



Prescott College
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Master of Science
in Counseling
Graduate Student Handbook

Academic Year 2023-2024



Prescott College's Master of Science in Counseling, Clinical Mental Health Counseling specialization, has been granted accreditation under the Council for Accreditation of Counseling and Related Educational Programs (CACREP)

TABLE OF CONTENTS

Counseling Student Handbook

Please note that this is deliberately constructed as a brief Handbook containing the immediate information needed by graduate students in the Counseling Program. There are some items not covered – for example, Prescott College’s “Leave of Absence” Policy. For all such matters of formal college policies and procedures, students should consult the College Catalog, which is available through the Prescott College website.

I.	OVERVIEW of Prescott College	5
II.	PROGRAM FACULTY AND STAFF	7
III.	ACCREDITATION, LICENSURE, CERTIFICATION, AND ENDORSEMENT	8
IV.	PROFESSIONAL ORGANIZATIONS	9
V.	COUNSELING SPECIALIZATION	9
VI.	REQUIREMENTS FOR COUNSELING STUDENTS	13
VII.	INDEPENDENT STUDY CONTRACTS	16
VIII.	END OF term MATERIALS	18
IX.	CLINICAL PRACTICUM/INTERNSHIP EXPERIENCE	19
X.	GRADUATE WRITING	20
XI.	PROGRAM EXIT REQUIREMENT - CPCE EXAM	23
XII.	ASSESSMENT OF STUDENTS	25
XIII.	COUNSELING STUDENT CODE OF CONDUCT	26
XIV.	RETENTION, REMEDIATION, AND DISMISSAL POLICY	27
XV.	SELF-DISCLOSURE	31
XVI.	COUNSELING PROGRAM TIMELINE	33
XVII.	TOP TEN TIPS FOR SUCCESS IN THE COUNSELING PROGRAM	34
	APPENDIX A	36
	APPENDIX B	38
	APPENDIX C	39

All students in the Prescott College Master of Science in Counseling Program are **required** to have read and comprehend this Handbook. This comprehension will help you successfully navigate your way through this program. Taking the time to understand the material covered in this Handbook now will save you from potential difficulties later.

All incoming Students are required to submit the attestation agreement indicating they have “read, understand, and take full responsibility for the contents of the Counseling Student Handbook and agree to abide by the Counseling Student Code of Conduct articulated therein”. The attestation form can be found on the [Counseling Program MyClassroom](#) site and within the Professional Orientation to Mental Health Counseling course. This attestation form must be completed no later than the first two weeks of the student's first term.

Welcome to the Master of Science in Counseling Program

It gives us great pleasure to welcome you to Prescott College's Master of Science in Counseling Program. We are so pleased that you have chosen this unique program to begin your journey toward becoming a professional mental health counselor.

You are beginning a course of training in preparation for a profession that offers the potential for service and personal growth. You share your journey with a high caliber group of students and alumni who, by following their passions, are making a difference in the world. Prescott College maintains a long- standing commitment to social and environmental justice, as well as self- directed and self-organized learning. You are encouraged to maintain your awareness of these principles in all aspects of your studies. The Counseling Program is accredited under the Council for Accreditation of Counseling and Related Educational Programs (CACREP) and has the highest standards of academic and clinical training that are adapted to support you in applying for licensure as a professional counselor in the state or province of your choice.

Prescott College's Counseling Program has one area of specialization: Clinical Mental Health Counseling. Students can personalize their program by completing a concentration in Human Sexuality; Marriage, Couple, and Family Counseling; Social Justice in Counseling; or Somatic Counseling. In addition, students may choose to engage in one of the optional concentrations/post- graduate certificates in Adventure-based Counseling, Nature-based Counseling, and Expressive Arts Therapy. Our faculty members are knowledgeable guides as you navigate your way through the policies and procedures that govern our program.

