group counseling and group work across service delivery modalities
10. direct experiences in which counseling 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

G. ASSESSMENT AND DIAGNOSTIC PROCESSES

1. historical perspectives concerning the nature and meaning of assessment and testing in counseling
2. basic concepts of standardized and non-standardized testing, norm-referenced and criterion-referenced assessments, and group and individual assessments
3. statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations
4. reliability and validity in the use of assessments
5. culturally sustaining and developmental considerations for selecting, administering, and interpreting assessments, including individual accommodations and environmental modifications
6. ethical and legal considerations for selecting, administering, and interpreting assessments
7. use of culturally sustaining and developmentally appropriate assessments for diagnostic and intervention planning purposes
8. use of assessments in academic/educational, career, personal, and social development
9. use of environmental assessments and systematic behavioral observations
10. use of structured interviewing, symptom checklists, and personality and psychological testing
11. diagnostic processes, including differential diagnosis and the use of current diagnostic classification systems
12. procedures to identify substance use, addictions, and co-occurring conditions
13. procedures for assessing and responding to risk of aggression or danger to others, self-inflicted harm, and suicide
14. procedures for assessing clients' experience of trauma
15. procedures for identifying and reporting signs of abuse and neglect
16. procedures to identify client characteristics, protective factors, risk factors, and warning signs of mental health and behavioral disorders
17. procedures for using assessment results for referral and consultation

H. RESEARCH AND PROGRAM EVALUATION

1. the importance of research in advancing the counseling profession, including the use of research to inform counseling practice
2. identification and evaluation of the evidence base for counseling theories, interventions, and practices
3. qualitative, quantitative, and mixed methods research designs
4. practice-based and action research methods
5. statistical tests used in conducting research and program evaluation

6. analysis and use of data in research
7. use of research methods and procedures to evaluate counseling interventions
8. program evaluation designs and procedures, including needs assessments, formative assessments, and summative assessments to inform decision-making and advocacy
9. culturally sustaining and developmentally relevant outcome measures for counseling services
10. ethical and legal considerations relevant to conducting, interpreting, and reporting the results of research and program evaluation
11. culturally sustaining and developmentally responsive strategies for conducting, interpreting, and reporting the results of research and program evaluation

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

Students enrolled in the Clinical Mental Health Counseling program are preparing to specialize as clinical mental health counselors and will demonstrate the knowledge and skills necessary to address a wide variety of circumstances within the context of clinical mental health counseling. Toward this end, all students in this program will gain knowledge about the following areas as specified by the 2024 CACREP Standards:

CACREP 5.C. CLINICAL MENTAL HEALTH COUNSELING

1. etiology, nomenclature, diagnosis, treatment, referral, and prevention of mental, behavioral and neurodevelopmental disorders
2. mental health service delivery modalities and networks within the continuum of care, such as primary care, outpatient, partial treatment, inpatient, integrated behavioral healthcare, and aftercare
3. legislation, government policy, and regulatory processes relevant to clinical mental health counseling
4. intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management
5. techniques and interventions for prevention and treatment of a broad range of mental health issues
6. strategies for interfacing with the legal system regarding court-referred clients
7. strategies for interfacing with integrated behavioral healthcare professionals
8. strategies to advocate for people with mental, behavioral, and neurodevelopmental conditions
9. third-party reimbursement and other practice and management issues in clinical mental health counseling

4.1.2. CACREP Standards for School Counseling Entry-Level Specialty Area

Students enrolled in the M.A. program in School Counseling will demonstrate the professional knowledge and skills necessary to promote the academic, career, and personal/social development of all P–12 students through data-informed school counseling programs. Toward this end, all students in this program will gain knowledge about the following areas as specified by the 2014 CACREP Standards:

CACREP 5.H. SCHOOL COUNSELING

1. models of school counseling programs

2. models of PK-12 comprehensive career development
3. models of school-based collaboration and consultation
4. development of school counseling program mission statements and objectives
5. design and evaluation of school counseling curriculum, lesson plan development, diverse classroom management strategies, and differentiated instructional strategies
6. school counselor roles as leaders, advocates, and systems change agents in PK-12 schools
7. qualities and styles of effective leadership in schools
8. advocacy for comprehensive school counseling programs and associated school counselor roles
9. school counselor roles and responsibilities in relation to the school crisis and management plans
10. school counselor consultation with families, PK-12 and postsecondary school personnel, community agencies, and other referral sources
11. skills to critically examine the connections of social, cultural, familial, emotional, and behavioral factors to academic achievement
12. skills to screen PK-12 students for characteristics, risk factors, and warning signs of mental health and behavioral disorders
13. strategies for implementing and coordinating school-based interventions
14. techniques of social-emotional and trauma-informed counseling in school settings
15. evidence-based and culturally sustaining interventions to promote academic development
16. approaches to increase promotion and graduation rates
17. interventions to promote postsecondary and career readiness
18. strategies to facilitate school and postsecondary transitions
19. strategies to promote equity in student achievement and access to postsecondary education opportunities

