

Hood College Department of Psychology & Counseling

M.S. Counseling Program Student Handbook



Spring 2024

**STUDENT HANDBOOK, M.S. COUNSELING
DEPARTMENT OF PSYCHOLOGY &
COUNSELING**



TABLE OF CONTENTS

MISSION STATEMENT & PROGRAM OBJECTIVES	3
PROGRAM OBJECTIVES, <i>SCHOOL COUNSELING SPECIALTY</i>	4
PROGRAM OBJECTIVES, <i>CLINICAL MENTAL HEALTH COUNSELING SPECIALTY</i>	5
FACULTY	6
CORE COUNSELING PROGRAM FACULTY	6
DESCRIPTION OF DEGREE SPECIALTIES	9
MASTER OF SCIENCE IN COUNSELING, <i>CLINICAL MENTAL HEALTH COUNSELING SPECIALTY</i>	9
MASTER OF SCIENCE IN COUNSELING, <i>SCHOOL COUNSELING SPECIALTY</i>	15
MATRICULATION REQUIREMENTS.....	22
APPLICATION PROCEDURES	22
PROGRAM REQUIREMENTS.....	22
KEY DATES IN ASSESSMENT AND ADVISING.....	24
EXPECTATIONS OF STUDENTS	245
ETHICAL STANDARDS	25
KNOWLEDGE, SKILLS, AND DISPOSITIONS.....	26
STUDENT RETENTION, REMEDIATION, APPEAL, AND DISMISSAL PROCEDURES.....	28
HOOD COLLEGE GRADUATE STUDENT CONDUCT POLICY	28
KNOWLEDGE, SKILLS, AND DISPOSITION BENCHMARKS	29
KNOWLEDGE, SKILLS, AND DISPOSITIONS REMEDIATION	30
PRACTICUM AND INTERNSHIP.....	31
RECOMMENDATION/ENDORSEMENT POLICY.....	34
STUDENT STATEMENT OF INFORMED CONSENT	35
MARYLAND LICENSURE REQUIREMENTS	37
MARYLAND SCHOOL COUNSELOR CERTIFICATION REQUIREMENTS.....	39
PROFESSIONAL DEVELOPMENT AND ACTIVITIES	40
NATIONAL ORGANIZATIONS.....	40
LOCAL/REGIONAL ORGANIZATIONS	41
ADDITIONAL OPPORTUNITIES FOR STUDENTS	42
ON-CAMPUS STUDENT ORGANIZATIONS.....	42
RESEARCH OPPORTUNITIES.....	42
FREDERICK AREA COUNSELING SERVICES	43
COUNSELOR COMPETENCIES SCALE—REVISED (CCS-R) ©	46

WELCOME

On behalf of the Department of Psychology and Counseling, welcome to your study of counseling at Hood College. We believe you have selected a comprehensive program to prepare you for the significant work of being a professional counselor, and we are committed to your education. We hope that you find your academic and professional experiences in the department constructive and satisfying as you pursue your career in counseling and begin either the Clinical Mental Health Counseling (CMHC) specialty or the School Counseling (SC) specialty.

This Student Handbook is designed to assist you in your graduate studies and provides you with a plethora of information, including: program mission and program objectives; faculty information; plan of study for CMHC and School Counseling; matriculation requirements; program and university policies (including expectations of students and policies related to endorsement, academic appeals, retention, and remediation); information about licensure and certification; professional counseling organizations; and opportunities for professional involvement. This handbook does not contain the complete and exact text of all rules, regulations, policies, and procedures that relate to graduate students at Hood College; the Hood College Catalog and the Graduate Student Handbook also contain policies, procedures, and information about services for graduate students and should be used in conjunction with this program-specific handbook. Please note, this handbook is updated on a regular basis, and students can always find the most recent version of it, as well as the most updated Practicum & Internship Manual, on the Hood College Counseling Program website for their specialty area.

We look forward to working with you and to seeing you in classes and around the department as we get to know you better. Should you need further information, please contact any of us.

Sincerely,

Counseling Faculty

MISSION STATEMENT & PROGRAM OBJECTIVES

The mission of the Master of Science in Counseling program at Hood College is to prepare motivated students for professional careers as counseling practitioners in the specialty areas of clinical mental health counseling and school counseling. We accomplish this by providing rigorous academic coursework and exemplary field training according to the exceptional standards set forth by the Council for the Accreditation of Counseling and Related Education Programs (CACREP). Our program also gives students the unique opportunity to cultivate expertise in thanatology or trauma, crisis, grief and loss. We especially wish to inspire and prepare our students to use scholarly and research literature to inform their practice of counseling.

Program Objective #1: Articulate Knowledge: Professional and Ethical Practice

Articulate knowledge of the counseling profession and ethical practice. This program objective evaluates student ability to understand the history and philosophy of the counseling profession, counselor roles and functions, professional counseling organizations and credentialing, and professional ethics. This includes student application of ethical and legal considerations, technology's impact on profession, the role of supervision, self-care, and personal and professional self-evaluation.

Program Objective #2: Integrate Social & Cultural Diversity

Integrate social and cultural diversity competencies into counseling practice. This program objective assesses student capacity to integrate multicultural and pluralistic characteristics within and among diverse groups, theories and models of multicultural counseling (cultural identity development and social justice), demonstrate multicultural counseling competencies, and articulate the impact of bias, power and privilege, oppression and discrimination in a wide variety of counseling settings.

Program Objective #3: Apply Theories of Human Development

Apply theories of human development across the lifespan to counseling practice. This program objective evaluates student ability to apply individual and family development theory (learning, personality development); biological, neurological, physiological, systemic, and environmental factors that affect human development; effects of crisis and trauma; and strategies for differentiated interventions in a counseling setting.

Program Objective #4: Demonstrate Knowledge: Career Development

Demonstrate knowledge of theories and strategies for addressing career development. This program objective includes career theory; approaches for conceptualizing interrelationships of work, mental well-being, relationships, and other life roles and factors; processes for assessing and using career data in counseling for skill development and decision making; career development program planning and administration; career advocacy; and facilitating client skill development for career, educational, and life-work planning and management.

Program Objective #5: Apply Intervention Theory & Techniques

Apply knowledge of evidence-based prevention and treatment, theory, and techniques to assist clients achieve their mental health goals. This program objective addresses student understanding of counseling theories and models of counseling and consultation; ability to establish and maintain effective counseling relationships; understand the impact of technology on the counseling process; and that students demonstrate essential interviewing, case conceptualization skills; effective treatment planning, and intervention strategies.

Program Objective #6: Demonstrate Knowledge: Group Counseling

Demonstrate knowledge and expertise in group counseling theory and practice. This program objective requires students to demonstrate knowledge in the theoretical foundations of group counseling and group work, dynamics and therapeutic factors associated with group work, and strategies for effective group planning and leadership.

Program Objective #7: Integrate: Test Theory & Practice of Assessment

Integrate knowledge of test theory with the practice of assessment in counseling. This program objective requires students to demonstrate efficacy in preparing, selecting, and conducting a wide variety of developmentally relevant assessments and tests; assess risk, danger, trauma, and abuse; articulate basic and statistical concepts of group and individual assessments; and illustrate proficiency in the use of assessment and test results in counseling.

Program Objective #8: Scholarly Research: Practice & Program Evaluation

Demonstrate the ability to apply scholarly and research literature to counseling practice and program evaluation. This program objective evaluates student understanding of the importance of research in advancing the counseling profession. Students must also be able to illustrate how to: identify evidence-based counseling practices, evaluate ethical and culturally relevant counseling interventions and programs, and recognize different research and program evaluation methods. Students must demonstrate a general understanding of statistical methods used in research and exhibit skill in using evidenced-based data in counseling.

PROGRAM OBJECTIVES, SCHOOL COUNSELING SPECIALTY

Upon completion of the Hood College Master of Science in Counseling program, *School Counseling specialty*, students will be able to:

Program Objective #9: Foundational Knowledge: School Counseling, Models, & Collaboration

Articulate foundational knowledge of the school counseling specialty, including the history of school counseling, models of school counseling programs, and models of school-based collaboration and consultation. This program objective evaluates student understanding of the history, theories, and models of school counseling, P-12 comprehensive career development, and school-based collaboration and consultation. Students are also evaluated on their ability to demonstrate efficacy in the use of assessments specific to P-12 education.

Program Objective #10: Contextual Dimensions of School Counseling: Responsibilities, Advocacy, & Team Work

Articulate a grasp of the contextual dimensions of school counseling, emphasizing the responsibilities of school counselors as leaders, advocates, consultants, and multidisciplinary team members across a wide variety of practice situations. This program objective requires students to demonstrate an understanding of the roles and responsibilities of school counselors as leaders, advocates, and systems change agents in P-12 schools; consultation with families, personnel, and agencies; college and career readiness; emergency management planning in schools; how to identify students at risk for mental health and behavioral disorders; psychopharmacology; substance use; professional organizations, standards, and credentials relevant to school counseling; and legal and ethical considerations specific to school counseling.

Program Objective #11: P-12 Student Development, Strategies, Interventions, & Techniques

Apply school counseling strategies, interventions, and techniques to promote the academic, career, and personal/social development of all P-12 students. This program objective evaluates student skill in developing, designing, and evaluating school counseling programs; understanding curricular and instructional design and management; promoting academic and career development; applying counseling skills and techniques relevant to school populations; articulating strategies for college and career readiness; and using data to inform decision making and advocate for programs and students.

PROGRAM OBJECTIVES, *CLINICAL MENTAL HEALTH COUNSELING SPECIALTY*

Upon completion of the Hood College Master of Science in Counseling program, *Clinical Mental Health Counseling specialty*, students will be able to:

Program Objective #12: Foundational Knowledge: CMHC Counseling, Models, & Collaboration

Articulate foundational knowledge of the clinical mental health counseling specialty, including the history of clinical mental health counseling, models of clinical mental health counseling, the medical basis for mental health issues, and assessment. This program objective evaluates student understanding of the history, theories, and models of clinical mental health counseling, biopsychosocial case conceptualization and treatment planning; etiology of addiction and co-occurring disorders; tests and assessments specific to clinical mental health counseling.

Program Objective #13: Contextual Dimensions of CMHC: Responsibilities, Advocacy, Team Work

Articulate a grasp of the contextual dimensions of clinical mental health counseling, emphasizing the responsibilities of professional clinical mental health counselors as leaders, advocates, consultants, and multidisciplinary team members to maintain client continuity of care across a wide variety of contexts (legal, community, managed care, hospital systems, etc.). This program objective requires students to demonstrate an understanding of the roles and settings of clinical mental health counselors; etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders; mental health service delivery modalities; diagnostic processes, including differential and co-occurring diagnosis; the impact of crisis and trauma; the impact of biological and neurological mechanisms on mental health; psychopharmacology; legislation and government policy; cultural factors; professional organizations, preparation standards, and credentialing; legal and ethical considerations; and practicum management issues relevant to CMHC.

Program Objective #14: CMHC Prevention, Intervention, & Techniques

Apply clinical mental health counseling practices including prevention, intervention, and specific techniques including intake interviews, mental status examination, basic counseling skills, systems-based case conceptualization, and assessment. This program objective evaluates student skill in treatment planning and caseload management, techniques and interventions for prevention and treatment of a broad range of mental health issues, strategies for interfacing with the legal system and integrated behavioral health care professionals, and strategies for counselors to use when advocating for persons with mental health issues.

FACULTY

CORE COUNSELING PROGRAM FACULTY

Andrew Campbell, Ph.D., LCPC, LPC, NCC

Associate Professor, Co-Chair, Department of Psychology & Counseling

Dr. Campbell received his Ph.D. in Counseling from George Washington University. His research focuses on the use of mindfulness meditation and mindfulness-based therapies with young adults and adolescents, as well as how mindfulness factors into the training of new counselors. His counseling experience includes work in hospital in-patient and out-patient centers, college counseling centers, and schools. Prior to Hood, Dr. Campbell worked as a Senior Research Associate at George Washington University, conducting research on language development in early childhood. He previously served in Teach for America – Philadelphia, and the Peace Corps – Tonga. Dr. Campbell is a member of the American Counseling Association (ACA) Human Rights Committee. He is a Licensed Clinical Professional Counselor in Maryland.

Erik Messinger, Ph.D., LCMHC (NC), NCC, ACS

Assistant Professor, Program Director, Thanatology & Trauma, Crisis, Grief, & Loss Certificates

Dr. Messinger is a licensed clinical mental health counselor (LCMHC) in North Carolina, a nationally certified counselor (NCC), and Approved Clinical Supervisor (ACS). He earned his BS in Health Science from Lock Haven University of Pennsylvania, his MA in Clinical Mental Health Counseling from Indiana University of Pennsylvania, and his Ph.D. in Counseling and Counselor Education from North Carolina State University. Dr. Messinger has extensive experience in counseling adults and adolescents in outpatient community and substance use treatment settings with an expertise in dual diagnosis. He has presented at local, state, and national counseling conferences. Dr. Messinger's research is primarily focused on meeting the mental health needs of first responders along with supervision and instruction of counselors in training. He is a member of the American Counseling Association (ACA), Chi Sigma Iota (CSI), the Association of Counselor Education and Supervision (ACES), Maryland Counseling Association (MCA), and serves as Membership Chair for the Association of the Specialist in Group Work (ASGW).

Amber M. Samuels, PhD, LPC (DC), NCC, CCC

Assistant Professor, 4PLUS Psychology (BA)/Counseling (MS) Program Liaison

Dr. Samuels is a Licensed Professional Counselor (LPC) in the District of Columbia, a National Certified Counselor (NCC), a Certified Career Counselor™ (CCC), and an MBTI® Certified Practitioner. Dr. Samuels holds a Doctor of Philosophy degree in Counseling from The George Washington University, a Master of Science degree in Clinical Mental Health Counseling from Radford University, and a Bachelor of Arts degree in Psychology from Randolph-Macon College. Prior to Hood, she served as the Assistant Director of Training of the Community Counseling Services Center (CCSC), Staff Clinical Supervisor, and Professional Lecturer in Counseling at The George Washington University. Dr. Samuels has been fortunate to share her expertise in prominent media outlets such as the Associated Press, SELF Magazine, and Therapist.com, where she advocates for mental health stigma reduction and promotes mental health literacy by translating mental health concepts into accessible information. She centers her teaching, research, and practice around the mental health needs of people in the margins and has provided counseling services to adults and adolescents in a range of settings, including post-secondary, community mental health, intensive in-home, and private practice. Dr. Samuels has presented at local, regional, and national counseling conferences. She is currently a member of the American Counseling Association (ACA), the Association for Counselor Education & Supervision (ACES), the National Career Development Association (NCDA), Counselors for Social Justice (CSJ), and other ACA divisions. Dr. Samuels aims to train professional counselors who are culturally responsive, socially just, and compassionate.

Megan J. Doughty Shaine, Ph.D., LCPC (MD), LPC (DC), NCC, MD Board-Approved Supervisor

Associate Professor, Program Director, Clinical Mental Health Counseling

Dr. Shaine has been a core faculty member since August 2016 and previously served as Practicum & Internship Coordinator for five years before stepping into the role of Program Director. She is also the project director for the Counseling program's federal Behavioral Health Workforce Education and Training (BHWET) grant and the faculty liaison to the NeighborHOOD Counseling and Training Clinic (NCTC). She is a Licensed Clinical Professional Counselor in Maryland and Washington, D.C., and an Approved Clinical Supervisor in Maryland. She received her master's and doctoral degrees in Counseling from The George Washington University, where she served as a clinical supervisor and adjunct instructor. Dr. Shaine's research examines experiences of grief, trauma, and loss, as well as teaching those topics in counselor education. She currently operates a private practice specializing in trauma, loss, and life transitions, including grief and the transition to parenthood. Prior to entering independent practice, Dr. Shaine worked with university students at college counseling centers in D.C., as well as bereaved individuals and families at The Wendt Center for Loss and Healing. Dr. Shaine currently serves as Co-Chair of the Grief Counseling Competencies Task Force commissioned by the Association for Adult Aging and Development and serves on the editorial board of the journals *Teaching and Supervision in Counseling* and *Trauma and Resilience in Counseling*.