Faculty for the Counseling Program:

- Stacey Carrillo, PhD, Associate Dean for Counseling & Related Programs/Core Faculty
- Keith Cross, PhD, Core Faculty
- Tara Darby, PhD, Practicum & Internship Coordinator, Core Clinical Faculty
- Amanda DiLorenzo-Garcia, PhD, Core Clinical Faculty
- Tara Gray, PhD, Core Clinical Faculty
- Kenya Johns, PhD, Core Clinical Faculty
- Juliana Lytle, PhD, Core Clinical Faculty
- Laura Oliver, PhD, Core Clinical Faculty
- Jonathan Procter, PhD, Core Clinical Faculty
- Kendra Surmitis, PhD, Core Clinical Faculty
- Audrey Milburn, PhD, Associate Faculty
- Mike Jones, PhD, Visiting Faculty

Faculty for the Concentration/Post-graduate Certificate Programs:

- D. Maurie Lung, PhD, Director for the Adventure-based Counseling and Nature-based Counseling Concentrations/Post-graduate Certificates, Clinical Faculty
- Margaret Carlock-Russo, EdD, Coordinator for the Expressive Arts Therapy Concentration/Graduate Certificate, Clinical Faculty

As you discover the challenges and rewards of being a graduate student embarking on a journey into the field of counseling, please do not hesitate to call upon any of us to support you in achieving your goals.

I. OVERVIEW of Prescott College

Prescott College Mission Statement

Together we create interdisciplinary, experiential, and diverse learning environments that inspire future leaders to create a healthy, just, and sustainable world.

Masters Programs

As far as is feasible, Prescott College's Master of Science Program encourages students to direct and organize their own course of study and training. With the support of highly qualified faculty, students will earn a degree with foundational knowledge as well as develop their own passions. Every effort is made to support students in developing themselves and achieving their educational goals to the highest possible standards, without having to relocate, cease employment, or sacrifice personal and community responsibilities. We are proud to offer our educational services in the context of an institution with a commitment of over 50 years to social justice and ecological stewardship and sustainability. Features of our program:

On-Going Support: In addition to the support they receive from faculty, students connect with their fellow students during the colloquia, which are held twice a year. Our students can and do develop strong relationships with faculty and students throughout their program.

Social and Ecological Literacy: Prescott College's faculty passionately believes that the commitment to the world community and environment is an essential dimension of the College's mission. For this reason, every student enrolled in a master's degree program is required to incorporate an awareness of and sensitivity to all matters of cultural diversity and an awareness of the significance of gender, ethnicity, class, sexuality, faith and spirituality, as well as relations with the natural environment. In every course, students are expected to demonstrate their sensitivity to social justice and ecological issues.

Scholarly Writing: The Masters Programs at Prescott College are filled with writing-intensive courses of study. Every course requires the production of written work, which is evaluated by the student's faculty or instructor. This is the primary method in which the quality of student work is evaluated. **Note:** In the Master of Science in Counseling Program, all written material must be produced in APA format and style. Receipt of course credit and/or ability to graduate may be jeopardized if papers are not in APA format and style. These requirements are to be found in:

American Psychological Association (2020). *Publication Manual of the American Psychological Association* (7th Edition). Washington, DC: American Psychological Association.

It is expected that all written work will be non-sexist, non-racist, and non-heterosexist. Additionally, personal opinions and creativity are encouraged but must be presented in a measured and considered manner.

Master of Science in Counseling Program

Mission Statement

The Master of Science in Counseling Program provides an interdisciplinary, student-centered learning environment that integrates global and local social and professional issues with professional practice while maintaining a concentration on student academic, professional, and cultural competence.

Vision Statement

The Master of Science in Counseling Program will graduate compassionate students whose integrated, interdisciplinary, and social justice consciousness promotes the evolution of ecological understanding, the advancement of the counseling profession, and the dedication to wellness for a humane and sustainable future.

Program Objectives

The Master of Science in Counseling Program emphasizes rigorous scholarship, critical thinking, and community engagement. The program fosters open discourse through respect for diverse perspectives and scholarly collaboration. Students graduating with a degree in counseling will identify with the counseling profession; will be knowledgeable of counseling theories, intervention techniques, and research skills; and will be committed to their personal growth. This will be achieved through the following objectives:

- To be competent in counseling skills and practice;
- To integrate global and local issues with professional counseling practice;
- To be aware of and cultivate respect for cultural differences and similarities and be able to apply this cultural sensitivity to the counseling profession;
- To be aware of social justice, social status, and social action in the practice of counseling;
- To maintain a commitment to personal growth, self-awareness, and self-reflection;
- To identify and develop a personal theoretical knowledge base that promotes an intentional counseling practice;
- To assess, develop, and apply interventions and techniques based on the culture, uniqueness, and needs of each client;
- To be aware of and understand how to resolve ethical and legal issues in the counseling profession;
- To know how to read, interpret, evaluate, and apply scholarly research; and
- To understand and apply assessment and program evaluation in the counseling profession.