4.1.3. CACREP Standards for Rehabilitation Counseling Entry-Level Specialty Area

CACREP 5.G. REHABILITATION COUNSELING

1. individual response to disability, including the role of families, communities, and other social networks
2. strategies to enhance adjustment and adaptation to disability
3. effects of socioeconomic trends, public policies, stigma, access, and attitudinal barriers as they relate to disability
4. principles of independent living, self-determination, and informed choice
5. rehabilitation counseling services and organizational settings, including independent living, community rehabilitation, and public/proprietary vocational rehabilitation programs
6. benefit systems used by individuals with disabilities, including but not limited to Social Security, governmental monetary assistance, workers' compensation insurance, long-term disability insurance, and veterans' benefits
7. classification, terminology, etiology, functional capacity, and prognosis of disabilities
8. career- and work-related assessments, including job analysis, worksite modification, transferable skills analysis, job readiness, and work hardening

9. evaluation and application of assistive technology with an emphasis on individualized assessment and planning
10. career development and employment models and strategies for achieving and maintaining meaningful employment for people with disabilities
11. strategies to analyze work activity and labor market data and trends to facilitate the match between an individual with a disability and targeted jobs
12. case management strategies that facilitate rehabilitation and independent living planning
13. consultation and collaboration with employers regarding the legal rights and benefits of hiring individuals with disabilities, including Americans with Disabilities Act adherence, accommodations, universal design, and workplace disability prevention
14. strategies to promote self-advocacy skills of individuals with disabilities
15. facilitating client knowledge of and access to community and technology services and resources 16. strategies to advocate on behalf of people with disabilities as related to disability and disability legislation

4.1.4. 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 the evidence base for counseling processes and theories
b. integration of theories relevant to counseling
c. conceptualization of clients from multiple theoretical perspectives
d. scholarly examination of culturally sustaining counseling practice across multiple settings, contexts, and across service delivery modalities
e. methods for evaluating counseling effectiveness
f. legal and ethical issues and responsibilities in counseling across multiple settings and across service delivery modalities

2. SUPERVISION

a. purposes of clinical supervision
b. theoretical frameworks and models of counseling supervision
c. roles and relationships related to counseling supervision
d. skills of counseling supervision across multiple settings and across service delivery modalities
e. opportunities for developing a personal style of counseling supervision grounded in theory and research
f. assessment of supervisees' developmental level and other relevant characteristics

g. modalities of counseling supervision, including individual, triadic, and group supervision
h. the use of technology in counseling supervision
i. administrative procedures and responsibilities related to counseling supervision
j. evaluation, remediation, and gatekeeping in counseling supervision
k. legal and ethical issues and responsibilities in counseling supervision
l. culturally relevant strategies for conducting counseling supervision

3. TEACHING

a. roles and responsibilities related to educating counselors
b. andragogy and adult learning theories
c. teaching methods relevant to counselor education
d. curriculum design and instructional delivery
e. the use of technology in instructional design and program delivery types
f. integration of diversity, equity, inclusion, and social justice principles and practices in the counselor education curriculum
g. universal design to meet the needs of all students with respect for individual differences in learning
h. instructional and curricular evaluation methods
i. screening, remediation, and gatekeeping functions relevant to teaching
j. assessment of student learning and professional dispositions
k. legal and ethical issues and responsibilities in counselor education for all program delivery types
l. culturally sustaining strategies for counselor education m) the role of mentoring in counselor education

4. RESEARCH AND SCHOLARSHIP

a. research designs appropriate to quantitative, qualitative, mixed methods, and action research questions or hypotheses
b. quantitative data analysis methods
c. qualitative approaches to data analysis
d. models and methods of sampling relevant to research design
e. models and methods of instrument design
f. models and methods of program evaluation
g. research questions or hypotheses appropriate for professional research and publication
h. professional writing for peer-reviewed journal publication
i. professional conference proposal preparation
j. development of research proposals for a human subjects/institutional review board review
k. grant proposals and other sources of funding
l. strategies for conducting culturally relevant and culturally competent research

m. ethical considerations and strategies for conducting research

5. LEADERSHIP AND ADVOCACY

a. theories, models and skills of leadership
b. leadership and leadership development in professional organizations
c. leadership in counselor education programs
d. accreditation standards and program accreditation processes, including self-studies and program reports
e. management and administration in agencies, organizations, and other institutions
f. leadership roles and strategies for responding to crises and disasters
g. strategies of leadership in consultation
h. current sociopolitical and social justice issues and how those issues affect the counseling profession
i. models and competencies for counselors and counselor educators advocating on behalf of the profession and professional counselor identity
j. models and competencies for advocating for clients at the individual, system, and policy levels
k. strategies of leadership in relation to diversity, equity, inclusion, and social justice issues
l. culturally sustaining leadership and advocacy practices
m. ethical leadership and advocacy practices
n. role of self-care in advocacy and leadership

5. PROFESSIONAL CONTEXT

5.1. 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.