Shannon Shoemaker, Ph.D., LCPC (MD), LMHC (MA), NCC, MD Board-Approved Supervisor

Associate Professor; Practicum & Internship Coordinator, Clinical Mental Health Counseling Specialty; Program Director, Counselor Education and Supervision PhD

Dr. Shoemaker is a licensed counselor in both Massachusetts (LMHC) and Maryland (LCPC), a Maryland Board Approved Supervisor, and a Nationally Certified Counselor (NCC). Dr. Shoemaker earned her BS in Psychology and M.Ed in Counselor Education from Bridgewater State College and her PhD in Counselor Education and Supervision from The Pennsylvania State University. She has over ten years of clinical experience in school systems, community counseling services, and working with adults, adolescents, couples with varying levels of issues and continues to serve the community with a private practice focusing on sexual wellness and working with couples. Dr. Shoemaker has presented at local, national, and international counseling conferences. She utilizes intersectionality, intercultural studies, and post-modern theories in her research, which focuses on sexual issues and creativity in counseling. Dr. Shoemaker is a member of the American Counseling Association (ACA), the Association for Creativity in Counseling, the Association for Counseling Sexology and Sexual Wellness where she currently serves as president, and other ACA-associated divisions.

Atiya R. Smith, Ph.D., LCPC (MD), NCC, CATP

Assistant Professor, Program Director, School Counseling

Dr. Smith is a Licensed Clinical Professional Counselor (LCPC) in Maryland, a national certified counselor (NCC), and a certified child & adolescent trauma professional (CATP). She received a bachelor's degree in Psychology from Hood College, a master's degree in Applied Psychology: Counseling Track from the University of Baltimore, and a Ph.D. in Counseling & Counselor Education from the University of Rochester. Dr. Smith's research focuses on girls and women of color attending PWIs, first-year college students, and best practices for supporting students with exceptionalities. She also has an interest in racial trauma, the mind-body connection, professional identity development in graduate students, counseling supervision, higher education, school-based mental health services, and college student mental health. Currently, Dr. Smith is the Post-Secondary Vice President for the Maryland School Counselor Association (MSCA) and the Membership Chair for the Maryland Counseling Association (MCA). She was also the president of the Maryland chapter of the Association for Multicultural Counseling and Development (MAMCD), the Western Regional Coordinator for the Maryland College Personnel Association (MCPA), completed two 3-year terms on the Directorate for the Commission for Academic Support in Higher Education (CASHE) through the American College Personnel Association (ACPA), and was the liaison from ACPA's Commission for Counseling and Psychological Services (CCAPS) to the American College Counseling

Association (ACCA). Dr. Smith's counseling experience includes P-12 settings (both public and independent schools), university counseling centers, and a pediatric hospital. Her professional experience includes providing executive functioning coaching and additional support to children, adolescents, and college students with Autism Spectrum Disorder, ADHD, Traumatic Brain Injuries, and Specific Learning Disabilities.

FACULTY/SUPERVISOR ROLES

When you are new to the program, it can be difficult to know whom to approach with various questions and concerns. We hope this chart helps to clarify the various faculty roles. In general, we recommend that you start with your faculty adviser for any concern about your individual program plan or progress, and your course instructor for any specific course-related academic concern.

Counseling Co-Chair	<ul style="list-style-type: none">•Represents the Counseling program in the wider department and college and oversees Counseling core faculty and scheduling
Program Director	<ul style="list-style-type: none">•Oversees specialty or certificate programs and corresponding students and adjunct faculty; SC program director also manages field placements•Point of contact for programmatic concerns (typically after speaking with adviser)
Faculty Instructor	<ul style="list-style-type: none">•Group supervision and course instruction (weekly)•First point of contact for course-specific concerns
Practicum & Internship Coordinator (CMHC)	<ul style="list-style-type: none">•Initiates and maintains relationships with partner sites•Guides student site search process
Faculty Adviser	<ul style="list-style-type: none">•Typically, first point of contact for student's broader concerns•Advises student course selection and program plans•Communicates with faculty instructor about academic issues
Field Site Supervisor	<ul style="list-style-type: none">•Individual or triadic clinical supervision (weekly)•Day-to-day oversight and guidance at field site

DESCRIPTION OF DEGREE SPECIALTIES

MASTER OF SCIENCE IN COUNSELING, *CLINICAL MENTAL HEALTH COUNSELING SPECIALTY*

The Master of Science degree in Counseling, Clinical Mental Health Counseling (CMHC) specialty, is a 60-credit program that is designed to prepare students to work in all settings where counselors are hired outside of pre-K-12 schools. Counselors who choose this specialization often work in community mental health agencies, hospitals, substance abuse treatment centers, youth programs, social services agencies, and private counseling practices. Preparation includes four courses unique to this specialty and a 700-hour practicum/internship appropriate to the specialization. The table below indicates both required and elective courses that make up the Clinical Mental Health Counseling program.

Additional considerations:

- Clinical Mental Health Counseling students have the opportunity to take 12 elective credits. This allows for completion of the 12-credit Thanatology graduate certificate program, Trauma, Crisis, Grief & Loss (TCGL) certificate program, School Counseling courses, or to combine other electives of their choosing.
- Clinical Mental Health Counseling students interested in working with children and youth may choose to take any or all of the four School Counseling specialty courses as electives; however, students wishing to pursue school counselor certification at any point should enroll in the School Counseling specialty and must complete their practicum and internship in school settings. School Counseling students interested in pursuing both MSDE certification and clinical licensure may take the four CMHC specialty courses as their electives to complete all coursework required for licensure.
- COUN 599 – Special Topics in Counseling represents new electives that are not yet provided their own course number. Topics include “The Business of Private Practice,” and many more. Students may take COUN 599 repeatedly for elective credits.

All coursework and degree requirements must be met within seven (7) years of enrolling in the first course at Hood College that applies towards the degree and/or certificate program. The average program length for a full-time student taking nine credits per semester is three years, including two summers. Though it is possible to complete the program on an accelerated timeline in less than three years, this requires: 1) fall entry; 2) enrolling in 12 credits per semester; 3) seat availability in pre-requisite courses; 4) enrolling in Practicum in your first summer. It is your responsibility to know the requirements for your degree and to fulfill them. Course schedules and projections are subject to adjustment based on enrollment and faculty availability and may sometimes affect your program plan; it is important to understand that once your program plan is created with your adviser, it is not a guaranteed contract. Unforeseen circumstances in your life and the program, as well as academic and dispositional checkpoints, can affect your timing. Students may transfer up to nine (9) credits from another institution **that were not already applied to another degree** if approved by their adviser and program director. You may request to “place out” of graduate courses you have already taken and applied to another degree, but you must substitute another course from our program to earn the full 60 credits. Failure to receive approval for course substitutions prior to enrollment may result in a delay in program completion.

NOTE: *Course offerings are based on a standardized projected schedule, however changes MAY occur based on enrollment and faculty availability. Students who take courses out of the recommended sequence or take extended breaks may run into challenges in scheduling. While the Counseling Program takes student scheduling needs into account, decisions which impact a student’s standard progression throughout the program (e.g., taking a summer off), may cause future scheduling challenges.*

CLINICAL MENTAL HEALTH COUNSELING			
REQUIREMENTS	CREDITS	PREREQUISITES	WHEN OFFERED
CORE COURSES			
COUN 500 – Human Development as a Lifelong Process	3	None	Summer/Fall
COUN 501 – Professional, Legal, and Ethical Responsibilities #	3	None	All
COUN 502 – Social and Cultural Foundations of Counseling	3	None	Spring/Summer
COUN 503 – Lifestyle and Career Development	3	COUN 506	Spring/Summer
COUN 504 – Counseling Techniques	3	None	Fall/Spring
COUN 505 – Group Dynamics, Processing, and Counseling	3	COUN 504, 511	All
COUN 506 – Research and Program Evaluation	3	None	Fall/Spring
COUN 511 – Theories and Principles of Counseling #	3	None	Fall/Spring
COUN 534 – Tests and Measurements	3	COUN 504, 506	Spring/Summer
CORE TOTAL	27		
SPECIALTY COURSES			
COUN 530 – Alcohol and Drug Counseling	3	COUN 504	Summer/Fall
COUN 531 – Diagnosis and Psychopathology	3	COUN 501	Spring/Summer
COUN 532 – Advanced Counseling Techniques	3	COUN 501, 504, 511	Fall/Spring
COUN 533 – Marriage and Family Counseling	3	COUN 501, 504, 511	Fall/Spring
SPECIALTY TOTAL	12		
ELECTIVES			
COUN 507 – Trauma and Crisis Intervention~	3	None	Summer
COUN 521 – Grief, Mourning, and Bereavement+~	3	None	Fall
COUN 523 – Principles of Thanatology†	3	None	Fall
COUN 528 – Developmental Perspectives in Thanatology+~	3	None	Spring
COUN 529 – Historical & Multicultural Perspectives in Thanatology+~	3	None	Spring
COUN 543 – Counseling Youth	3	None	Spring
COUN 560 – Affirmative Therapy with LGBTQIA+ Clients	1	None	Various
COUN 561 – Sexual Wellness in Counseling	3	None	Spring
COUN 562 – Attachment Theory in Clinical Practice	1	None	Summer
COUN 563 – Foundations in Eye Movement Desensitization Reprocessing	1	None	Summer or Fall
COUN 564 – Psychopharmacology	1	None	Spring
COUN 565 – Introduction to Creativity in Counseling	1	None	Fall
COUN 566 – Mindfulness-Based Behavioral Approaches	1	None	Various
COUN 575 – Independent Study	1-3	None	All
COUN 590 – Teaching Assistantship	1-3	None	All
COUN 595 – Independent Research Project	3	None	All
COUN 599 – Special Topics in Counseling^	1-3	None	All
ELECTIVES TOTAL	12		
INTERNSHIP COURSES			
COUN 596 – Practicum <i>Includes 100 hours total; (40 hours direct) at site</i>	3	COUN 501, 502, 504, 505, 511, 531, 532	Spring/Summer
COUN 597 – Internship I <i>Includes 300 hours total; (120 hours direct) at site</i>	3	COUN 596	All
COUN 598 – Internship II <i>Includes 300 hours total; (120 hours direct) at site</i>	3	COUN 597	All
PRACTICUM/INTERNSHIP TOTAL	9		
GRAND TOTAL	60		

† Required for Thanatology Certificate; ~ Required for the Trauma, Crisis, Grief & Loss Certificate (note students may choose EITHER COUN 528 or 529)

Must be completed within the first two semesters of the program

^ Special Topic in Counseling courses have a range of subjects that change from semester to semester, and students may take the course multiple times.

CLINICAL MENTAL HEALTH COUNSELING – PLAN OF STUDY		
Use this blank plan to schedule which classes you will take at which times. Make use of it in a way that works best for you – for example, complete the entire form at the beginning of the program, or fill in new semesters as you plan them. Fill in the coursework that you expect to take during each semester. If course was transferred from another institution, write “transfer” under “Term Elected.” Make note of the necessary prerequisites and when each course is offered on the “Description of Degree Specialties” before planning courses. Meet with your advisor to discuss your expected plan each semester before registering for any coursework.		
REQUIREMENTS	CREDITS	TERM ELECTED
CORE COURSES		
COUN 500 – Human Development as a Lifelong Process	3	
COUN 501 – Professional, Legal, and Ethical Responsibilities #	3	
COUN 502 – Social and Cultural Foundations of Counseling	3	
COUN 503 – Lifestyle and Career Development	3	
COUN 504 – Counseling Techniques	3	
COUN 505 – Group Dynamics, Processing, and Counseling	3	
COUN 506 – Research and Program Evaluation	3	
COUN 511 – Theory and Principles of Counseling #	3	
COUN 534 – Tests and Measurements	3	
SPECIALTY COURSES		
COUN 530 – Alcohol and Drug Counseling	3	
COUN 531 – Diagnosis and Psychopathology	3	
COUN 532 – Advanced Counseling Techniques	3	
COUN 533 – Marriage and Family Counseling	3	
ELECTIVES (MINIMUM 12 CREDIT HOURS)		
COUN 507 – Trauma and Crisis Intervention	3	
COUN 520 – Intro to Thanatology†	3	
COUN 521 – Grief, Mourning, and Bereavement†	3	
COUN 523 – Principles of Thanatology†	3	
COUN 528 – Developmental Perspectives in Thanatology †	3	
COUN 529 – Historical and Multicultural Perspectives in Thanatology†	3	
COUN 543 – Counseling Youth	3	
COUN 560 – Affirmative Therapy for LGBTQIA+ Clients	1	
COUN 561 – Sexual Wellness in Counseling	3	
COUN 562 – Attachment Theory in Clinical Practice	1	
COUN 564 – Psychopharmacology	1	
COUN 565 – Introduction to Creativity in counseling	1	
COUN 575 – Independent Study		
COUN 590 – Teaching Assistantship		
COUN 595 – Independent Research Project	3	
COUN 5_ _ _ – 1 Credit Elective #1:		
COUN 5_ _ _ – 1 Credit Elective #2:		
COUN 5_ _ _ – 1 Credit Elective #3:		
INTERNSHIP COURSES		
COUN 596 – Practicum	3	
COUN 597 – Internship I	3	
COUN 598 – Internship II	3	
FINAL PROGRAM TOTAL	60	

CLINICAL MENTAL HEALTH COUNSELING		
<i>ACCELERATED TWO YEAR COURSE SEQUENCE</i>		
Please note, students <i>must</i> enroll in the specific courses as outlined to complete in two years, and this is subject to availability of course seats and faculty. Also, the program involves several dispositional checkpoints that may delay or change a student's course plan.		
REQUIREMENTS	CREDITS	PREREQUISITES
Fall – Year 1		
COUN 501 – Professional, Legal, and Ethical Responsibilities	3	None
COUN 504 – Counseling Techniques	3	None
COUN 506 – Research and Program Evaluation	3	None
COUN 511 – Theory and Principles of Counseling	3	None
Program-To-Date Totals	12	
Spring – Year 1		
COUN 502 – Social and Cultural Foundations of Counseling	3	None
COUN 531 – Diagnosis and Psychopathology	3	COUN 501
COUN 532 – Advanced Counseling Techniques	3	COUN 501, 504, & 511
COUN 505 – Group Dynamics, Processing, and Counseling	3	COUN 504, 511
Program-To-Date Totals	24	
Summer – Year 1		
COUN 503 – Lifestyle and Career Development	3	COUN 506
COUN 500 – Human Development as a Lifelong Process	3	None
Elective #1 (or Alcohol and Drug Counseling)	3	
COUN 596 – Practicum <i>Includes 100 hours total; (40 hours direct) at site</i>	3	COUN 501, 502, 504, 505, 511, 531, 532
Program-To-Date Totals	36	
Fall – Year 2		
COUN 533 – Marriage & Family Counseling (or Elective)	3	COUN 501, 504, & 511
COUN 597 – Internship I <i>Includes 300 hours total; (120 hours direct) at site</i>	3	COUN 596
COUN 530 – Alcohol and Drug Counseling (or Elective)	3	COUN 504
Elective #2	3	
Program-To-Date Totals	48	
Spring – Year 2		
COUN 598 – Internship II <i>Includes 300 hours total; (120 hours direct) at site</i>	3	COUN 597
COUN 534 – Tests and Measurements	3	COUN 504, 506
Elective #3 (or Marriage & Family Counseling)	3	None
Elective #4	3	None
Final Program Totals	60	