The 60 credit Master of Science in Counseling Program is structured as follows:

- Fourteen Core Courses of 3-credits each
- One Practicum Course of 3-credits
- Two or more Internship Courses totaling 6 credits
- Three Elective Courses of 3-credits each

Additional graduation requirements include:

- Successful completion of the CPCE (see section XI)
- Documentation of 20 personal counseling sessions (see section VI)
- Residency requirements (see Section VI)
- Cumulative GPA of 3.0 (see Section VI for specific expectations for academic performance)

All documents required for the Counseling Program can be found on the [Counseling Program MyClassroom Site](#), which is the site designed to allow students quick access to all documents, forms, and procedures required for the Counseling Program.

Students are required to adhere to this program's Code of Conduct (see Section XIII).

II. PROGRAM FACULTY AND STAFF

The Counseling Program personnel include core faculty, associate faculty, adjunct faculty, and program support staff.

Core Faculty: Core faculty are full-time faculty that teach in all aspects of the Counseling Program curriculum. Core faculty also serve as advisors to counseling students. Each student is assigned a Core Faculty Advisor (CFA) who oversees the student's progress and works with the student to ensure the fulfillment of all paperwork and other graduation requirements. They are available for consultation around academic questions and advising. Throughout the course of study, each student should know and have regular contact with their designated CFA.

Associate Faculty: Associate faculty are full-time faculty that primarily teach in the Counseling Program, bringing their clinical counseling experience in a manner like core faculty who may or may not take on an advising load as assigned by the Associate Dean of Counseling.

Adjunct Faculty: Adjunct Faculty teach core courses, electives, and independent study courses within their area of expertise.

Adjunct Faculty are recruited as experts in Mental Health Counseling. They have at least a master's degree in a mental health discipline and are typically licensed clinicians active as counseling practitioners. They ensure that the standards of scholarship are maintained in all courses and that the written work produced in every course is thoughtful, cogently presented, reflects an adequate immersion in peer-reviewed professional literature, and is written in the style and format prescribed by the *American Psychological Association*. Adjunct Faculty are responsible for evaluating a student's demonstration of competency in each required content area.

General Graduate Advising: Kacey Miller supports all graduate students at Prescott College as the Director of Graduate Advising and Support. She can assist students in understanding Prescott services, as well as general advising questions. kacey.miller@prescott.edu

Counseling Program Coordinator: Zaide Cabezuela supports the program through coordinating many of the student requirements, such as the CPCE, collecting and verifying personal counseling sessions, and managing all aspects of the colloquia.

III. ACCREDITATION, LICENSURE, CERTIFICATION, AND ENDORSEMENT

No college or university counselor preparation program can guarantee professional licensure in any given state or territory. Licenses are awarded by individual licensing boards. Students are strongly encouraged to develop working relationships with the board that represents the state or territory in which they wish to work in order to ensure that their training will be license- eligible upon graduation.

Students enrolled in the Counseling Program are required to structure their program of study to meet the licensing requirements of the state or territory in which they intend to work professionally.

Licensure: All states now have some form of license required to practice as a professional counselor or mental health counselor (Licensed Professional Counselor, Licensed Mental Health Counselor, Licensed Professional Clinical Counselor, etc.). Licensure is an effort to assure the public that rigorous academic, experiential, and clinical supervision requirements are met. It also attempts to assure adherence to a strict code of ethics, standards of practice, and continuing education.

Students have a responsibility to be familiar with the educational licensure requirements in the state that they plan to practice. Under the National Council for State Authorization Reciprocity Agreement (NC- SARA), institutions of higher education that have academic programs that can lead to state level credentialing and/or licensure must regularly communicate with their students whether or not the program's curriculum meets the educational requirements for credentialing/licensure in their state. In compliance with NC-SARA students are notified at multiple points during their degree program whether or not the Prescott College Counseling Program meets their state's educational requirements for licensure. Prescott College updates this information annually and has it available on the college's website (see <https://www.prescott.edu/counseling-state-licensure>). Students may also join a National Credential Registry by visiting the *American Association of State Counseling Boards* (see www.AASCB.org).

Additional Certifications or Registrations: There are many types of certifications or registrations available to persons working in the counseling field. Some are specific to specializations; some are more general. The award of a certification or registration is generally determined by professional peers and verifies that certain standards have been met, emphasizes continuing education, protects the title conferred, and typically requires a strict adherence to a professional code of conduct. National certification for counselors may be obtained through the *National Board of Certified Counselors* (see www.NBCC.org). Students are encouraged to discuss with their Core Faculty Advisor whether certification or registration is recommended for the student's area of interest.