5.2. ADHERENCE TO THE ACA, ASCA, AND/OR CRCC CODES OF ETHICS

All students enrolled in the professional counseling programs in the department of counseling and human development are required to adhere to the Code of Ethics published and disseminated by the American Counseling Association. Students are introduced to their Code of Ethics in their respective Foundation course and are encouraged to carefully read the entire document, and are expected to demonstrate the knowledge, skills, and dispositions to practice in accordance with these standards. Failure to demonstrate these standards may be grounds for dismissal from the program. ACA, ASCA, and CRCC Codes of Ethics are available online (counseling.org, schoolcounselor.org, crccertification.com).

5.3. PROFESSIONAL ORGANIZATIONS

5.3.1. Counseling Organizations

Students are encouraged to join professional counseling organizations (e.g., American Counseling Association, American Rehabilitation Counseling Association, National Rehabilitation Association, American School Counselor Association) specific to their program and to engage in professional activities (beyond course requirements), such as attending local, state, national and international conferences, workshops, and events. Students are also encouraged to submit proposals for conference presentations. Faculty members often present at conferences, and students who attend receive the benefit of faculty mentoring and help networking while there. Students should watch for email announcements about conference opportunities and instructions on how to submit a proposal for a presentation.

5.3.2. Chi Sigma Iota

Students are encouraged to apply and join the counseling honor society called Chi Sigma Iota (CSI). Invitations to join the 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 12 credit hours, and be in good standing.

5.4. PARTICIPATION IN COUNSELOR SELF-AWARENESS ACTIVITIES

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

the counselor is as essential to professional development as gaining knowledge and skills in the counseling field. Some of the counselor self-awareness activities include:

- Exploring family of origin issues through such assignments as completing a family genogram
- Identifying beliefs and biases through such assignments as completing a cultural narrative and/or worldview paper
- Participating in role-play and small group activities as a client during skills building experiences
- Giving and receiving feedback in individual/triadic and/or group supervision
- Complete 10 sessions of individual/family/couple/group psychotherapy within 24 months of beginning the course CNSL 6269 Practicum in Counseling

Students should understand that counseling practice involves taking emotional risks, expressing, and actively engaging in personal growth, and participating in self-reflection may be stressful. Because of this, students may recognize a need to participate in counseling as clients, beyond that which is expected as a program requirement. The 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

5.5. COUNSELOR CERTIFICATION

5.5.1. National Counselor Certification (NCC)

Graduates of the Clinical Mental Health Counseling Program and the School Counseling Program are eligible for the NCC credential. Graduates of the 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.

The NCE exam is offered through the department twice a year in October and April. Students may elect to take the exam prior to graduation and after completing 48 semester hours of graduate coursework. It is the students' responsibility to register for and take these exams if applicable. Usually,

it is necessary to register several months prior to the examination date. Information about the NCE is available through the Counseling Department Office.

National Board for Certified Counselors, Inc. (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).

5.5.2. 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.

5.6. COUNSELOR LICENSURE

5.6.1. 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

5.6.2. 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.

When applying for licensure, you may need program completion verification from GW. To request this information, complete the "Approved Program Completion Verification Form Request" located at gsehd.gwu.edu/certification-licensing#form. For assistance during this process, contact the GSEHD Division of Clinical Experiences and Licensure at dcel@gwu.edu.

6. THE CURRICULUM

6.1. CLINICAL MENTAL HEALTH COUNSELING

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

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

Required Courses, 60 Credit Hours

- CNSL 6114 Introduction to Research and Evaluation in Counselor Education, 3 credits
- CNSL 6151 Professional & Ethical Orientation to Counseling, 3 credits
- CNSL 6153 Counseling Interview Skills, 3 credits
- CNSL 6154 Theories & Techniques of Counseling, 3 credits
- CNSL 6155 Career Counseling, 3 credits
- CNSL 6157 Individual Assessment in Counseling, 3 credits
- CNSL 6161 Group Counseling, 3 credits
- CNSL 6163 Social & Cultural Dimensions of Counseling, 3 credits
- CNSL 6169 Substance Abuse and Addictions Counseling, 3 credits
- CNSL 6171 Family Counseling, 3 credits
- CNSL 6173 Diagnosis & Treatment Planning, 3 credits
- CNSL 6174 Trauma & Crisis Intervention, 3 credits
- CNSL 6185 Internship, 3 credits
- CNSL 6186 Advanced Internship, 3 credits
- CNSL 6268 Foundations of Clinical Mental Health Counseling, 3 credits
- CNSL 6269 Practicum I in Counseling, 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, 6 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.