SAMPLE THREE-YEAR COURSE SEQUENCE		
REQUIREMENTS	CREDITS	PREREQUISITES
Fall – Year 1		
COUN 501 – Professional, Legal, and Ethical Responsibilities	3	None
COUN 504 – Counseling Techniques	3	None
COUN 511 – Theory and Principles of Counseling	3	None
Program-To-Date Totals	9	
Spring – Year 1		
COUN 502 – Social and Cultural Foundations of Counseling	3	None
COUN 506 – Research and Program Evaluation	3	None
COUN 531 – Diagnosis and Psychopathology	3	COUN 501
Program-To-Date Totals	18	
Summer – Year 1		
COUN 503 – Lifestyle and Career Development	3	COUN 506
COUN 505 – Group Dynamics, Processing, and Counseling	3	COUN 504, 511
Program-to-Date Totals	24	
Fall – Year 2		
COUN 500 – Human Development as a Lifelong Process	3	None
COUN 533 – Marriage & Family Counseling	3	COUN 501, 504, 511
Elective #1	3	None
Program-To-Date Totals	33	
Spring – Year 2		
COUN 534 – Tests and Measurements	3	COUN 504, 506
COUN 532 – Advanced Counseling Techniques	3	COUN 501, 504, & 511
Elective #2	3	None
Program-To-Date Totals	42	
Summer – Year 2		
COUN 596 – Practicum <i>Includes 100 hours total; (40 hours direct) at site</i>	3	COUN 501, 502, 504, 505 511, 531, 532
COUN 530 – Alcohol and Drug Counseling	3	COUN 504
Semester Totals	48	
Fall – Year 3		
COUN 597 – Internship I <i>Includes 300 hours total; (120 hours direct) at site</i>	3	COUN 596
Elective #3	3	None
Spring – Year 3		
COUN 598 – Internship II <i>Includes 300 hours total; (120 hours direct) at site</i>	3	COUN 597
Elective #4	3	None
Final Program Totals	60	

SAMPLE FOUR+ YEAR COURSE SEQUENCE		
REQUIREMENTS	CREDITS	PREREQUISITES
Fall – Year 1		
COUN 501 – Professional, Legal, and Ethical Responsibilities	3	None
COUN 511 – Theory and Principles of Counseling	3	None
Spring – Year 1		
COUN 504 – Counseling Techniques	3	None
COUN 502 – Social and Cultural Foundations of Counseling	3	None
Summer – Year 1		
COUN 500 – Human Development as a Lifelong Process	3	None
Program-To-Date Totals	15	
Fall – Year 2		
COUN 506 – Research and Program Evaluation	3	None
COUN 530 – Alcohol and Drug Counseling	3	None
Spring – Year 2		
COUN 534 – Tests and Measurements	3	COUN 504, 506
COUN 531 – Diagnosis & Psychopathology	3	COUN 501
Summer – Year 2		
Elective #1	3	COUN 504
Program-To-Date Totals	30	
Fall – Year 3		
COUN 505 – Group Dynamics, Processing, and Counseling	3	COUN 504, 511
COUN 533 – Marriage & Family Counseling	3	COUN 501, 504, & 511
Spring – Year 3		
COUN 532 – Advanced Counseling Techniques	3	COUN 501, COUN 504, & COUN 511
Elective #2	3	None
Summer – Year 3		
COUN 596 – Practicum <i>Includes 100 hours total; (40 hours direct) at site</i>	3	COUN 501, 502, 504, 505, 511, 531, 532
COUN 503 – Lifestyle and Career Development	3	COUN 506
Program-To-Date Totals	48	
Fall – Year 4		
COUN 597 – Internship I <i>Includes 300 hours total; (120 hours direct) at site</i>	3	COUN 596
Elective #3	3	None
Spring – Year 4		
COUN 598 – Internship II <i>Includes 300 hours total; (120 hours direct) at site</i>	3	COUN 597
Elective #4	3	None
Final Program Totals	60	

MASTER OF SCIENCE IN COUNSELING, *SCHOOL COUNSELING SPECIALTY*

The Master of Science degree in Counseling, School Counseling specialty, is a 60-credit program that prepares students to work in elementary, middle, and high schools in public and private school settings. Students are also prepared to serve as school-based therapists. School counselors are members of the multidisciplinary team within schools, provide a range of counseling services to students, and help students focus on academic, career and social/emotional development so they achieve success in school and are prepared to lead fulfilling lives as responsible members of society. The preparation contains four courses that are distinctive to this specialty as well as a 700-hour practicum/internship appropriate to the School Counseling specialization. The table below indicates the required, and elective, courses that make up the School Counseling program.

Per Maryland State Department of Education (MSDE) regulations, and beginning in October 2020, all school counseling students must complete at least three credits of special education coursework at an institute of higher education, either at the undergraduate or graduate level. If students haven't already completed a three-credit special education course, students may complete this requirement via coursework offered by Hood College's Department of Education. Students can also complete this requirement through the American School Counselor Association (ASCA) specialist training self-paced, online course entitled, "Students with Special Needs Specialist". The Department of Psychology and Counseling is also working on a proposal for their own three-credit course. Once the course requirement is completed, students should notify the School Counseling Program Director and send this documentation to the Hood College Registrar. The Registrar will review the documentation and place a "stamp" on the student's transcript once all program requirements are completed.

Note: All students in the school counseling specialty must receive a stamp on their transcript prior to the semester of their graduation from the Program. As this is an MSDE requirement, students will not be approved for graduation without the stamp on their transcript. There are no exceptions.

Though required primarily for school counselors seeking to renew or reinstate their current school counselor certificate in the state of Maryland, students are also encouraged to complete the one credit of coursework addressing depression, trauma, violence, youth suicide, and substance abuse in students, per the Maryland state legislation law HB 947 ("Lauryn's Law") and the COMAR regulation 13A.12.03.02.F. The link to this COMAR regulation can be found here: <http://www.dsd.state.md.us/comar/comarhtml/13a/13a.12.03.02.htm>. The Department of Psychology and Counseling offers *COUN 568: Crisis Prevention and Response in Schools*. Students can take this course as an elective.

Additional considerations:

- Upon successfully completing all requirements in Hood College's CACREP-accredited program, school counseling students meet the requirements for certification as a school counselor in the state of Maryland. This is outlined in 13A.12.03.02 of the August 2020 version of COMAR.
- Some students may also be interested in state licensure, which is different from school counseling certification. School Counseling students may choose to complete all the required coursework to become certified as school counselors *and also* complete the necessary coursework to become licensed professional counselors within their 60-credit program. Interested students would accomplish this by taking **all** the Clinical Mental Health Counseling (CMHC) specialty courses as 12 elective credits. No substitutions are allowed. Such

students may only use the hours of their internship towards the licensure requirements if they have a site supervisor that meets the criteria of a licensed provider in the state of Maryland, which is *in no way guaranteed* by the counseling program and is dependent on the availability of sites and supervisors.

- Please note that there is no “dual degree” program option in Hood College’s Counseling Program. Students who take the CMHC courses as electives still graduate with a specialty in School Counseling, and will also have all courses required for clinical licensure in the state of Maryland.
- School Counseling students who do not wish to pursue state licensure have the opportunity to complete either the 12-credit Thanatology or Trauma, Crisis, Freif & Loss certificate program within their 60-credit program, or combine other electives of their choosing.
- The traditional School Counseling field site courses are not available over the summer. School Counseling students wishing to complete their practicum or internship over the summer must secure a site at a therapeutic school, alternative school, or within a summer school program. These placements need to be approved by the Program Director before students apply and/or accept an offer. Depending on enrollment, students might be in a mixed course section with students in the Clinical Mental Health Counseling specialty.
- COUN 599 – Special Topics in Counseling represents new electives that are not yet provided their own course number. Students may take COUN 599 repeatedly for elective credits.

All coursework and degree requirements must be met within seven (7) years of enrolling in the first course at Hood College that applies towards the degree and/or certificate program. The average program length for a full-time student taking nine (9) credits per semester is three years, including two summers. Though it is possible to complete the program on an accelerated timeline in less than three years, this requires: 1) fall entry; 2) enrolling in 12 credits per semester; 3) seat availability in pre-requisite courses; 4) enrolling in Practicum in your first summer. It is your responsibility to know the requirements for your degree and to fulfill them. Course schedules and projections are subject to adjustment based on enrollment and faculty availability and may sometimes affect your program plan; it is important to understand that once your program plan is created with your adviser, it is not a guaranteed contract, and unforeseen circumstances in your life and the program, as well as academic and dispositional checkpoints, can affect your timing. Students may transfer up to nine (9) credits from another institution **that were not already applied to another degree** if approved by their adviser and program director. You may request to “place out” of graduate courses you have already taken and applied to another degree, but you must substitute another course from our program to earn the full 60 credits. Failure to receive approval for course substitutions prior to enrollment may result in a delay in program completion.

Note that course offerings are based on a standardized projected schedule; however, changes in timing MAY occur based on enrollment and faculty availability. This may alter your proposed program plan. Additionally, students who elect to take courses out of the recommended sequence or take extended breaks from coursework should expect to run into challenges in scheduling. While the Counseling Program makes every attempt to accommodate student scheduling needs, decisions which impact a student’s standard progression throughout the program (e.g., taking a summer off, taking less than three classes in a semester, taking a LOA, etc.), may cause future scheduling challenges.

SCHOOL COUNSELING			
REQUIREMENTS	CREDITS	PREREQUISITES	WHEN OFFERED
CORE COURSES – 27 CREDITS			
COUN 500 – Human Development as a Lifelong Process #	3	None	Summer/Fall
COUN 501 – Professional, Legal, and Ethical Responsibilities	3	None	Fall/Spring
COUN 502 – Social and Cultural Foundations of Counseling	3	None	Spring/Summer
COUN 503 – Lifestyle and Career Development	3	COUN 506	Spring/Summer
COUN 504 – Counseling Techniques	3	None	Fall/Spring
COUN 505 – Group Dynamics, Processing, and Counseling	3	COUN 504, 511	All
COUN 506 – Research and Program Evaluation	3	None	Fall/Spring
COUN 511 – Theories and Principles of Counseling #	3	None	Fall/Spring
COUN 534 – Tests and Measurements	3	COUN 504, 506	Spring
SPECIALTY COURSES - 12 CREDITS			
COUN 540 – Foundations in School Counseling	3	COUN 501	Fall
COUN 541 – Program Planning, Management, and Evaluation	3	COUN 540	Summer
COUN 542 – Collaboration, Consultation, and Supervision	3	COUN 540	Fall
COUN 543 – Counseling Youth	3	None	Spring
ELECTIVES - 12 CREDITS			
COUN 507 – Trauma and Crisis Intervention~	3	None	Summer
COUN 521 – Grief, Mourning, and Bereavement†~	3	None	Fall
COUN 523 – Principles of Thanatology†	3	None	Fall
COUN 528 – Developmental Perspectives in Thanatology†~	3	None	Spring
COUN 529 – Historical and Multicultural Perspectives in Thanatology†~	3	None	Spring
COUN 530 – Alcohol and Drug Counseling*	3	COUN 504	Summer/Fall
COUN 531 – Diagnosis and Psychopathology*	3	COUN 501	Fall/Spring
COUN 532 – Advanced Counseling Techniques*	3	COUN 501, 504, 511	Fall
COUN 533 – Marriage and Family Counseling*	3	COUN 501, 504, 511	Spring
COUN 560 – Affirmative Therapy with LGBTQIA+ Clients	1	None	Spring
COUN 565 – Introduction to Creativity in Counseling	1	None	Fall
COUN 568 – Crisis Prevention and Response in Schools	1	None	Various
COUN 575 – Independent Study	1-3	None	Various
COUN 590 – Teaching Assistantship	1-3	None	Various
COUN 595 – Independent Research Project	3	None	Various
COUN 599 – Special Topics in Counseling	1-3	None	Various
INTERNSHIP COURSES - 9 CREDITS			
COUN 596 – Practicum (3 credits) <i>Includes 100 hours total (40 direct) at site.</i>	3	COUN 501, 502, 504, 505, 511, 540**	Spring & Summer^
COUN 597 – Internship I <i>Includes 300 hours total; (120 hours direct) at site</i>	3	COUN 596	Fall, Spring, & Summer ^
COUN 598 – Internship II <i>Includes 300 hours total; (120 hours direct) at site</i>	3	COUN 597	Fall, Spring, & Summer ^
FINAL PROGRAM TOTAL	60		

* Additional courses required for MD licensure.

Must be completed within the first two semesters of the program

† Required for Thanatology Certificate

~ Required for Trauma, Crisis, Grief & Loss Certificate

**Students completing the school counseling program in two years may have certain courses as co-requisites rather than pre-requisites, with Advisor approval

^ **Only** School Counseling students placed at year-round therapeutic schools may enroll in COUN 596, 597 or 598 over the summer.

SCHOOL COUNSELING PLAN OF STUDY		
Use this blank plan to schedule which classes you will take at which times. Make use of it in a way that works best for you – for example, complete the entire form at the beginning of the program, or fill in new semesters as you plan them. Fill in the coursework that you expect to take during each semester. If course was transferred from another institution, write “transfer” under “Term Elected.” Make note of the necessary prerequisites and when each course is offered on the “Description of Degree Specialties” before planning courses. Meet with your advisor to discuss your expected plan to register for any coursework.		
REQUIREMENTS	CREDITS	TERM ELECTED
CORE COURSES		
COUN 500 – Human Development as a Lifelong Process*	3	
COUN 501 – Professional, Legal, and Ethical Responsibilities*^	3	
COUN 502 – Social and Cultural Foundations of Counseling*	3	
COUN 503 – Lifestyle and Career Development*	3	
COUN 504 – Counseling Techniques*	3	
COUN 505 – Group Dynamics, Processing, and Counseling*	3	
COUN 506 – Research and Evaluation*	3	
COUN 511 – Theory and Principles of Counseling*^	3	
COUN 534 – Tests and Measurements*	3	
SPECIALTY COURSES		
COUN 540 – Foundations in School Counseling	3	
COUN 541 – Program Planning, Management, and Evaluation of School Counseling Programs	3	
COUN 542 – Collaboration, Consultation, and Supervision	3	
COUN 543 – Counseling Youth	3	
ELECTIVES		
COUN 507 – Trauma and Crisis Intervention~	3	
COUN 521 – Grief, Mourning, and Bereavement†~	3	
COUN 523 – Principles of Thanatology†	3	
COUN 528 – Developmental Perspectives in Thanatology†~	3	
COUN 529 – Historical and Multicultural Perspectives in Thanatology†~	3	
COUN 530 – Alcohol and Drug Counseling*	3	
COUN 531 – Diagnosis and Psychopathology*	3	
COUN 532 – Advanced Counseling Techniques*	3	
COUN 533 – Marriage and Family Counseling*	3	
COUN 560 – Affirmative Therapy with LGBTQIA+ Clients	1	
COUN 565- Introduction to Creativity in Counseling	1	
COUN 568 – Crisis Prevention and Response in Schools	1	
COUN 575 – Independent Study		
COUN 590 – Teaching Assistantship		
COUN 595 – Independent Research Project	3	
COUN 599 – Special Topics in Counseling – Topic #1		
COUN 599 – Special Topics in Counseling – Topic #2		
COUN 599 – Special Topics in Counseling – Topic #3		
Special Education Course (If Necessary) –	3	
PRACTICUM/INTERNSHIP COURSES		
COUN 596 – Practicum	3	
COUN 597 – Internship I	3	
COUN 598 – Internship II	3	
FINAL PROGRAM TOTAL	60	

SCHOOL COUNSELING		
<i>ACCELERATED TWO-YEAR COURSE SEQUENCE*</i>		
Please note, students <i>must</i> enroll in the specific courses as outlined to complete in two years, and this is subject to availability of course seats and faculty. Also, the program involves several academic dispositional checkpoints that may delay or change a student's course plan.		
REQUIREMENTS	CREDITS	PREREQUISITES
Fall – Year 1		
COUN 501 – Professional, Legal, and Ethical Responsibilities	3	None
COUN 540 – Foundations in School Counseling	3	COUN 501
COUN 504 – Counseling Techniques	3	None
COUN 511 – Theory and Principles of Counseling	3	None
Program-To-Date Totals	12	
Spring – Year 1		
COUN 502 – Social and Cultural Foundations of Counseling	3	None
COUN 505 – Group Dynamics, Processing, and Counseling	3	COUN 504, 511
COUN 596 – Practicum <i>Includes 100 hours total; (40 hours direct) at site</i>	3	COUN 501, 502, 504, 505, 540
COUN 506 – Research and Program Evaluation	3	None
Program-To-Date Totals	24	
Summer – Year 1		
COUN 500 – Human Development as a Lifelong Process	3	None
COUN 503 – Lifestyle and Career Development	3	COUN 540
COUN 541 – Program Planning, Management, and Evaluation of School Counseling Programs	3	None
Elective #1	3	None
Program-To-Date Totals	36	
Fall – Year 2		
Elective #2	3	None
COUN 542 – Collaboration, Consultation, and Supervision	3	COUN 540
Elective #3	3	None
COUN 597 – Internship I <i>Includes 300 hours total; (120 hours direct) at site</i>	3	COUN 596
Program-To-Date Totals	48	
Spring – Year 2		
Elective #4	3	COUN 506
COUN 543 – Counseling Children & Youth	3	None
COUN 534 – Tests and Measurements	3	COUN 504, 506
COUN 598 – Internship II <i>Includes 300 hours total; (120 hours direct) at site</i>	3	COUN 597
Final Program Totals	60	

SAMPLE THREE-YEAR COURSE SEQUENCE		
REQUIREMENTS	CREDITS	PREREQUISITES
Fall – Year 1		
COUN 501 – Professional, Legal, and Ethical Responsibilities	3	None
COUN 506 – Research and Program Evaluation	3	None
COUN 511 – Theories and Principles of Counseling	3	None
Program-To-Date Totals	9	
Spring – Year 1		
COUN 502 – Social and Cultural Foundations of Counseling	3	None
COUN 504 – Counseling Techniques	3	None
COUN 543 – Counseling Children & Youth	3	None
Program-To-Date Totals	18	
Summer – Year 1		
COUN 503 – Lifestyle and Career Development	3	COUN 506
COUN 505 – Group Dynamics, Processing, and Counseling	3	COUN 504, 511
Program-to-Date Totals	24	
Fall – Year 2		
COUN 500 – Human Development as a Lifelong Process	3	None
COUN 540 – Foundations in School Counseling	3	COUN 501
Elective #1	3	None
Program-To-Date Totals	33	
Spring – Year 2		
Elective #2	3	
COUN 534 – Tests and Measurements	3	COUN 504, 506
COUN 596 – Practicum <i>Includes 100 hours total; (40 hours direct) at site</i>	3	COUN 501, 502, 504, 505, 540
Program-To-Date Totals	39	
Summer – Year 2		
COUN 541 – Program Planning, Management, and Evaluation of School Counseling Programs	3	COUN 540
Elective #3	3	None
Semester Totals	48	
Fall – Year 3		
COUN 597 – Internship I <i>Includes 300 hours total; (120 hours direct) at site</i>	3	COUN 596
COUN 542 – Collaboration, Consultation, and Supervision	3	COUN 540
Spring – Year 3	54	
COUN 598 – Internship II <i>Includes 300 hours total; (120 hours direct) at site</i>	3	COUN 597
Elective #4	3	None
Final Program Totals	60	

SAMPLE FOUR+ YEAR PLAN		
REQUIREMENTS	CREDITS	PREREQUISITES
Fall – Year 1		
COUN 501 – Professional, Legal, and Ethical Responsibilities	3	None
COUN 511 – Theories and Principles of Counseling	3	None
Spring – Year 1		
COUN 504 – Counseling Techniques	3	None
COUN 506 – Research and Evaluation	3	None
Summer – Year 1		
COUN 502 – Social and Cultural Foundations of Counseling	3	None
Elective #1	3	None
Program-To-Date Totals	18	
Fall – Year 2		
COUN 500 – Human Development as a Lifelong Process	3	None
COUN 540 – Foundations in School Counseling	3	COUN 501
Spring – Year 2		
COUN 543 – Counseling Children & Youth	3	None
Elective #2	3	None
Summer – Year 2		
COUN 505 – Group Dynamics, Processing, and Counseling	3	COUN 504, 511
Elective #3	3	None
Program-To-Date Totals	36	
Fall – Year 3		
COUN 542 – Collaboration, Consultation, and Supervision	3	COUN 540
Spring – Year 3		
COUN 541 – Program Planning, Management, and Evaluation of School Counseling Programs	3	COUN 540
COUN 596 – Practicum <i>Includes 100 hours total; (40 hours direct) at site</i>	3	COUN 501, 502, 504, 505, 540
Summer – Year 3		
COUN 503 – Lifestyle and Career Development	3	COUN 506
Program-To-Date Totals	48	
Fall – Year 4		
COUN 597 – Internship I <i>Includes 300 hours total; (120 hours direct) at site</i>	3	COUN 596
Elective #4	3	None
Spring – Year 4		
COUN 534 – Tests and Measurements	3	COUN 504, 506
COUN 598 – Internship II <i>Includes 300 hours total; (120 hours direct) at site</i>	3	COUN 597
Final Program Totals	60	

MATRICULATION REQUIREMENTS

APPLICATION PROCEDURES

Individuals applying to the counseling graduate program are required to submit:

1. The online graduate school application
2. Official transcripts from all post-secondary schools attended
3. A personal statement describing factors that influenced the decision to apply to Graduate School and how this program will facilitate fulfillment of the applicant's professional goals, as well as a brief essay describing the applicant's experience with and reflections on working with diverse populations (by email to gofurther@hood.edu)
4. A résumé or curriculum vitae (by email to gofurther@hood.edu)
5. A minimum of two (three preferred) academic (from a previous faculty instructor) and/or professional (from a previous supervisor or colleague) letters of recommendation (by email to gofurther@hood.edu). We do not accept personal or character references.

Selected applicants will be invited to interview with faculty. Interviews include individual and group conversations, as well as a brief writing assignment. In accordance with the 2016 Standards of the Council for Accreditation of Counseling and Related Educational Programs (CACREP), the admissions committee for the Counseling programs will consider the applicant's "(1) relevance of career goals, (2) aptitude for graduate level study, (3) potential success in forming effective counseling relationships, and (4) respect for cultural differences" (CACREP, 2016, Standard 1.L; <http://www.cacrep.org/section-1-the-learning-environment/>).

Note: Admission to the counseling graduate program requires a minimum undergraduate GPA of 3.0. If the GPA is below 3.0, the applicant may submit GRE scores for possible consideration. Undergraduate coursework in psychology or a related field is strongly recommended.

APPLICATION DEADLINES

<i>Start date</i>	<i>Priority deadline</i>	<i>Priority interview</i>	<i>Rolling deadline</i>	<i>Rolling interview</i>
Fall (Late August)	February 1	Late January/ February	Applications accepted on space- available basis until March 15	Scheduled as necessary through March 31
Spring (Late January)	October 1	Late October/early November	Applications accepted on space- available basis until Nov. 1	Scheduled as necessary through October 31

PROGRAM REQUIREMENTS

NEW STUDENT ORIENTATION

During the first semester of enrollment, all students are *required* to attend the Hood College Graduate School and Counseling Program New Student Orientation. During this orientation, students will meet core faculty and receive information and policies related to the Counseling Program and curricula, students' ethical and professional obligations, personal growth expectations as counselors-in-training, and eligibility for licensure/certification.

FACULTY ADVISEMENT

Students will have an assigned faculty advisor at all times during the program. During the first two semesters of enrollment, all students must meet with their faculty advisor and develop a planned program of study, recorded in the Tevera system. Then, students must meet with their advisor at least once per semester to review their progress, development, and program plan. In addition to enrollment decisions, faculty advisors assist students in identifying opportunities for professional involvement, activities appropriate for students, expectations of students, policies and procedures of both the College and Counseling Program and, other relevant questions. Faculty advisors review and approve student registration information for each semester. Students are strongly encouraged to work directly with their faculty advisor regarding course enrollment. See Page 29 for *Key Dates in Assessment and Advising*.

ASSESSMENT & EVALUATION OF STUDENTS

Each student's progress throughout the program is assessed by examining student learning in relation to a combination of knowledge, skills, and professional dispositions. This assessment process includes an evaluation of student learning in relation to eight core areas of counseling and three core areas related to each student's specialty area (i.e., CMHC or School Counseling). These areas directly correspond to the Hood College Counseling Program Objectives (see pages 3-5 of this Handbook). To measure student development towards these core areas, *Key Performance Indicators* (KPIs) are evaluated regularly (typically three times) as students' advance through the program curricula. These are primarily assessed via *Key Assignment Performance Indicators* (KAPAs) which are included as course assignments. Professional dispositions expected of a professional counselor and counselor-in-training are also assessed at different points in the program via the *Counselor Competencies Scale-Revised* (CCS-R; Lambie, Mullen, Swank, & Blount, 2015) which are completed by faculty, students, and/or site supervisors (as applicable). Further information about assessment is described in "Expectations of Students" and "Student Retention, Remediation, Appeal, and Dismissal Policies" in this Handbook. See Page 29 for *Key Dates in Assessment and Advising* and page 44 for the CCS-R.

PROGRAM EVALUATION

Students have regular, systematic opportunities to formally evaluate program faculty and site supervisors. Course evaluations are administered through the Hood College Office of Institutional Research and Assessment (OIRA) at the end of each class. Students enrolled in COUN 596 Practicum, COUN 597 Internship I, and COUN 598 Internship II will complete a site supervisor and faculty supervisor evaluation. This information is used at both the course and programmatic level, along with student assessment data, to help program faculty reflect on aspects of the program that work well and those that need improvement. Completion of all assessment data (course evaluations, site supervisor evaluations, and the CCS-R) is integral to informing programmatic and curricular decisions.

Note: Upon graduation from the program, graduates and employers of program graduates will be asked to complete a survey designed to evaluate the program's overall effectiveness as related to the Hood College Program Outcomes.

KEY DATES IN ASSESSMENT AND ADVISING

Event	Purpose	Date/Deadline
FALL TERM begins		
Practicum Application Part 1 due for Spring start	Declare intention to start Practicum in January	September 1
Biennial Student Review/Faculty review of Practicum Applications Part 1	Assess students' readiness to begin Practicum; complete Intermediate CCS-Rs	By September 15
Winter/Spring schedules published	Program planning	Late October
Fall Advising Meetings	Program planning for Winter/Spring CCS-R review	Early November
Practicum & Internship Orientation for next Summer	Required orientation to start practicum next Summer	Early November
Registration opens for Winter/Spring	Register for Spring classes	Mid-November
Practicum Application Part 2 due for Spring start	Approval of field site for January start date	November 1
WINTER TERM		
	Intensive, online courses	First three weeks of January
SPRING TERM begins		
Practicum Application Part 1 due for Summer start	Declare intention to start Practicum in May	February 1
Biennial Student Review/Faculty review of Practicum Applications Part 1	Review of student progress: faculty feedback, and KAPA data; Assess students' readiness to begin Practicum; complete Intermediate CCS-Rs	By February 15
Summer/Fall schedules published		Late March
Spring Advising Meetings	Program planning for Summer/Fall CCS-R review	Early April
Registration opens for Summer/Fall	Register for Summer and Fall classes	Early-mid April
Practicum Application Part 2 due for Summer/Fall start	Approval of field site for late May start date	April 1
Practicum & Internship Orientation for next Spring	Required orientation to start practicum next January	Early May
Summer I Term starts		Late May
Summer II Term starts		Early July

EXPECTATIONS OF STUDENTS

Students are expected to uphold ethical standards, academic conduct and standards, and demonstrate success in the areas of counseling knowledge, skills, and appropriate professional disposition and interpersonal behavior. These areas must be mastered in order to successfully complete all program requirements. Please note, these expectations are also included as part of the "Counseling Student Informed Consent."

ETHICAL STANDARDS

The Counseling Program at Hood College adheres to the 2016 ACA Code of Ethics, and students and faculty are expected to follow ethical standards in all their activities. The Code of Ethics can be found on the ACA website, at <http://www.counseling.org/resources/aca-code-of-ethics.pdf>. In addition, students in the School Counseling specialty are expected to behave in accordance with the ethical standards defined by the American School Counseling Association (ASCA). The standards can be found on their website, at <http://www.schoolcounselor.org/asca/media/asca/Resource%20Center/Legal%20and%20Ethical%20Issues/Sample%20Documents/EthicalStandards2010.pdf>.

ACADEMIC CONDUCT

The Graduate School strives to maintain and enforce the highest standards of academic integrity. Accordingly, plagiarism and other forms of academic dishonesty are unacceptable and will result in disciplinary action. By accepting admission to the Graduate School, a student has also accepted to be governed by the stated regulations of academic conduct, and indicates a willingness to accept disciplinary action, if behavior is deemed to be in violation of those rules or in some way unacceptable or detrimental to Hood College. Professed ignorance of what constitutes academic dishonesty does not excuse violations of these regulations. Further information regarding the rules of academic conduct may be found at <http://hood.smartcatalogiq.com/en/2019-2020/Catalog/Graduate-Studies/Graduate-Academic-Policies/Academic-Standards/Academic-Conduct>

GRADE EXPECTATIONS

Students must maintain a 3.0 grade point average (GPA) in order to be in good academic standing and eligible for grade completion. If a student's GPA falls below 3.0, that student must restore the GPA to a 3.0 within 9.0 credits completed from the term in which the GPA fell below a 3.0. The 3.0 average may be restored by repeating courses or by taking additional courses. A course may be repeated only once and no more than two courses can be repeated. When the course is repeated, the student receives the credits for the course (counted once). While both grades remain on the transcript for historical purposes, only the higher of the two grades will be calculated in the cumulative GPA. There are no limitations to the number of times a student can fall below and restore the GPA. However, no more than 9 credits beyond those required for the degree can be used to raise the GPA and all requirements for the program must be completed within the time limitation policy. Furthermore, students must earn a B- or better in all courses that are pre-requisites for entry into practicum (COUN 501, 504, 505, 511, 531 [CMHC], 532 [CMHC] 540 [SC]). If grades are under B- students must meet with their advisor to establish a remediation plan (see below for more information) and/or retake the course. **Students who do not pass COUN 504: Counseling Techniques with a B- or greater must retake it before registering for COUN 532: Advanced Counseling Techniques.**

KNOWLEDGE, SKILLS, AND DISPOSITIONS

Per CACREP requirements, students are expected to gain a variety of key counseling knowledge, skills, and dispositions. Knowledge, skills, and dispositions are evaluated throughout the program with a range of evaluation tools, including the Counseling Competencies Scale – Revised (CCS-R; Lambie et al., 2018) and performance on Key Assignment Performance Assessments (KAPAs).

KNOWLEDGE & SKILLS

Counseling knowledge and skills are assessed formally using KAPAs and CCS-R, Part 1. KAPAs are in-course assignments that measure Key Performance Indicators (KPIs). The KAPAs are a range of assessment tools including papers, presentations, formal examinations, and reflection papers. Students are also expected to demonstrate proficiency in counseling contexts and with particular skills. At all times throughout the program, students will be expected to:

- Demonstrate effective listening skills.
- Demonstrate realistic expectations in regard to academic planning.
- Show developed sense of self-awareness regarding skills and talents.
- Demonstrate an ability to develop and sustain rapport with clients.
- Demonstrate an awareness of cultural, gender, and spiritual issues.
- Demonstrate appropriate boundaries: sexual, ethical, and professional.