You will be identified for a specific semester to complete practicum. This is completed by the faculty, with consideration of your clinical interests and electives offered. Please speak with your advisor regarding this process.

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	CNSL 6173 Diagnosis and Treatment Planning
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	HDEV 6108 Lifespan and Human Development	CNSL 6157 Individual Assessment
Semester 4	**Semester 5**	**Semester 6**
CNSL Psychosocial aspects of disability	CNSL 6269 Practicum I	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	CNSL 6269 Practicum I
CNSL 6269 Practicum I	Elective	Elective
Semester 7	**Semester 8**	
CNSL 6185 Internship I	CNSL 6186 Internship II	

Part-time Course Sequence

Semester 1	Semester 2	Semester 3
CNSL 6151 Professional and Ethical Orientation to Counseling	CNSL 6163 Social & Cultural Dimensions of Counseling	CNSL 6173 Diagnosis and Treatment Planning
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
HDEV 6108 Lifespan and Human Development	CNSL 6157 Individual Assessment	CNSL 6155 Career Counseling
Semester 7	**Semester 8**	**Semester 9**
CNSL Psychosocial aspects of disability	Elective	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	CNSL 6161 Group Counseling
Semester 10	**Semester 11**	
CNSL 6185 Internship I	CNSL 6186 Internship II	

6.2. SCHOOL COUNSELING

The School Counseling program is a 60-credit hour program that prepares students for certification to work in elementary and secondary schools as a school counselor. Previous teaching experience is not required for admission to the 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, 3 credits
- CNSL 6186 Advanced Internship in Counseling, 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
- CNSL 6169 Substance Abuse and Addictions Counseling, 3 credits
- CNSL 6174 Trauma & Crisis Intervention, 3 credits

Electives vary each year and dependent upon the needs of the students and department.

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 6159 Play Therapy Or elective
	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 CNSL 6114 Introduction to Research and Evaluation in Counselor Education	7 Weeks Elective, 3 credits	7 Weeks *CNSL 6169 Substance Abuse and Addictions Counseling
7 Weeks CNSL SA 6157 Individual Assessment in Counseling	14 Weeks CNSL 6185 Internship in Counseling (~250 hours School Site) (~50 hours CCSC)		14 Weeks CNSL 6186 Advanced Internship in Counseling (~250 hours School Site) (~50 hours CCSC)	
	7 Weeks CNSL SA 6477 Coordination of Comprehensive Guidance Programs			

6.3. REHABILITATION COUNSELING

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

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

Required Courses, 60 Credit On-Campus and Online 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 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, 3 credits
- CNSL 6186 Advanced Internship, 3 credits
- CNSL 6269 Practicum I in Counseling, 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

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

Year 1		
Fall	**Spring**	**Summer**
CNSL 6376 Foundations of Rehabilitation Counseling and Case Management	CNSL 6163 Social and Cultural Dimensions of Counseling	CNSL 6173 Diagnosis and Treatment Planning

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	HDEV 6108 Lifespan Human Development	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
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	

Program Plan for On-line Rehabilitation Counseling Students (60 Credits)
Students in the 60-credit hour online Rehabilitation Counseling Program should discuss their program plan with their advisor/ program coordinator.

6.4. COURSE SCHEDULING

Most courses on campus in CHD meet in the evening during the academic year (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 ET. 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.

6.5. IMPORTANT DATES FOR FOGGY BOTTOM CAMPUS STUDENTS

Consult with advisor or program coordinator for Counseling Department Calendar.

	Summer Cohort 2025	Fall Cohort 2025	Fall Cohort 2026
Practicum Agreement due	March prior to Practicum	March prior to Practicum	Midterm of Interview skills
Practicum Preference Form	March prior to Practicum	March prior to Practicum	Midterm of Interview skills
Portfolio and Practicum Readiness Form due	April prior to Practicum	May prior to practicum	End of semester of interview Skills
Practicum Orientation	Mid May prior to Practicum	Week prior to start of Fall courses	Week prior to start of practicum
Internship Orientation at CCSC-FB	October prior to Internship Start	October prior to Internship Start	Midterm of Practicum
Internship Application due	December prior to internship start	January prior to internship start	January prior to internship start
Field Site Supervisor Agreement due	March prior to internship start	May prior to internship start	May prior to internship start
Internship Site Evaluation due	End of internship II semester	End of internship II semester	End of internship II semester
Comprehensive Exam	Prior to internship	Prior to internship	Prior to internship
Annual Town Hall	*	*	*

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

6.6. IMPORTANT DATES FOR SCHOOL COUNSELING STUDENTS

Consult with advisor or program coordinator for Counseling Department Calendar.