KAPAs are graded by faculty in all core and specialty courses. During each semester, professors responsible for core and specialty courses will input the data from each KAPA into *Chalk & Wire*, the online assessment tool used for the assessment of all key counseling student knowledge and skills. At the conclusion of each semester core faculty will draw data to determine student performance on completed KAPAs to determine their progress. The CCS-R directly assesses KPIs and professional dispositions (described further below), and is completed by students, instructors, and site supervisors at intermittent times during core courses and throughout the field site process. The CCS-R is completed at the following instances:

Student Level	Evaluation Time	Evaluators
Basic	Completion of COUN 504 (by the end of the student's second full semester)	Self, COUN 504 instructor (on behalf of core faculty's collective assessment)
Intermediate	At submission of Practicum Application Part I	Self, faculty adviser (on behalf of core faculty's collective assessment)
Advanced	COUN 596: Practicum in Counseling COUN 597: Internship I in Counseling COUN 598: Internship II in Counseling	Self, COUN 596 instructor, site supervisor Self, COUN 597 instructor, site supervisor Self, COUN 598 instructor, site supervisor

APPROPRIATE PERSONAL BEHAVIORS AND PROFESSIONAL DISPOSITIONS

At a basic level, students are expected to behave in accordance with the [Graduate Student Conduct Policy \(https://hood.smartcatalogiq.com/2021-2022/Catalog/Graduate-Studies/Graduate-Student-Conduct\)](https://hood.smartcatalogiq.com/2021-2022/Catalog/Graduate-Studies/Graduate-Student-Conduct), which is posted online and included in this handbook on p. 28. This policy clearly states that graduate students are expected to take personal responsibility for their own conduct, and that disruptive students may face disciplinary action or dismissal (please see the policy for more specifics and definitions of disruptive conduct).

Furthermore, in addition to core knowledge and skills related to professional counseling, students in the

Counseling Program are assessed based on professional dispositions. Students are expected to consistently behave in a manner appropriate to an academic and professional context; if students have questions as to the specifics of this behavior, they should direct them to their adviser. Counseling dispositions and professional behaviors are based on the CACREP Standards for entry-level counseling professionals (CACREP 2016, Section 2.F; Section 5.C; and Section 5.G) and the American Counseling Association (ACA) 2014 Code of Ethics (<https://www.counseling.org/resources/aca-code-of-ethics.pdf>), and are assessed using Part 2 of the CCS-R.

Appropriate behaviors include:

- Respecting divergent points of view.
- Expressing thought/knowledge effectively.
- Using personal power and authority appropriately.
- Working collaboratively with others.
- Demonstrating the ability to receive, give, and integrate feedback, including clinical supervision regarding my work with clients.
- Demonstrating ability to articulate and regulate one's emotions (emotional awareness and stability).
- Exhibiting ability to take responsibility for one's actions.
- Interacting appropriately with authority.
- Contributing to a positive classroom environment.
- Exhibiting dependable behaviors with regards to assignments, group activities, attendance, and academic/professional obligations and responsibilities.

Students' dispositions are assessed based on the CCS-R, Part 2. The CCS-R will assess the development of students' professional dispositions, awareness, and behaviors at the conclusion of various courses at different key stages of the program to best capture student progress. Students are assessed in the following times, with flexibility for additional assessments as necessary:

Student Level	Evaluation Time	Evaluators
Basic	Completion of COUN 504 (by the end of the student's second full semester)	Self, COUN 504 instructor (on behalf of core faculty's collective assessment)
Intermediate	At submission of Practicum Application Part I	Self, faculty adviser (on behalf of core faculty's collective assessment)
Advanced	COUN 596: Practicum in Counseling COUN 597: Internship I in Counseling COUN 598: Internship II in Counseling	Self, COUN 596 instructor, site supervisor Self, COUN 597 instructor, site supervisor Self, COUN 598 instructor, site supervisor

NOTE: CCS-R evaluations are meant to be holistic and collaborative. Faculty will complete Basic and Intermediate CCS-Rs and may request to have a meeting with the student to discuss the evaluation, particularly if scores are not meeting benchmarks. Students in 596, 597, and 598 are *required* to meet with their faculty instructor to discuss their evaluations at the end of each semester. If a student refuses to complete their self-evaluation and/or refuses to attend an evaluation meeting (failure to respond to attempts to schedule an evaluation meeting will also be considered a refusal to attend) at any point in the program, that student forfeits the opportunity to collaborate in their own evaluation process and receive direct feedback from the faculty. The faculty instructor will then complete the faculty evaluation in consultation with another faculty member and send it to the student. Significant dispositional concerns noted on the evaluation, including refusal to participate in the process of evaluation and receiving feedback, may trigger a Remediation Plan, as discussed below.

STUDENT RETENTION, REMEDIATION, APPEAL, AND DISMISSAL PROCEDURES

Students who do not meet these expectations based on data from grades, KAPAs, and CCS-Rs as described, or who are found to have violated ethical standards, behavioral and dispositional standards, or academic conduct standards, will be called upon for remediation according to a specific plan developed by Counseling Faculty, and, in cases of gross misconduct, dismissal from the program. Failure to successfully complete a remediation plan is also grounds for dismissal.

HOOD COLLEGE GRADUATE STUDENT CONDUCT POLICY

All students are also required to abide by the expectations around conduct and academic performance as outlined in the Hood College Catalog, which includes the following language:

As part of Hood's mission to prepare students for lives of responsibility and leadership, the Graduate School expects students to maintain a high standard of student conduct. Graduate students are expected to take personal responsibility for their own conduct. Hood College reserves the right to suspend, dismiss or otherwise discipline a student who violates the policies or regulations with respect to student conduct. In addition, the Graduate School may request that a student withdraw for reasons of conduct detrimental to the College community.

The Graduate School defines disruptive conduct in the following way:

The disruptive student is one who continues to make unreasonable demands for time and attention from faculty and staff and habitually interferes with the learning environment by disruptive verbal or behavioral expressions, threatens or abuses members of the College community or willfully damages college property. The result is a disruption of academic, administrative, social or recreational activities on campus.

Students are asked to refrain from behaviors that include, but are not limited to:

- Behaviors that disrupt or interfere with teaching, research or other academic activities
- Behavior that can lead to physical harm
- Physical or verbal threats, or intimidation that may interfere with another's full participation in the life of the College
- Conduct that constitutes sexual harassment or any violation of Policy 55 (see Hood Human Resources site)
- Refusing to comply with directions of school officials, instructors, administrators or staff

A complaint of alleged student misconduct should be filed with the dean of the Graduate School by a member of the faculty, staff or student body. All allegations should be filed in writing within 14 calendar days of the incident except for a violation under Policy 55 (see policy on Hood's Human Resources [site](#)). The dean will provide a thorough investigation of the incident and take appropriate action. These sanctions may include:

- Warning: written notice to the student that continued and/or repeated incidents/violations may be cause for further disciplinary action (reprimand, dismissal). A permanent record of the incident report will be retained in the student's file. Additionally, the warning may include referrals to an appropriate office for assistance.
- Reprimand: written reprimand for the violation of specified conduct or policy including notice to the

student that repeated violation may result in further disciplinary action.

- Dismissal: termination of student status at the College.

VIOLATIONS OF ACADEMIC CONDUCT AND APPEAL POLICY

When an instructor has evidence that a graduate student is not in compliance with expectations of appropriate academic conduct, the instructor must bring it to the attention of the student and may evaluate the specific work as a zero. That zero is to be calculated into the final course grade. Instructors also reserve the right to assign a final course grade of “F” to a student for cases of academic dishonesty. Students may appeal the action of the instructor by a written petition to the Graduate Council through the Dean of the Graduate School. The Graduate Council will investigate the appeal and render a decision, though this decision may be appealed to the Dean of the Graduate School.

In perceived cases of extreme academic dishonesty, an instructor or program director may request a review by the Graduate Council. The Graduate Council will hear statements from the instructor and/or program director, and then from the student under review. If, after hearing both sides of the case, the Graduate Council finds the student to be in extreme violation of the Academic Conduct code, they will recommend dismissal from the program. The final decision will rest with the Graduate Council, though the student may appeal the decision to the Dean of the Graduate School.

GRADE EXPECTATIONS AND APPEAL POLICY

If a student receives a final grade in a course that she or he believes is incorrect or unfair, he or she may appeal that grade by following this procedure:

- Student must contact the faculty member involved, in writing, within 30 calendar days of the posting of the disputed grade. The grade appeal request must outline the specific grievances about the grading procedure, grounds for appeal and attach relevant documentation (syllabus, guidelines for papers or presentations, etc.).
- If, after hearing the instructor’s explanation, the student still wishes to appeal the grade, she or he must present the grade appeal to the program director within 30 days of notification from the instructor.
- If the student is still not satisfied, the student may make a final appeal to the Dean of the Graduate School. In such cases, the dean must be contacted prior to the end of the term immediately following the semester the grade was posted.

Failure to follow this timeline provides sufficient grounds for dismissing an appeal. In each stage of the appeal process, the student will receive a letter stating the reviewer’s recommendation within 30 days of initiation. All parties to the grade appeal (student, instructor, program director, dean) are to maintain strict confidentiality until the matter is resolved.

KNOWLEDGE, SKILLS, AND DISPOSITION BENCHMARKS

Outside of expectations from the Graduate School, counseling students must also abide by expectations set forth by our accrediting body and the American Counseling Association’s code of ethics.

KNOWLEDGE AND SKILLS

Knowledge and skills are assessed by the KAPAs and CCS-R Part 1. KAPAs are completed in each core course, specialty course, and in Internship II, while the CCS-R is completed at specific points in the program described in

the previous section. Depending on their progress through the program, students mean scores on knowledge and skills, as measured by KPIs, will be assessed against specific benchmarks on a scale of 0-4, based on their development, listed below:

Level	Program Semesters Completed	KPI Benchmark
Basic	First two semesters	2.5
Intermediate	Second two semesters	3
Advanced	Third two semesters+	3.5

APPROPRIATE PERSONAL BEHAVIORS AND PROFESSIONAL DISPOSITIONS

Professional dispositions are assessed by the CCS-R Part 2. Students will receive an average score for items for each CCS-R completed. **Students must average at least a 4 (Meets Expectations) as a benchmark on each CCS-R.**

KNOWLEDGE, SKILLS, AND DISPOSITIONS REMEDIATION

The counseling faculty will mark each student with a code that depends on how the students perform against the benchmarks of completed KAPAs and CCS-Rs. Depending on the code, responses may include a meeting with his/her/their advisor, professor, or the Dean of the Graduate School, a Learning Contract, and/or dismissal. See the table below to determine codes, their associated KAPA and CCS-R performances, the instance of the performance violation, and faculty responses:

Performance	Instance	Code	Faculty Response
Exceeds benchmark on all items	N/A	Green	<ul style="list-style-type: none"> No action taken
	1 st	Yellow	<ul style="list-style-type: none"> Meeting with advisor and/or professor, and/or Beacon alert
Do not exceed benchmark on any item	2 nd	Amber	<ul style="list-style-type: none"> Meeting with advisor and/or professor, and/or Beacon alert, and/or Formal support plan using the Learning Contract and/or Delay to beginning of field work
	3 rd +	Red	<ul style="list-style-type: none"> Meeting with advisor and/or professor and Graduate Dean, and/or Beacon alert, and/or Adjustments to formal support plan using the Learning Contract and/or Delay to beginning of field work , and/or Dismissal

If students receive ‘Red,’ for a third (or more) instance in which they did not exceed the KAPA or CCS-R benchmark, faculty will meet with the student and the Graduate Dean to discuss the appropriate next steps. This will include all steps taken for the less severe codes, and also a potential adjustment to the student’s Learning Contract or a recommendation to dismiss. On rare occasions, students may receive ‘Amber’ or ‘Red’ codes for violations deemed extremely concerning.

PRACTICUM AND INTERNSHIP

Students are required to complete three (3) credits of **Practicum** (COUN 596), which must include 100 hours of client service work at an off-campus field site. Of those 100 hours, at least 40 must be direct (face-to-face client interaction); the remainder are indirect (supportive activities, e.g. record keeping and administrative duties). Students are then required to complete six (6) credits of **Internship** over a minimum of two semesters (COUN 597: Internship I and 598: Internship II) for a total of 600 hours (minimum 240 direct). Students often accrue more than 50% of their Internship hours in the second semester and may pass on to Internship II with 240 total hours (96 direct) completed. Counseling activities on field work must include both individual and group formats. Appropriate field sites for Clinical Mental Health Counseling (CMHC) students include community mental health agencies, hospitals, group practices, and therapeutic schools. Appropriate field sites for School Counseling students include public, private, independent, non-traditional, and therapeutic or alternative schools; School Counseling students must gain experience across K-12 levels during their field work, with at least one semester in elementary and at least one semester in middle or high school work. Students will receive extensive support from program faculty in identifying and securing a site; however, CMHC students are not simply “placed” and sites are not guaranteed. School Counseling students are typically “placed” at schools within their preferred district by District Coordinators, but sites are not guaranteed, and specific requests can be difficult to accommodate. Students must independently complete all requirements for identifying, interviewing, and securing a site, and acceptance decisions are made at the discretion of the site/district. School Counseling students must coordinate with the School Counseling Program Director to ensure they are meeting all deadlines and following procedures specific to their desired school district. See the “Description of Degree Specialties” for information related to the possibility of using school counseling field sites towards the hours requirements for licensure.

Throughout Practicum and Internship, students will receive weekly individual supervision from field site supervisors (1 hour per week) and weekly group supervision from a Hood College faculty instructor in COUN 596 and 597/598 (2-2.5 hours per week). Prior to entering Practicum and Internship, students must have earned a B- or better in pre-requisites (COUN 501, 502, 504, 505, 511, 531 (CMHC), 532 (CMHC), 540 (SC)), and have received adequate Basic and Intermediate CCS-Rs (or completed a Learning Contract). Students are responsible for making sure they meet the pre-requirements for practicum and internship.

Typically, students will enroll in Practicum and Internship in the final 3-4 semesters of the program. Some states, such as Virginia, require that Internship take place after a minimum of 30 graduate credits have been completed for those hours to count toward licensure. School Counseling students often enroll in Practicum in Spring, then take Summer off, and complete Internship I/II the following Fall/Spring. Clinical Mental Health students often enroll in Practicum in Summer and then continue directly on to Internship I/II in Fall/Spring. ***Practicum (596) is not offered during the Fall semester; students should complete their program plan with this in mind.*** Students are encouraged to begin planning for Practicum and Internship early on with their academic adviser, so they know their approximate Practicum start date. Students will use an online program called Tevera to guide their Practicum & Internship Process and track their progress once placed.

PRACTICUM AND THE TRAINING CLINIC

All students (CMHC and SC) will have the opportunity to complete a portion of their Practicum hours in the Neighborhood Counseling and Training Center (NCTC), the community mental health training clinic housed in the Counseling M.S. program. Practicum students will have 1-2 clients in the clinic and will attend triadic supervision. Internship students will have the opportunity to apply for a fellowship through Strength in Training Equity (SITE) Program, a professional development program funded by a grant from the Health

Resources and Services Administration (HRSA). SITE Fellows work at NCTC for 5 hours per week and receive funding for their Internship hours. More information will be provided by program faculty and at the Practicum & Internship Orientation.

PRACTICUM APPLICATION PROCESS

The first step in the Practicum and Internship process is to attend a *mandatory* orientation approximately nine months prior to the projected Practicum start date (which is determined in consultation with the student's advisor). At these meetings, students will review the Practicum and Internship Manual and detailed information about the process. Students then work toward completing Part I of the Practicum Application. Part I Applications are reviewed by the appropriate specialty coordinator in consultation with other faculty, prior to the student securing a field site. Faculty assess readiness to start practicum through these applications, which include Intermediate CCS-R assessments by the student (self) and counseling faculty. Please note that students are NOT guaranteed entrance into Practicum at their desired start date; faculty reserve the right to defer a student's application to a later semester – or in extreme cases, deny the application entirely – if readiness for Practicum is not supported by Application Part I and the Intermediate CCS-Rs. Students whose applications are deferred or denied engage in a Remediation Plan as outlined in the "Expectations of Students" section. Further details about the Practicum & Internship Process are provided in the Practicum & Internship Manual.

The following timeline serves as a planning guide. Please note exact dates are subject to change with appropriate notice.