6.7. 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.

7. 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.

7.1. PRACTICUM

Currently, CHD students are required to complete a 1-semester, 100 clock hour practicum (CNSL 6269). On campus students complete practicum within 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 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) at an identified site.

Practicum provides students the opportunity to provide individual, group, and/or couples counseling to diverse clients with varying life situations. Students also develop skills in observation, feedback, case preparation, interview analysis and reporting. They also become more aware of a variety of professional resources, including technological resources, and community referral agencies.

7.1.1. 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.

7.1.2. 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 CSNL 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.

7.1.3. Practicum Requirements

In accordance with the 2024 CACREP Standards, the following are requirements of practicum:

7.1.3.1. 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.

7.1.3.2. 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 the "Compliance" section in Exxat.

7.1.3.3. 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.

7.1.3.4. Supervision

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.

7.1.3.5. 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.

7.1.3.6. 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.*

7.1.4. 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.

Detailed information on the CCSC-Foggy Bottom is available from the Director and Coordinator of Clinical Training, Dr. Linda McCullough (lindamc@gwu.edu, 202-994-2390). The Director of the CCSC-Alexandria is Dr. Elyssa Smith (Elyssa.Smith@gwu.edu).

7.2. INTERNSHIP

All students enroll in internships as the capstone experience of their program. These internships emphasize mastery through application of knowledge and skill gained in prerequisite coursework. Internships provide the opportunity for the integration of this knowledge and skill in supervised situations. Students are required to spend a minimum of 15-20 hours per week at their internship site. Students should begin early preparation for internship by obtaining and reading the Clinical Training Handbook available on the Department webpage, gsehd.gwu.edu/dept-counseling#handbooks. Due to the demanding nature of internship, students are cautioned against full-time employment during internship.

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

7.2.1. Internship Requirements

In accordance with the 2024 CACREP Standards, the following are requirements of internship:

7.2.1.1. Liability Insurance

Students must be covered by individual professional counseling liability insurance policies while enrolled in CNSL 6185 and CNSL 6186. Many students obtain insurance from the American Counseling Association (ACA), American School Counselor Association (ASCA), and American Rehabilitation Counseling Association (ARCA) when they become student members. It is important to secure insurance well in advance of beginning a practicum and internship. Without insurance, students will be unable to have any contact with the populations served by their sites. Application forms for applying for insurance are available on the association's website, as they have the most current information. This information should be uploaded within the Compliance tab within Exxat.

7.2.1.2. Clock Hours

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

7.2.1.3. Supervision

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

Through CNSL 6185: Internship in Counseling and CNSL 6186: Advanced Internship in Counseling, students participate in an average of 1.5 hours per week of group supervision on a regular schedule throughout the internship with a counselor education program faculty member or a student supervisor who is under the supervision of a counselor education program faculty member. Group supervision of internship students should not exceed a 1:12 faculty: student ratio.

Written supervision agreements define the roles and responsibilities of the faculty internship instructor, site supervisor, and student during internship. When individual/triadic internship supervision is conducted by a site supervisor in consultation with counseling program faculty, the supervision agreement must detail the format and frequency of consultation to monitor student learning.

All field supervisors must have a master's degree in counseling or the equivalent, be properly credentialed, have a minimum of 2 years post-degree clinical experience, knowledge of program requirements, evaluation requirements, and relevant training in counseling supervision.

7.2.1.4. Evaluation

Formative and summative evaluations of the student's counseling performance and ability to integrate and apply knowledge are conducted as part of the student's internship at least twice during each semester of internship by the site supervisor. This formative and summative evaluation includes an assessment of professional dispositions across the two semesters of clinical work. 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.

7.2.1.5. Experiences

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

7.3. DOCUMENTATION OF PRACTICUM/INTERNSHIP HOURS

All counseling students are responsible for keeping a record of the hours they are involved in their practicum and internship using the 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.

7.4. Department Policy for Practicum and Internship Grades

Students must receive a grade of at least a B- in all clinical training experiences to successfully complete the program. Passing of this course includes assessment of clinical skill, academic performance, and professional dispositions. If a student struggles within this course, due to any of the evaluative measures, they will meet with the Professional Development Committee to determine next steps. Completing clinical coursework successfully is required for graduation.

7.5. Department Policy for Practicum and Internship Extenders

This policy applies to all students in practicum and internship.

School Counseling students in practicum and internships in schools will follow the regular school year for their districts as indicated by their contracts, however they will still need to follow the policy of being continuously enrolled in a supervision course.