<i>Important Dates</i>	Desired Practicum Semester	
	Summer	Spring
Mandatory orientation	November	May
Application deadline (Part I)	February 1	September 1
Site deadline (Part II)	April 1	November 1
Field experience starts	Late May	Late January

The CMHC Practicum and Internship Coordinator or the School Counseling Program Director serves as the point person for all questions related to Practicum and Internship for each specialty and will provide significant support in the process of applying for and engaging in field site work. The Counseling Program maintains relationships with a range of community organizations and schools that are appropriate for field site work, and a list of those sites are maintained in frequently updated in an online software program called Tevera (also used for advising; students pay a fee for Tevera at the beginning of their program). Clinical Mental Health students are expected, however, to actively research, seek out, and apply for Practicum and Internship opportunities as they would any other job opportunity; School Counseling students seeking placements in public schools are placed according to requests made to the desired school district. School counseling students seeking placements outside of public schools (e.g. private, independent, or therapeutic schools), should follow the guidelines for that site, often like those of Clinical Mental Health students. School Counseling students should carefully consider this in advance when thinking about practicum and internship placements. Coordinators and other faculty members are committed to helping students find sites that match their interests and professional goals; however, faculty cannot guarantee site availability, site supervisor preferences, site location preferences, and/or accommodate specific scheduling needs.

ADDITIONAL KEY INFORMATION REGARDING PRACTICUM AND INTERNSHIP

In-keeping with CACREP Standards 3.I and 3.M requiring that students participate in weekly group supervision (Practicum and Internship class) with faculty, students may not start activities at their field site until one week

prior to the first week of classes for that semester. Students who are required to attend a mandatory training or onboarding event scheduled prior to that first week may get special approval from the Practicum & Internship Coordinator/School Counseling Program Director to attend, however those hours may NOT count toward their hours total for the semester. **Students who start at their field site more than one week prior to the start of classes for that semester will be considered in violation of program policy and subject to disciplinary action, including remediation and dismissal from the program.**

Many students wonder if they will be able to continue working full- or part-time while on Practicum and Internship; this can be quite challenging, depending on specifics, and should be thoughtfully discussed with both the academic adviser and Practicum and Internship Coordinator. Students considering full-time employment during their field experience must recognize the personal, academic, and occupational burden involved. Students must also understand that no relief from practicum/internship duties/responsibilities due to other professional or personal obligations will be granted. This includes class time, site hours, course assignments, evaluations, and or supervisory feedback. **In some cases, this means a student must delay or suspend—at the recommendation or requirement of faculty—their practicum or internship activities until they can be reasonably balanced with their personal and professional obligations.**

Students already working at appropriate field sites MAY complete their Practicum and/or Internship at their place of employment, but they must receive approval from the Practicum and Internship Coordinator and Program Director, and their Practicum and Internship responsibilities and supervisor must be clearly documented as different from their existing, paid responsibilities. Students may NOT receive payment for Practicum and Internship activities at any site without specific approval from the Practicum & Internship Coordinator. These issues are discussed in more detail in the Practicum and Internship Manual and Orientation.

Finally, on rare occasions, students may leave their sites before having completed the semester or the full field placement three-semester sequence. This may take place at the prudence of the student, site, or faculty, due to a range of causes such as a student's personal circumstances changing (e.g., a chronic illness), the site no longer providing the appropriate support, or the faculty determining that the site and student are poor fits. In such instances, students will be raised to a code Amber or Red, at the discretion of the faculty, and such students will work with the faculty to identify the appropriate remediation step.

RECOMMENDATION/ENDORSEMENT POLICY

The faculty of the Department of Psychology and Counseling at Hood College support graduates in their efforts to become established, active professionals within the fields of School and Clinical Mental Health counseling. To that end, faculty familiar with students may provide endorsements to students after they have demonstrated proficiency in key areas, as judged by faculty's evaluations of students' performance in coursework, practicum, and internship. Such endorsements can be provided to the professional credentialing body, National Board of Certified Counselors, licensing bodies, workplaces, other academic institutions, etc., upon the student's completion of appropriate coursework, practicum, and internship requirements. Endorsements shall be provided *at the faculty's discretion* in the form of a letter or other format, as agreed upon by faculty and student, and will not be provided until students have completed a substantial portion of the program, including a portion of practicum and internship. Students will also require letters of endorsement and supervision verification from field site supervisors for applications for certification and licensure. **Such endorsements are provided at the discretion of the field site supervisor and cannot be guaranteed by program faculty.** It is the student's responsibility to maintain a positive, professional working relationship with field site supervisors and colleagues, and to immediately engage the support of program faculty if this becomes challenging.

ACCESSIBILITY ISSUES

Hood College actively supports the rights of students with disabilities to have equal access to education. In accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, Hood makes every reasonable effort to accommodate the needs of students with disabilities. Students who have a disability are asked to notify the director of Accessibility Services here at Hood College as soon as possible. Early notification prevents a delay in initiation of services and ensures the student full access to educational activities. The director of Accessibility Services and/or a member of the College's Student Success Team, in consultation with the student, prepares a plan for services and forwards authorization for specified services (such as note taking and interpreting) to the appropriate offices on campus.

STUDENT STATEMENT OF INFORMED CONSENT

I agree to abide by the rules and policies of Hood College, the Graduate School, and the Department of Psychology and Counseling, as outlined in the Hood College Catalog, the Graduate Student Handbook, and the Counseling Student Handbook.

Proficiency and Evaluation

To successfully complete the program, I will be expected to demonstrate academic knowledge, counseling skills, and appropriate personal behavior and professional dispositions for a counselor-in-training. This competence includes proficient counseling intakes and client sessions and professional, ethical behaviors and disposition within classrooms, at internships sites, and in all interpersonal interactions with peers, colleagues, and professors. I understand I will be formally evaluated by professors throughout the program and, depending on the results of the evaluation, may be required to complete a Learning Contract.

Academic Competence & Appropriate Personal Behavior

I understand that behavior appropriate to an academic context is expected for the successful completion of the program. I also recognize that in all my behaviors and interactions as a counseling student, I act as a representative of Hood College, and therefore must work consistently to act in a professional, mature manner. Therefore, I will work to:

- Respect divergent points of view.
- Express thought/knowledge effectively.
- Use personal power and authority appropriately.
- Work collaboratively with others.
- Demonstrate the ability to receive, give, and integrate feedback, including clinical supervision regarding my work with clients.
- Demonstrate ability to articulate and regulate one's emotions (emotional awareness and stability).
- Exhibit ability to take responsibility for one's actions.
- Interact appropriately with authority.
- Contribute to a positive classroom environment.
- Exhibit dependable behaviors with regards to assignments, group activities, and attendance.
- Demonstrate the ability to appropriately participate in group counseling as part of COUN 505, and in group supervision as part of COUN 596/7/8.

Counseling Skills

In addition to appropriate behavior in academic and personal interactions, I will be expected to demonstrate proficiency in counseling contexts and with particular skills. Regular evaluations of my progress will be provided during Counseling Techniques, Practicum, and Internship. These evaluations will consider my progress, and ultimately, my proficiency in my ability to:

- Demonstrate effective listening skills.
- Demonstrate realistic expectations in regard to academic planning.
- Show developed sense of self-awareness regarding skills and talents.
- Demonstrate an ability to develop and sustain rapport with clients.
- Demonstrate an awareness of cultural, gender, and spiritual issues.
- Demonstrate appropriate boundaries: sexual, ethical, and professional.

I understand that my overall behavior and performance will be formally and informally assessed and evaluated throughout my time in the program by faculty, site supervisors, and outside faculty/staff at Hood College. I understand that faculty will meet once per semester (or more frequently if needed) in order to conduct a complete, confidential review of all students. I understand that faculty discuss my individual progress on a routine basis to help me grow and successfully progress throughout the program.

Personal Growth, Self-Awareness, and Self-Care

I understand the faculty of the Department of Psychology and Counseling strongly encourages me to seek out opportunities for personal growth and self-awareness through a variety of means, including personal counseling, as a

complement to clinical training and as a means of caring for myself. Because I understand that the process of becoming a counselor places psychological demands on students and may cause me personal distress or challenge my personal adjustment, I may be encouraged or required to seek support or personal counseling to ensure that I am able to successfully complete my training.

Self-disclosures

I also understand that the program requires participation in experiential courses. Self-disclosures will not be used as a basis for grading these courses. However, if I disclose a severe 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 meet with my advisor and, in extremely rare circumstances, to repeat course work, to seek and show evidence of personal counseling at my own expense, to defer my start to practicum and/or internship, or be dismissed from the program.

Pre-requisites

I understand that the successful completion of specific courses is required before I am able to progress in the program. Please see the “Description of Degree Specialties” in the Student Handbook to review the specific prerequisites required for the program. I will be expected to successfully complete prerequisites for practicum and internship (COUN 501, 502, 504, 505, 511, 531 and 532 [CMHC], 540 [SC]) with a “B-” or better to progress. If I do not meet this requirement after two attempts, I will be dismissed from the program.

Practicum and Internship

I am aware that COUN 596 (Practicum) and COUN 597/598 (Internship I/II) entail the completion of a minimum of 700 off-campus hours, which averages out to 8-10 hours/week for COUN 596 and 20-25 hours/week for both semesters of COUN 597/598. I understand that in Practicum, this may include 1-2 direct client hours per week in the Counseling program training clinic. I understand that I am not automatically approved for Practicum or Internship I/II until I receive a successful Intermediate CCS-R evaluation and approval from the counseling faculty. I also understand that though the Practicum and Internship Coordinator and other faculty will support me in securing Practicum and Internship sites, I am expected to actively research, seek out, and apply to sites of interest. I understand I will be expected to successfully complete three credits of COUN 596 and six credits of COUN 597/598 with a letter grade of “B-” or better to complete the program. If I do not meet this requirement, I will be dismissed. I understand that if I need to register for more credits of COUN 596 or 597/598, due to previously receiving a grade below a “B-” or not completing my hours, I will need permission from the faculty and will need to pay for an additional semester of that course. I understand that being dismissed from a site for issues of a professional nature is a serious offense and may result in failure of the course and dismissal from the program. I understand it is imperative that I make myself available for the hours required by all sites at the specific days and times required by those sites. I understand that the faculty cannot guarantee site availability or specific scheduling needs such as evenings or weekends. I also realize I am responsible for fulfilling all the procedures outlined in the Practicum and Internship Manual. I understand that I am responsible for documenting my own hours and supervision records in Tevera, and that I will pay a one-time fee for Tevera to facilitate its use for advising and for the Practicum & Internship process.

Certification and Licensure

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

Student Signature _____ **Date** _____

Student Name (printed) _____

Faculty Adviser Signature _____ **Date** _____

MARYLAND LICENSURE REQUIREMENTS

The Maryland State Board of Professional Counselors and Therapists operates under the Maryland Professional Counselors and Therapists Act, Health Occupations Article, Title 17, Annotated Code of Maryland and is the licensing authority of professional counselors and therapists in the State of Maryland. In Maryland, the requirements to become a licensed counselor (LCPC) at the master's level are:

(<http://dhmh.maryland.gov/bopc/SitePages/profcounselor.aspx>)

EDUCATION REQUIREMENTS

- (1) A master's degree in a professional counseling or related field from an accredited educational institution approved by the Board with a minimum of 60 graduate semester credit hours or 90 graduate quarter credit hours.
- (2) A minimum of 3 graduate semester credit hours or 5 graduate quarter hours of instruction in each of the following areas:
 - Human Growth and Personality Development
 - Social and Cultural Foundations of Counseling
 - Counseling Theory
 - Counseling Techniques
 - Group Dynamics, Processing, and Counseling
 - Lifestyle and Career Development
 - Appraisal
 - Research and Evaluation
 - Professional, Legal, and Ethical Responsibilities
 - Marriage and Family Therapy
 - Alcohol and Drug Counseling
 - Supervised Field Experience (125 hours direct client contact)
 - Diagnosis and Psychopathology
 - Psychotherapy and Treatment of Mental and Emotional Disorders
 - Supervised Clinical Experience Requirement (minimum 120 direct hours)

Three years with a minimum of 3,000 hours of supervised clinical experience in professional counseling under an approved supervisor. Of the three years, two years shall be post-graduate clinical supervised hours. One year (up to 1,000 hours) may be acquired before the awarding of the master's degree. Upon successful completion of a master's program in Counseling, graduates may apply to become Licensed Graduate Professional Counselors (LGPCs) on their way to earning the additional hours to become LCPCs. In order to become an LGPC, you must have graduated with your master's degree and passed the National Counselors Examination (see below). <https://health.maryland.gov/bopc/Pages/gradprofessional.aspx>

EXAMINATION REQUIREMENT

Achieve passing scores on the National Counselors Examination (NCE) of the National Board for Certified Counselors and the State Law Test. The NCE is computer based and is administered the first two weeks of each month at external locations; students may also register to take the test through Hood College in their final two semesters. Students who do not take the test through Hood College must be granted approval to sit for the NCE by the Maryland Board. For more information, please visit: <http://nbcc.org/Assets/StateForms/MD.pdf>.

The following is an overview of the process of applying for your LGPC (provisional graduate license) and then LCPC (full clinical license) in Maryland. This serves as a guide; as Licensure Board requirements sometimes change with little notice, they should *always* be confirmed directly with the Board. Note that students in the final semester of the program may now *apply* for their LGPC before formally graduating, though they will not receive their provisional license until they have completed all 60 credits.

The following assumes a student applying for the LGPC in the final two semesters of the program:

1. Apply to take the NCE through Hood College. You will take the exam in your final two semesters, but must APPLY to do this much earlier, in Spring semester for Fall examination date, and in Fall semester for Spring examination date.
2. Submit your application for LGPC (<http://dhmh.maryland.gov/bopc/pdfs/lgpcapplication.pdf>)
3. Sign-up for and complete the Maryland Law Test at home. This is now a no-fail test (retake until pass).
4. If you did not apply to test through Hood College, wait for approval from the Board to take the NCE.
 - (1) Once approved, register with the National Board of Certified Counselors (NBCC) to take the NCE.
 - (2) Schedule a testing date through Pearson Vue (closest testing centers: Baltimore, Bethesda, Columbia).
5. Pass the exams, receive your scores, and send them to the Maryland Board.
6. Graduate with your master's degree in Clinical Mental Health or School Counseling. Send your official transcript to the Board.
7. Receive your LGPC.
8. Practice professional counseling for at least two years under the supervision of a BOARD-APPROVED clinical supervisor, including 100 hours of face-to-face clinical supervision (50 hours must be from an LCPC; minimum of 50 hours must be individual). Total hours required for LCPC is 3,000 hours, up to 1,000 of which may be pre-master's (i.e., your Practicum and Internship), as long as those hours were under an approved supervisor (LCPC or other licensed mental health care provider).
9. Submit your application for LCPC (<https://health.maryland.gov/bopc/pdfs/lcpcapplication.pdf>)

For more information on Maryland's requirements for LCPC, see <https://health.maryland.gov/bopc/pdfs/SupervisedClinicalDocumentationForm.pdf>

MARYLAND SCHOOL COUNSELOR CERTIFICATION REQUIREMENTS

As outlined by the Code of Maryland Regulations (COMAR), students seeking certification as a school counselor in the state of Maryland are required to meet a specific set of standards. These standards are outlined in section 13A.12.03.02 of the August 2020 version of COMAR. Please note that students enrolled in the School Counseling specialty here at Hood College meet the criteria outlined in Option III*. Students should meet with the Program Director of the School Counseling Specialty for further instruction on submitting the online application for certification in the State of Maryland through the MSDE website. Students seeking employment outside of the state of Maryland should review requirements for applicants in that state, such as the Professional School Counselor PRAXIS examination.

The requirements for certification as a school counselor are provided below:

OPTION I

- A master's degree in school counseling or guidance and counseling from an institute of higher education;
- A National Board of Certified Counselors (NBCC) certificate; and
- Two years of satisfactory performance as a teacher or counselor in a school setting.

OPTION II

- A master's degree in school counseling or guidance and counseling in a program approved using State-approved standards under COMAR 13A.07.06.01; and
- Two years of satisfactory performance as a teacher or school counselor, or 500 clock hours in a supervised practicum in school counseling.