Students in clinical mental health and rehabilitation counseling must maintain their regular schedule at their sites through the end of the semester AND date specified by their contracts, even when they have accrued the requisite number of hours. Students who need to extend their internship past the end of the second semester (but no more than four weeks)—typically due to not having met the required number of client contact hours to pass the course— will receive an IPG grade in the course will complete a Contract for Completing Assignments in a GSEHD Course and will continue to work at their sites and receive weekly supervision from their internship course instructor.

8. 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.

8.1. 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.

Faculty program coordinators 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.

8.2. 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
			6186	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	6153	Student Role play and Clinical Documentation Experience	K
			6269	Clinical Evaluation	S

		advocacy aligned with professional standards.			
Culturally responsive and anti-oppressive practice	Social and Cultural Diversity	Students demonstrate an understanding of the historical and contemporary role power, privilege, marginalization, anti-oppression, and antiracism play in the counseling profession and counseling relationships and demonstrate cultural humility when working with client.	6163	Multicultural Interview/Case Study	K
			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	Exam	K
			6185	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
	Counseling and Helping Relationships	Students demonstrate an understanding of counseling theories consistent with a multicultural perspective and ability to provide counseling	6154	Theories Paper	K
			6169	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 Paper	K
			6161	Group participation and reflection	S
			6114	Research Knowledge and Skill	K & S
Research and Assessment	Assessment and Diagnostic Processes	Students demonstrate knowledge and skills of the basic concepts of standardized and non-standardized testing, including gathering, analyzing, interpreting, and presenting data to inform clinical practice.	6157	Assessment Evaluation and Presentation	K
			6169	Supervisor Evaluation	S
	Research and Program Evaluation	Students demonstrate knowledge of research design, program evaluation, and research methodologies. Students apply this knowledge to the consumption and implementation of research through a multicultural, critical, and anti-oppressive lens to	6114	Quies	K
			6114	Paper	S

		inform clinical practice and program evaluation.			
Programmatic Standards	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.	6467	Coordination of Comprehensive School Counseling Programs	K
			6186	Clinical Evaluation	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	Group Project	K
			6186	Clinical Evaluation	S
	Program Area: Clinical	Students demonstrate knowledge, skills, and practices consisted with a professional counselor identity rooted in the principles of social justice, anti-racism, advocacy, wellness/prevention, and ethical practice.	6268	Clinical Interview	K
			6185	Clinical Evaluation	S
Doctoral Standards	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.	8256	Advanced Clinical skills demonstration	S
				Comprehensive Exam	K
	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.	8255	Clinical Supervision Paper	K
			8259	Midterm and final Evaluations	S
	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.	8257	Teaching demonstration and paper	K
			8259	Faculty evaluations of teaching interns	S

	Research	Goal 4 Research: 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.		Comprehensive Exam	K
			8961	Research Scholarship Assignments	S
	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.		Comprehensive Exam	K
			8252	Leadership and Advocacy Project	S

8.3. 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 an 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.

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 (see Section 9.2), key performance indicators (KPIs) uploaded to EXXAT (our online evaluation system), a comprehensive exam (see Section 10), the demonstration of academic and professional readiness for practicum, advanced clinical skills, and internship, and successful application for graduation. Below is an overview of the points of student evaluation across the program.

Faculty engage in evaluation of students in both the fall and spring semesters, usually midsemester. Additionally, students' professional dispositions are evaluated in the following courses: * In CNSL 6151, CNSL 6269, CNSL 6171, CNSL 6185 and CNSL 6186. Faculty review students' practicum readiness four months prior to entering practicum. Comprehensive exams occur the semester prior to entering into internship. You will receive information on the NCE prior to graduation.

Faculty will notify students who are not demonstrating adequate progress.

9. PH.D. IN COUNSELING

9.1. ADMISSION PROCESS AND STANDARDS

9.1.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.

9.1.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.

9.1.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.

9.1.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.

9.1.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.

9.2. 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 60 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 8263 Advanced Professional Orientation

CNSL 8252 Leadership and Advocacy in Counseling

CNSL 8254 Advanced Multicultural Counseling

CNSL 8255 Supervision in Counseling

CNSL 8256 Internship in Advanced Multicultural Counseling

CNSL 8257 Teaching in Counselor Education and Supervision

CNSL 8258 Advanced Theories and Psychopathology

CNSL 8259 Doctoral Internship I

CNSL 8260 Doctoral Internship II

CNSL 8961 Doctoral Internship III

CNSL 8961 Doctoral Research in Counselor Education and Supervision

C. Human Development Emphasis (3CR)

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 (3 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. Dissertation Research (6CR)

Students must register for a minimum of 6 hours of dissertation research (CNSL 8999).