OPTION III*

- A master's degree in school counseling or school guidance and counseling from a program approved by the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

OPTION IV

- A master's degree in school counseling or guidance and counseling from an approved program under the Interstate Contract agreement for support services; and
- Two years of satisfactory performance as a teacher or school counselor, or 500 clock hours in a supervised practicum in school counseling.

OPTION V

- A master's degree from an institute of higher education; and
- Present a valid, professional certificate from another state and verification of at least 27 months of satisfactory performance as a school counselor during the past 7 years on the basis of which application is being made for a comparable Maryland certificate.

PROFESSIONAL DEVELOPMENT AND ACTIVITIES

There is a range of professional counseling organizations that can support you, both during your years of training and then after during your career. Becoming involved with professional organizations can help you meet colleagues, engage with your interests further, and provide you with potential career or professional development opportunities. Organizations tend to either be national or local/regional. There are numerous organizations, many of which offer specific support for different specialties; a full list can be found at <http://www.counselor-license.com/resources/counseling-organizations.html>. The following represent the most relevant organizations:

NATIONAL ORGANIZATIONS

a) American Counseling Association (ACA)

- a. The world's largest counseling association, representing over 56,000 members. The organization offers a range of resources, including webinars, online and paper publications, advocacy/legislative action opportunities, journals, and other chances to gain continuing education hours. The annual ACA conference is the largest counseling conference and offers the chance for professional development, networking, and career advancement. The ACA also offers a range of divisions catering to particular interests and skills, including those working with children, the arts, the LGBTQ community, etc. Becoming a member brings with it professional liability insurance for counseling work.
- b. Annual Membership Rate: \$96 (Student), \$96 (New Professional), \$168 (Professional)
- c. Magazine: Counseling Today
- d. Journal: Journal of Counseling & Development
- e. Website: www.counseling.org

b) American School Counselor Association (ASCA)

- a. The American School Counselor Association (ASCA) supports school counselors' efforts to help students focus on academic, career and social/emotional development so they achieve success in school and are prepared to lead fulfilling lives as responsible members of society. ASCA provides professional development, publications and other resources, research and advocacy to professional school counselors around the globe. Membership includes liability insurance.
- b. Annual Membership Rate: \$69 (Student), \$69 (1st Year Professional), \$129 (Professional)
- c. Magazine: ASCA School Counselor
- d. Journal: Professional School Counseling
- e. Website: www.schoolcounselor.org

c) American Mental Health Counseling Association (AMHCA)

- a. The AMHCA focuses on clinical mental health counselors and educators. Membership offers access to the Annual Conference and other opportunities for continuing education, networking, professional development in-person or via webinars, and information about certification and licensure. Discounted liability insurance for counseling students is included.
- b. Annual Membership Rate: \$82 (Student), \$82 (Recent Graduate), \$179 (Professional)
- c. Magazine: *The Advocate* (digital)
- d. Journal: Journal of Mental Health Counseling
- e. Website: www.amhca.org

LOCAL/REGIONAL ORGANIZATIONS**a) Maryland Counseling Association (MCA)**

- a. The local affiliate of ACA and part of its Southern Region. The MCA offers a range of tools, resources, and events, as well as an annual conference.
- b. Website: www.md counseling.org

b) Maryland School Counselor Association (MSCA)

- a. The local affiliate of ASCA. Membership offers a network of students, professionals, and counselor educators, access to the annual conference, graduate student seminars, advocacy/policy opportunities, and periodic seminars and workshops.
- b. Website: www.mscaonline.org

c) Licensed Clinical Professional Counselors of Maryland (LCPCM)

- a. Local affiliate of AMHCA. Membership includes advocacy opportunities, access to the local conference, information about insurance, etc.
- b. Website: www.lcpcm.org

ADDITIONAL OPPORTUNITIES FOR STUDENTS

ON-CAMPUS STUDENT ORGANIZATIONS

CHI SIGMA IOTA HOOD COLLEGE CHAPTER – ETA CHI



Chi Sigma Iota (CSI) is the international honor society of professional counseling. CSI values both academic and professional excellence in counseling and is open to professional counselors, counselor educators, and counseling students. CSI's mission is to promote scholarship, research, professionalism, leadership and excellence in counseling, and to recognize high attainment in the pursuit of academic and clinical excellence in the profession of counseling (Chi Sigma Iota, 2018). To be eligible for membership in CSI, and as outlined on the CSI website, "students must have completed at least one semester of full-time graduate coursework in a counselor education degree program, have earned a grade point average of 3.5 or better on a 4.0 system, and be recommended for membership by the chapter, including promise for a capacity to represent the best about professional counseling through appropriate professional behavior, ethical judgment, emotional maturity, and attitudes conducive to working to advocate for wellness and human dignity for all. Faculty and alumni of the program shall have met the overall G.P.A. requirement as graduates of a counselor education program and be recommended to CSI by the chapter. The primary identity of these persons shall be as professional counselors, including evidence of a state or national credential as a professional counselor." More information about CSI can be found on the main website: www.csi-net.org. Please reach out to the chapter faculty advisors, Dr. Messinger and Dr. Samuels, for more information about joining the Eta Chi chapter here at Hood. You can also email the current Eta Chi President at etachicsi@hood.edu.

COUNSELORS FOR SOCIAL JUSTICE – HOOD COLLEGE CHAPTER



Mission: Counselors for Social Justice-Hood College Chapter (CSJ-Hood) is a community of clinical mental health and school counseling graduate students and counseling educators who promote social justice and seek to end the oppression and unjust treatment that affects clients, counselors, students, educators and other members of the community at large. CSJ-Hood works to do this through advocacy, education, and self-improvement to work towards diversity. CSJ-Hood has an obligation to serve with integrity for the betterment of the community.

Becoming a member:

1. Must be a current student in either CMH or School Counseling program at Hood
2. Must be paying member of CSJ national organization (\$30 for student membership)
 - a. Do not have to be ACA member to join CSJ
 - b. Visit counseling-csj.org/membership OR call 1-800-298-2276
3. Email the current president your receipt/proof of membership to join our chapter
4. There are no dues for our chapter

RESEARCH OPPORTUNITIES

Students can work on research with professors with whom they share interests, though these opportunities are typically unpaid. That said, these experiences can be a great way for students to learn about research, to evaluate if they would like to pursue doctoral studies, and to improve their competitiveness in future academic and professional endeavors. Interested students should contact professors directly to determine if opportunities for research exist.

FREDERICK AREA COUNSELING SERVICES

Your advisors also have a frequently updated list of private practitioners, many of whom have indicated their interest in supporting new counselors by offering them treatment on a sliding scale. Students should be aware that some of the individuals below own or provide supervision at our partner field sites. Once you engage with one of these providers as your personal counselor, you will not be able to consider their field site when you reach practicum/internship.

In addition to the listings below, a comprehensive list of providers in the Frederick area serving students can be found at: hood.thrivingcampus.com.

Nicole K. Albertson, Psy.D., LLC

(301) 663-3350

www.nkallc.com

drnkalbertson@gmail.com

124 N. Court St.

Frederick, MD 21701

I work with adults and adolescents. I see clients with a wide array of issues such as depression, anxiety, and relational struggles, and I specialize in eating disorders and trauma. I am in-network with BCBS PPO plans, and I can bill directly to insurance companies for out-of-network benefits.

Jess Albright, LCPC

(240) 457-9015

counselingwithjess@gmail.com

www.counselingwithjess.com

120 W. Church St., Suite 2B

Frederick, MD 21701

I am a mental health therapist for tweens through young adults. My areas of expertise include: anxiety, depression, self injury/harm, non-life threatening eating disorders, conceptualization of self/self esteem, stress management, and life/family changes. I am also fluent in American Sign Language (ASL), which enables me to work with the Deaf Community. I am out of network for all insurance companies.

Associated Family Counseling

(301) 228-2303

308 W. Patrick St.

Frederick, MD 21701

www.associatedfamilycounseling.com

Tracy Blood, Ph.D., LLC

(301) 828-1848

tlb-phd@comcast.net

124 N. Court St.

Frederick, MD 21701

I work with adults (from late teen to senior) and couples as a generalist, providing help with issues including

adjustment and transition, depression, anxiety, and trauma. I am in-network with Blue Cross PPO Plans and Optum (United Behavioral Health) and can bill directly for out-of-network benefits.

Frederick Psychology Center

(301) 695-6455

97 Thomas Johnson Dr. #202

Frederick, MD 21702

www.frederickpsychologycenter.com

Paul Hadfield, LCPC

(301) 639-6125

120 W. Church St., Suite 1A

Practices from a psychodynamic perspective. Insurance(s) Taken: Cigna

Trauma Specialists of Maryland

(301) 304-7108

info@traumaspecialistsofmd.com

124 N. Court St.

Frederick, MD 21701

Scott Hollenberg, LCPC

(301) 684-6628

10 N. Jefferson St.

Frederick, MD 21701

Hood College Counseling Services

(301) 696-3103

Offers free short-term counseling for Hood students.

<https://www.hood.edu/hood-community/hood-college-health-wellness/counseling-services>

Tami Koepf, LCPC

(301) 514-4745

Practices from a psychodynamic perspective.

Linda Macek, LCSW-C

(301) 691-3923

Life Changes Counseling

Ijamsville, MD 21754

Insurance(s) Taken: BCBS, Ceridian, Cigna, Magellan

Maryland Center for Gender & Intimacy – Kate MacShane, LCSW-C

(301) 547-1375

I provide compassionate, LGBTQIA-affirmative psychotherapy to children (ages 3+), families, and individual adults. I support clients in strengthening relationships and connecting with their authentic selves as they explore and navigate transitions to new expressions of gender and sexuality that are right for them. Social justice is an important part of my treatment perspective: I consider the ways that race, ethnicity, ability

status, language, culture, and socioeconomic status interact and impact my clients' experiences. As a former special educator, I can help families ensure that schools are safe and supportive places for their children.

Mental Health Association of Frederick County

(301) 662-2255

www.fcmha.org/counselingservices

Psychotherapy Services Associates

301-662-6226

www.frederickpsychotherapy.com

Jane Sachs, LCPC

(301) 288-1963

Practices from a psychodynamic perspective.

COUNSELOR COMPETENCIES SCALE—REVISED (CCS-R) ©

The *Counselor Competencies Scale—Revised* (CCS-R; Lambie, Mullen, Swank, & Blount, 2015) assesses counselors' and trainees' skills development and professional competencies. Additionally, the CCS-R provides counselors and trainees with direct feedback regarding their demonstrated ability to apply counseling skills and facilitate therapeutic conditions, and their counseling dispositions (dominant qualities) and behaviors, offering the counselors and trainees practical areas for improvement to support their development as effective and ethical professional counselors.

Scale Evaluation Guidelines

- **Exceeds Expectations / Demonstrates Competencies (5)** = the counselor or trainee demonstrates **strong** (i.e., *exceeding* the expectations of a beginning professional counselor) knowledge, skills, and dispositions in the specified counseling skill(s), ability to facilitate therapeutic conditions, and professional disposition(s) and behavior(s).
- **Meets Expectations / Demonstrates Competencies (4)** = the counselor or trainee demonstrates **consistent** and **proficient** knowledge, skills, and dispositions in the specified counseling skill(s), ability to facilitate therapeutic conditions, and professional disposition(s) and behavior(s). A beginning professional counselor should be at the “Demonstrates Competencies” level at the conclusion of his or her practicum and/or internship.
- **Near Expectations / Developing towards Competencies (3)** = the counselor or trainee demonstrates **inconsistent** and **limited** knowledge, skills, and dispositions in the specified counseling skill(s), ability to facilitate therapeutic conditions, and professional disposition(s) and behavior(s).
- **Below Expectations / Insufficient / Unacceptable (2)** = the counselor or trainee demonstrates **limited** or **no evidence** of the knowledge, skills, and dispositions in the specified counseling skill(s), ability to facilitate therapeutic conditions, and professional disposition(s) and behavior(s).
- **Harmful (1)** = the counselor or trainee demonstrates harmful use of knowledge, skills, and dispositions in the specified counseling skill(s), ability to facilitate therapeutic conditions, and professional disposition(s) and behavior(s).

Directions: Evaluate the counselor’s or trainee’s counseling skills, ability to facilitate therapeutic conditions, and professional dispositions & behaviors per rubric evaluation descriptions and record rating in the “score” column on the left.

CACREP (2016) Standards relating to the *Counselor Competencies Scale—Revised* (CCS-R) CACREP (2016) Common Core Standards:

- Strategies for personal and professional self-evaluation and implications for practice (Section II, *Standard 1.k.*).
- Self-care strategies appropriate to the counselor role (Section II, *Standard 1.l.*).
- Multicultural counseling competencies (Section II, *Standard 2.c.*).
- A general framework for understanding differing abilities and strategies for differentiated interventions (CACREP, 2016, Section II, *Standard 3.h.*).
- Ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships (Section II, *Standard 5.d.*).
- Counselor characteristics and behaviors that influence the counseling processes (Section II, *Standard 5.f.*).
- Essential interviewing, counseling, and case conceptualization skills (Section II, *Standard 5.g.*).
- Developmentally relevant counseling treatment or intervention plans (Section II, *Standard 5.h.*).
- Processes for aiding students in developing a personal model of counseling (Section II, *Standard 5.n.*).
- The counselor education program faculty has a systematic process in place for the use of individual student assessment data in relation to retention, remediation, and dismissal (Section 4, *Standard H.*).

- Professional practice, which includes practicum and internship, provides for the application of theory and the development of counseling skills under supervision. These experiences will provide opportunities for students to counsel clients who represent the ethnic and demographic diversity of their community (Section III, *Professional Practice*).
- Entry-Level Professional Practice and Practicum (Section III, Professional Practice, p. 13).
 - Students are covered by individual professional counseling liability insurance policies while enrolled in practicum and internship.
 - Supervision of practicum students includes program-appropriate audio/video recordings and/or live supervision of students' interactions with clients.
 - Formative and summative evaluations of the student's counseling performance and ability to integrate and apply knowledge are conducted as part of the student's practicum.
 - Students must complete supervised counseling practicum experiences that total a minimum of 100 clock hours over a full academic term that is a minimum of 10 weeks.
 - Practicum students must complete at least 40 clock hours of direct service with actual clients that contributes to the development of counseling skills.
 - Practicum students have weekly interaction with supervisors that averages one hour per week of individual and/or triadic supervision throughout the practicum by (1) a counselor education program faculty member, (2) a student supervisor who is under the supervision of a counselor education program faculty member, or (3) a site supervisor who is working in consultation on a regular schedule with a counselor education program faculty member in accordance with the supervision agreement.
 - Practicum students participate in an average of 1 1/2 hours per week of group supervision on a regular schedule throughout the practicum. Group supervision must be provided by a counselor education program faculty member or a student supervisor who is under the supervision of a counselor education program faculty member.

CACREP (2016) Specialty Standards:

- Clinical Mental Health Counseling
 - Techniques and interventions for prevention and treatment of a broad range of mental health issues (3. Practice, *Standard b.*).
- Marriage, Couple, and Family Counseling
 - o Techniques and interventions of marriage, couple, family counseling (3. Practice, *Standard c.*).
- School Counseling
 - o Techniques of personal/social counseling in school settings (3. Practice, *Standard f.*).