F. Course Sequencing

Year	Fall	Spring	Summer
I. 24cr	1. Advanced Multicultural Counseling (CNSL 8254) 2. Advanced Professional Orientation (CNSL 8263) 3. Advanced Theories and Psychopathology (CNSL 8258) 9cr	1. Teaching in Counselor Education and Supervision (CNSL 8257) 2. Doctoral Research in Counselor Education and Supervision (CNSL 8961) 3. Internship in Advanced Multicultural Counseling (CNSL 8254) 9cr	1. Supervision in Counseling (CNSL 8255) 2. Leadership and Advocacy in Counseling (CNSL 8252) 6cr
II. 21cr	1. Doctoral Internship 1 (CNSL 8259) 2. Group Comparison Designs and Analyses (EDUC 8120) 3. Area of Specialization 1 (TBD) 9cr	1. Doctoral Internship 2 (CNSL 8259) 2. Qualitative Research Methods (EDUC 8122) 3. Predictive Designs and Analyses (EDUC 8171) 9cr	1. Doctoral Internship 3 (CNSL 8259) **Comprehensive Exam [August]** 3cr
III. 12cr	1. Level B Research Course 2. Area of Specialization 2 (TBD) 3. Human Development Course (TBD) 9cr	1. Dissertation Research CNSL (8999) 3 credits 3cr	0 cr unless needed to graduate
IV. 3cr	1. Dissertation Research CNSL (8999) 3 credits		Total Credits: 60 CACREP Min: 60

9.3. Internship in Advanced Multicultural Counseling

Students are now required to take a 3-credit internship in advanced multicultural counseling (CNSL 8256) in the first year of study for full-time students). The purpose of the internship 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 internship in advanced multicultural 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

9.4. 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 8255). In all doctoral level internship courses (i.e., CNSL 8259) 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. Doctoral Research in Counselor Education and Supervision (CNSL 8961) and Doctoral Internship (CNSL 8259)

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. Teaching in Counselor Education and Supervision (CNSL 8257) and Doctoral Internship (CNSL 8259)
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. Supervision in Counseling (CNSL 8255) and Doctoral Internship (CNSL 8259)
The internship experience is 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.

9.5. 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 calls 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

An example of the comprehensive examination could be 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.

9.6. Dissertation Requirements and Standards

A. Dissertation Research Requirements

1. A prerequisite to dissertation is the completion of all requirements of the pre-candidacy phase of doctoral work, including the comprehensive exam.

   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 6 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 timeline. 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 9 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 9 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.

10. APPENDICES

10.1. 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. We offer courses in the evenings. However, some courses, including 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 Coordinator of Clinical Training, Dr. Linda McCullough (lindamc@gwu.edu), will provide students with a list of sites with active MOUs in October of your second year.

We have many internship sites and students have never not been able to secure an internship without extraneous circumstances. Our sites include play therapy, child and adolescent counseling, VA opportunities, inpatient hospitals, therapeutic schools, private and public schools, private practices, community clinics, and intensive outpatient placements. Specialties include eating disorders, grief and loss, trauma, play therapy, school, and marriage/family. If you want to pursue a specialty outside of these, or have a site in mind, please speak with the Clinical Training Coordinator before October.

Please note: Getting an MOU is very difficult, and it can take months. Do not interview or pursue a site without an MOU until you are given permission from the Clinical Training Coordinator.

Important factors to consider are:

- Is the site on the list of approved sites that have MOU agreements with GW? IF IT IS NOT, STOP. GO SPEAK WITH THE CLINICAL TRAINING COORDINATOR
- Has the site ever provided practicum/internship training to a student before?
- What type/quality/amount of supervision would they be able to offer?
- Who will be on site when you see clients?
- How do you approach supervision and opportunities for growth?
- What training is available for students?
- Is there a licensed mental health professional available to oversee your work?

- Would the setting provide a broad range of experiences to maximize your marketable skills?
- Does the quality of services offered to clients ensure you would be trained in high quality methods?

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

School Counseling students apply for and are placed in practicum and two internship placements through the Division of Clinical Experiences and Licensure (DCEL), as scheduled in the cohort model, and under the direction of the program advisor. Three separate site placements are required over three semesters, as outlined in the program cohort model. 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. Membership information is available in the Counseling Department Office (Room 314).

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) require course time (1.5 hours), 5 hours of clinic hours over two days, and supervision. Course schedules are more flexible in the Summer semester, with courses meeting in the morning, afternoon or evenings 2 days a week and/or in weekend seminar format. School Counseling students are scheduled in the evening with block scheduling. The on-line program classes are posted weekly with additional class conference calls and webinars.

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

A) Students spend approximately 2 days a week at the CCSC. The more availability students provide to see clients, the easier it will be to meet their 40-hour requirement to pass the course.

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).