Part I: Counseling Skills & Therapeutic Conditions

#	Primary Counseling Skill(s)	Specific Counseling Skills and Therapeutic Conditions Descriptors	Exceeds Expectations / Demonstrates Competencies (5)	Meets Expectations / Demonstrates Competencies (4)	Near Expectations / Developing towards Competencies (3)	Below Expectations / Unacceptable (2)	Harmful (1)
1. A	Nonverbal Skills	Includes Body Position, Eye Contact, Posture, Distance from Client, Voice Tone, Rate of Speech, Use of silence, etc. (<i>attuned to the emotional state and cultural norms of the clients</i>)	Demonstrates effective nonverbal communication skills, conveying connectedness & empathy (85%).	Demonstrates effective nonverbal communication skills for the majority of counseling sessions (70%).	Demonstrates inconsistency in his or her nonverbal communication skills.	Demonstrates limited nonverbal communication skills.	Demonstrates poor nonverbal communication skills, such as ignores client &/or gives judgmental looks.
1. B	Encouragers	Includes Minimal Encouragers & Door Openers such as “Tell me more about...”, “Hmm”	Demonstrates appropriate use of encouragers, which supports development of a therapeutic relationship (85%).	Demonstrates appropriate use of encouragers for the majority of counseling sessions, which supports development of a therapeutic relationship (70%).	Demonstrates inconsistency in his or her use of appropriate encouragers.	Demonstrates limited ability to use appropriate encouragers.	Demonstrates poor ability to use appropriate encouragers, such as using skills in a judgmental manner.
1. C	Questions	Use of Appropriate Open & Closed Questioning (<i>e.g., avoidance of double questions</i>)	Demonstrates appropriate use of open & close-ended questions, with an emphasis on open-ended question (85%).	Demonstrates appropriate use of open & close-ended questions for the majority of counseling sessions (70%).	Demonstrates inconsistency in using open-ended questions & may use closed questions for prolonged periods.	Demonstrates limited ability to use open-ended questions with restricted effectiveness.	Demonstrates poor ability to use open-ended questions, such as questions tend to confuse clients or restrict the counseling process.
1. D	Reflecting Paraphrasing	Basic Reflection of Content – Paraphrasing (<i>With couples and families, paraphrasing the different clients’ multiple perspectives</i>)	Demonstrates appropriate use of paraphrasing as a primary therapeutic approach (85%).	Demonstrates appropriate use of paraphrasing (majority of counseling sessions; 70%).	Demonstrates paraphrasing inconsistently & inaccurately or mechanical or parroted responses.	Demonstrates limited proficiency in paraphrasing or is often inaccurate.	Demonstrates poor ability to paraphrase, such as being judgmental &/or dismissive.
1. E	Reflection of Feelings	Reflection of Feelings (<i>With couples and families, reflection of each clients’ feelings</i>)	Demonstrates appropriate use of reflection of feelings as a primary approach (85%).	Demonstrates appropriate use of reflection of feelings (majority of counseling sessions; 70%).	Demonstrates reflection of feelings inconsistently & is <i>not</i> matching the client.	Demonstrates limited proficiency in reflecting feelings &/or is often inaccurate.	Demonstrates poor ability to reflective feelings, such as being judgmental &/or dismissive.
1. F	Summarizing	Summarizing content, feelings, behaviors, & future plans (<i>With couples and families, summarizing relational patterns of interaction</i>)	Demonstrates consistent ability to use summarization to include content, feelings, behaviors, and future plans (85%).	Demonstrates ability to appropriately use summarization to include content, feelings, behaviors, and future plans (majority of counseling sessions; 70%).	Demonstrates inconsistent & inaccurate ability to use summarization.	Demonstrates limited ability to use summarization (e.g., summary suggests counselor did <i>not</i> understand clients or is overly focused on content rather than process).	Demonstrates poor ability to summarize, such as being judgmental &/or dismissive.
1. G	Advanced Reflection (Meaning)	Advanced Reflection of Meaning, including Values and Core Beliefs (<i>taking counseling to a deeper level</i>)	Demonstrates consistent use of advanced reflection & promotes discussions of greater depth during counseling sessions (85%).	Demonstrates ability to appropriately use advanced reflection, supporting increased exploration in session (majority of counseling sessions; 70%).	Demonstrates inconsistent & inaccurate ability to use advanced reflection. Counseling sessions appear superficial.	Demonstrates limited ability to use advanced reflection &/or switches topics in counseling often.	Demonstrates poor ability to use advance reflection, such as being judgmental &/or dismissive.

#	Primary Counseling Skill(s)	Specific Counseling Skills and Therapeutic Conditions Descriptors	Exceeds Expectations / Demonstrates Competencies (5)	Meets Expectations / Demonstrates Competencies (4)	Near Expectations / Developing towards Competencies (3)	Below Expectations / Unacceptable (2)	Harmful (1)
1. H	Confrontation	Counselor challenges clients to recognize & evaluate inconsistencies	Demonstrates the ability to challenge clients through verbalizing inconsistencies & discrepancies in the clients' words &/or actions in a supportive fashion. Balance of challenge & support (85%).	Demonstrates the ability to challenge clients through verbalizing inconsistencies & discrepancies in the clients' words &/or actions in a supportive fashion (can confront, but hesitant) or was <i>not</i> needed; therefore, appropriately <i>not</i> used (majority of counseling sessions; 70%).	Demonstrates inconsistent ability to challenge clients through verbalizing inconsistencies & discrepancies in clients' words &/or actions in a supportive fashion. Used minimally/missed opportunity.	Demonstrates limited ability to challenge clients through verbalizing discrepancies in the client's words &/or actions in a supportive & caring fashion, &/or skill is lacking.	Demonstrates poor ability to use confrontation, such as degrading client, harsh, judgmental, &/or aggressive.
1. I	Goal Setting	Counselor collaborates with clients to establish realistic, appropriate, & attainable therapeutic goals <i>(With couples and families, goal setting supports clients in establishing common therapeutic goals)</i>	Demonstrates consistent ability to establish collaborative & appropriate therapeutic goals with clients (85%).	Demonstrates ability to establish collaborative & appropriate therapeutic goals with client (majority of counseling sessions; 70%).	Demonstrates inconsistent ability to establish collaborative & appropriate therapeutic goals with clients.	Demonstrates limited ability to establish collaborative, appropriate therapeutic goals with clients.	Demonstrates poor ability to develop collaborative therapeutic goals, such as identifying unattainable goals, and agreeing with goals that may be harmful to the clients.
1. J	Focus of Counseling	Counselor focuses (or refocuses) clients on their therapeutic goals <i>(i.e., purposeful counseling)</i>	Demonstrates consistent ability to focus &/or refocus counseling on clients' goal attainment (85%).	Demonstrates ability to focus &/or refocus counseling on clients' goal attainment (majority of counseling sessions; 70%).	Demonstrates inconsistent ability to focus &/or refocus counseling on clients' therapeutic goal attainment.	Demonstrates limited ability to focus &/or refocus counseling on clients' therapeutic goal attainment.	Demonstrates poor ability to maintain focus in counseling, such as counseling moves focus away from clients' goals
1. K	Facilitate Therapeutic Environment_a: Empathy & Caring	Expresses accurate empathy & care; Counselor is "present" and open to clients <i>(includes immediacy and concreteness)</i>	Demonstrates consistent ability to be empathic & uses appropriate responses (85%).	Demonstrates ability to be empathic & uses appropriate responses (majority of counseling sessions; 70%).	Demonstrates inconsistent ability to be empathic &/or use appropriate responses.	Demonstrates limited ability to be empathic &/or uses appropriate responses.	Demonstrates poor ability to be empathic & caring, such as creating an unsafe space for clients.
1. L	Facilitate Therapeutic Environment_b: Respect & Compassion	Counselor expresses appropriate respect & compassion for clients	Demonstrates consistent ability to be respectful, accepting, & compassionate with clients (85%).	Demonstrates ability to be respectful, accepting, & compassionate with clients (majority of counseling sessions; 70%).	Demonstrates inconsistent ability to be respectful, accepting, & compassionate with clients.	Demonstrates limited ability to be respectful, accepting, &/or compassionate with clients.	Demonstrates poor ability to be respectful & compassionate with clients, such as having conditional respect.

_____ : Total Score (out of a possible 60 points) MAC GRADUATE HANDBOOK / 10-2016

Part II: Counseling Dispositions and Behaviors

#	Primary Counseling Dispositions & Behaviors	Specific Counseling Disposition & Behavior Descriptors	Exceeds Expectations / Demonstrates Competencies (5)	Meets Expectations / Demonstrates Competencies (4)	Near Expectations / Developing towards Competencies (3)	Below Expectations / Unacceptable (2)	Harmful (1)
2. A	Professional Ethics	Adheres to the ethical guidelines of the ACA, ASCA, IAMFC, APA, & NBCC; including practices within competencies	Demonstrates consistent & advanced (<i>i.e., exploration & deliberation</i>) ethical behavior & judgments.	Demonstrates consistent ethical behavior & judgments.	Demonstrates ethical behavior & judgments, but on a concrete level with a basic ethical decision-making process.	Demonstrates limited ethical behavior & judgment, and a limited ethical decision-making process.	Demonstrates poor ethical behavior & judgment, such as violating the ethical codes &/or makes poor decisions
2. B	Professional Behavior	Behaves in a professional manner towards supervisors, peers, & clients (e.g., emotional regulation); Is respectful and appreciative to the culture of colleagues and is able to effectively collaborate with others	Demonstrates consistent & advanced respectfulness and thoughtfulness, & appropriate within <i>all</i> professional interactions.	Demonstrates consistent respectfulness and thoughtfulness, & appropriate within <i>all</i> professional interactions.	Demonstrates inconsistent respectfulness and thoughtfulness, & appropriate within professional interactions.	Demonstrates limited respectfulness and thoughtfulness & acts inappropriate within some professional interactions.	Demonstrates poor professional behavior, such as repeatedly being disrespectful of others &/or impedes the professional atmosphere of the counseling setting / course.
2. C	Professional & Personal Boundaries	Maintains appropriate boundaries with supervisors, peers, & clients	Demonstrates consistent & strong appropriate boundaries with supervisors, peers, & clients.	Demonstrates consistent appropriate boundaries with supervisors, peers, & clients.	Demonstrates appropriate boundaries inconsistently with supervisors, peers, & clients.	Demonstrates inappropriate boundaries with supervisors, peers, & clients.	Demonstrates poor boundaries with supervisors, peers, & clients; such as engaging in dual relationships.
2. D	Knowledge & Adherence to Site and Course Policies	Demonstrates an understanding & appreciation for <i>all</i> counseling site and course policies & procedures	Demonstrates consistent adherence to <i>all</i> counseling site and course policies & procedures, including strong attendance and engagement.	Demonstrates adherence to most counseling site and course policies & procedures, including strong attendance and engagement.	Demonstrates inconsistent adherence to counseling site and course policies & procedures, including attendance and engagement.	Demonstrates limited adherence to counseling site and course policies & procedures, including attendance and engagement.	Demonstrates poor adherence to counseling site and course policies, such as failing to adhere to policies after discussing with supervisor / instructor.
2. E	Record Keeping & Task Completion	Completes <i>all</i> weekly record keeping & tasks correctly & promptly (e.g., case notes, psychosocial reports, treatment plans, supervisory report)	Completes <i>all</i> required record keeping, documentation, and assigned tasks in a through, timely, & comprehensive fashion.	Completes <i>all</i> required record keeping, documentation, and tasks in a competent & timely fashion.	Completes <i>all</i> required record keeping, documentation, and tasks, but in an inconsistent & questionable fashion.	Completes required record keeping, documentation, and tasks inconsistently & in a poor fashion.	Failure to complete paperwork &/or tasks by specified deadline.
2. F	Multicultural Competence in Counseling Relationship	Demonstrates respect for culture (e.g., race, ethnicity, gender, spirituality, religion, sexual orientation, disability, social class, etc.) and awareness of and responsiveness to ways in which culture interacts with the counseling relationship	Demonstrates consistent & advanced multicultural competencies (knowledge, self-awareness, appreciation, & skills) in interactions with clients.	Demonstrates multicultural competencies (knowledge, self-awareness, appreciation, & skills) in interactions with clients.	Demonstrates inconsistent multicultural competencies (knowledge, self-awareness, appreciation, & skills) in interactions with clients.	Demonstrates limited multicultural competencies (knowledge, self-awareness, appreciation, & skills) in interactions with clients.	Demonstrates poor multicultural competencies, such as being disrespectful, dismissive, and defensive regarding the significance of culture in the counseling relationship.

#	Primary Counseling Dispositions & Behaviors	Specific Counseling Disposition & Behavior Descriptors	Exceeds Expectations / Demonstrates Competencies (5)	Meets Expectations / Demonstrates Competencies (4)	Near Expectations / Developing towards Competencies (3)	Below Expectations / Unacceptable (2)	Harmful (1)
2. G	Emotional Stability & Self-control	Demonstrates self-awareness and emotional stability (i.e., congruence between mood & affect) & self-control (i.e., impulse control) in relationships with clients	Demonstrates consistent emotional stability & appropriateness in interpersonal interactions with clients.	Demonstrates emotional stability & appropriateness in interpersonal interactions with clients.	Demonstrates inconsistent emotional stability & appropriateness in interpersonal interactions with clients.	Demonstrates limited emotional stability & appropriateness in interpersonal interactions with clients.	Demonstrates poor emotional stability & appropriateness in interpersonal interactions with client, such as having high levels of emotional reactivity with clients.
2. H	Motivated to Learn & Grow / Initiative	Demonstrates engagement in learning & development of his or her counseling competencies	Demonstrates consistent and strong engagement in promoting his or her professional and personal growth & development.	Demonstrates consistent engagement in promoting his or her professional and personal growth & development.	Demonstrates inconsistent engagement in promoting his or her professional and personal growth & development.	Demonstrates limited engagement in promoting his or her professional and personal growth & development.	Demonstrates poor engagement in promoting his or her professional and personal growth & development, such as expressing lack of appreciation for profession &/or apathy to learning.
2. I	Openness to Feedback	Responds non-defensively & alters behavior in accordance with supervisory &/or instructor feedback	Demonstrates consistent and strong openness to supervisory &/or instructor feedback & implements suggested changes.	Demonstrates consistent openness to supervisory &/or instructor feedback & implements suggested changes.	Demonstrates openness to supervisory &/or instructor feedback; however, does <i>not</i> implement suggested changes.	Demonstrates a lack of openness to supervisory &/or instructor feedback & does <i>not</i> implement suggested changes.	Demonstrates <i>no</i> openness to supervisory &/or instructor feedback & is defensive &/or dismissive when given feedback.
2. J	Flexibility & Adaptability	Demonstrates ability to adapt to changing circumstance, unexpected events, & new situations	Demonstrates consistent and strong ability to adapt & “reads-&-flexes” appropriately.	Demonstrates consistent ability to adapt & “reads-&-flexes” appropriately.	Demonstrated an inconsistent ability to adapt & flex to his or her clients’ diverse changing needs.	Demonstrates a limited ability to adapt & flex to his or her clients’ diverse changing needs.	Demonstrates a poor ability to adapt to his or her clients’ diverse changing needs, such as being rigid in work with clients.
2. K	Congruence & Genuineness	Demonstrates ability to be present and “be true to oneself”	Demonstrates consistent and strong ability to be genuine & accepting of self & others.	Demonstrates consistent ability to be genuine & accepting of self & others.	Demonstrates inconsistent ability to be genuine & accepting of self & others.	Demonstrates a limited ability to be genuine & accepting of self & others (incongruent).	Demonstrates a poor ability to be genuine & accepting of self & others, such as being disingenuous.

_____ : Total Score (out of a possible 55 points) MAC GRADUATE HANDBOOK / 10-2016

Narrative Feedback from Supervising Instructor / Clinical Supervisor

Please note the counselor's or trainee's areas of strength, which you have observed:

Please note the counselor's or trainee's areas that warrant improvement, which you have observed:

Please comment on the counselor's or trainee's general performance during his or her clinical experience to this point:

Counselor's or Trainee's Name (print) Date

Counselor's or Trainee's Signature Date

Supervisor's Name (print) Date

Supervisor's Signature Date

Date CCS-R was reviewed with Counselor or Trainee:

*** Note. If the supervising instructor / clinical supervisor is concerned about the counselor's or trainee's progress in demonstrating the appropriate counseling competencies, he or she should have another appropriately trained supervisor observe the counselor's or trainee's work with clients to provide additional feedback to the counselor or trainee.**

Reprinted with permission. Copyrighted. Contact Glenn W. Lambie, Ph.D. (Glenn.Lambie@ucf.edu) at the UCF Counselor Education Program regarding use.