10.2. Suggested Inclusive Readings

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Suzuki, L. A., O'Shaughnessy, T. A., Roysircar, G., Ponterotto, J. G., & Carter, R. T. (2019). Counseling psychology and the amelioration of oppression: Translating our knowledge into action. The Counseling Psychologist, 47(6), 826-872. https://doi.org/10.1177/0011000019888763

Walgenbach, K., & Reher, F. (2016). Reflecting on privileges: Defensive strategies of privileged individuals in anti-oppressive education. The Review of education/pedagogy/cultural Studies, 38(2), 189-210. https://doi.org/10.1080/10714413.2016.1155957

Windsor, L., Pinto, R. M., Benoit, E., Jessell, L., & Jemal, A. (2014). Community wise: The development of an anti-oppression model to promote individual and community health. Journal of Social Work Practice in the Addictions, 14(4), 402-420. https://doi.org/10.1080/1533256X.2014.962141

Suggested Advocacy and Community Engagement Readings

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Baranowski, K. A., Bhattacharyya, S., Ameen, E. J., Herbst, R. B., Corrales, C., Cote Gonzalez, L. M., González, D. M., Jones, S., Reynolds, J. D., Goodman, L. A., & Miville, M. L. (2016). Community and public arena advocacy training challenges, supports, and recommendations in counseling psychology: A participatory qualitative inquiry. Journal for Social Action in Counseling and Psychology, 8(2), 70- 97. https://doi.org/10.33043/JSACP.8.2.70-97

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Farrell, I. C., & Barrio Minton, C. A. (2019). Advocacy among counseling leaders: The three-tiered legislative professional advocacy model. Journal of Counselor Leadership and Advocacy, 6(2), 144-159. https://doi.org/10.1080/2326716X.2019.1644254

Fickling, M. J., & González, L. M. (2016). Linking multicultural counseling and social justice through advocacy. Journal of Counselor Leadership and Advocacy, 3(2), 85- 94. https://doi.org/10.1080/2326716X.2015.1124814

Ford-Paz, R. E., Santiago, C. D., Coyne, C. A., Rivera, C., Guo, S., Rusch, D., St. Jean, N., Hilado, A., & Cicchetti, C. (2020). You're not alone: A public health response to Immigrant/Refugee distress in the current sociopolitical context. Psychological Services, 17(S1), 128-138. https://doi.org/10.1037/ser0000381

García-Vázquez, E., Reddy, L., Arora, P., Crepeau-Hobson, F., Fenning, P., Hatt, C., Hughes, T., Jimerson, S., Malone, C., Minke, K., Radliff, K., Raines, T., Song, S., & Strobach, K. V. (2020). School psychology unified antiracism statement and call to action. School Psychology Review, 49(3), 209-211. https://doi.org/10.1080/2372966X.2020.1809941

Hunt, M. G., Miller, R. A., Stacy, M. A., Lynam, S., & Carr, E. R. (2020). Public servant, silent servant: A call to action for advocacy training in public service settings. Psychological Services, 17(S1), 37-43. https://doi.org/10.1037/ser0000387

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Weber, S., Smith, J., Ayers, K., & Gerhardt, J. (2020). Fostering disability advocates: A framework for training future leaders through interprofessional education. Psychological Services, 17(S1), 120-127. https://doi.org/10.1037/ser0000386

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Related Resources

GW Resources on Allyship

Chi Sigma Iota CCE Resources

Racial Equity Tools Community Engagement

10.3. 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

TO BE UPLOADED INTO EXXAT UNDER COMPLIANCE

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) with a letter grade of "B-" or better prior to enrolling in CNSL 6185 (Internship in Counseling). If I struggle in completing their practicum in alignment with expectations of the profession, I may be placed on a Professional Development Plan. In consultation with supervisors, instructors, and the Professional Development Committee, a course of action to support my growth will be determined. My ability to move forward in the program is determined by my progress on the PDP. If I fail to demonstrate sufficient progress, I may be required to leave the program and or receive an individualized masters.
6. 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. 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.
8. 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.
9. I understand that I can request a review of a grade or discuss areas of feedback or concern with my faculty. I understand that I must first speak with my faculty. If requesting a grade change or a review of feedback, within 10 business days of the concern arising, I will utilize the outline within the CHD handbook and/or GSEHD student handbook, as appropriate.

Student name printed Student signature Date

Program: □ Clinical Mental Health □ School Counseling □ Rehabilitation

Program Start: □ FALL □ SPRING □ SUMMER 20 _____

10.4. PROFESSIONAL DISPOSITION BENCHMARKS

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

	1	2	3	4	5
Professional Responsibility					
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.					
Maturity and Attitude					
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.					
Integrity					
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.					
Social and Self Awareness					
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.					

10.5. 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 Indican/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%.