For students participating in the Expressive Arts Therapy concentration, there are two professional organizations through which students may become registered: The American Art Therapy Association and The International Expressive Art Therapy Association.

Endorsement Policy: The Counseling Program trains students to be professional counselors, and faculty will endorse students only for activities within the scope of their training experience. This policy applies to recommendations for certification/licensure and

recommendations for employment. Faculty reserve the right to refuse a recommendation request.

Accreditation: The Counseling Program received an 8-year accreditation from the Council for Accreditation of Counseling and Related Educational Programs (CACREP) in July 2020. The Counseling Program continues to modify and revise its curriculum and policies to provide the most up to date culturally relevant and ethical curriculum, while continuing to meet the 2016 CACREP standards.

Additionally, the Counseling Program has been accredited by the Higher Learning Commission of the North Central Association (which is the regional accreditation agency that evaluates Prescott College's educational activities) since 1991.

IV. PROFESSIONAL ORGANIZATIONS

Participation in discipline-related professional organizations demonstrates a commitment toward developing and maintaining a counseling professional identity. Most professional organizations offer reduced membership rates to students.

It is strongly recommended that students join the American Counseling Association during their first term. This membership provides valuable information, connections, and opportunities to students to identify with the counseling field. Along with this membership, students receive free professional liability insurance, which is required for the Supervised Counseling Practicum and Supervised Counseling Internship courses. Students are also encouraged to look to their state and regional professional organizations to get involved at a local level.

V. COUNSELING SPECIALIZATION

The Prescott College Counseling Program offers a Clinical Mental Health Counseling specialization, which requires 60 credits of coursework. This specialization prepares graduates to work with clients across a spectrum of mental and emotional disorders, as well as to promote mental health and wellness. Clinical Mental Health Counselors are knowledgeable in the principles and practices of diagnosis, assessment, treatment, and prevention and often work in interdisciplinary teams with other health professionals (e.g., psychiatrists, social workers, MDs). Employment opportunities may include private practice, community-based mental health centers, hospitals, and other treatment centers. It is expected that students in the Clinical Mental Health Counseling specialization are eligible for licensure as a professional counselor. Again, students are required to thoroughly review their state or province's licensure requirements to determine their licensure eligibility.

Core Courses:

The 60-credit program consists of 14 three-credit core courses, one three credit practicum course, and at least two internship courses totaling six credits, along with three electives of three credits each. The following represent the required core courses.

- MACP50000 Professional Orientation to Mental Health Counseling, 3 credits
- MACP50010 Psychopathology: Diagnosis and Treatment Planning, 3 credits

- MACP50020 Human Growth and Development, 3 credits
- MACP50030 Social and Cultural Diversity in Counseling, 3 credits
- MACP50040 Research and Program Evaluation in Mental Health Counseling, 3 credits
- MACP50060 Helping Relationships: Basic Counseling Skills, 3 credits
- MACP50070 Career and Lifestyle Development: Challenges of Adulthood, 3 credits
- MACP50080 Group Work: Clinical Theory and Practice, 3 credits
- MACP50090 Assessment: Psychological Testing and Appraisal in Counseling, 3 credits
- MACP51190 Professional Counseling Ethics, 3 credits
- MACP51010 Counseling Theories, 3 credits
- MACP51000 Social Justice in Counseling, 3 credits
- MACP51150 Marriage, Couple, and Family Counseling, 3 credits
- MACP51170 Addiction Counseling, 3 credits
- MACP51020 Supervised Counseling Practicum, 3 credits
- MACP51021 Supervised Counseling Internship, 6 credits taken over at least two terms

Counseling Electives:

Students take three electives during their degree program. Students can choose from a variety of progressive and provocative topics that will enrich their knowledge base and enhance their clinical skills; see Appendix A for a list of all elective offerings. Students can select electives based on their interest, licensure requirements, or they can take them strategically to form one of the areas of Concentration.

Electives are offered either once a year or once every two years and are rotated to ensure students will have an opportunity to take the electives that will meet their educational and professional goals. Please see Appendix B for the elective schedule. Students may also choose to take one Independent Study course as an elective. For details about independent study courses please review section VII.

Optional Concentrations:

Students have the option to incorporate a specific Concentration into their 60-credit program. Concentrations are a cluster of three, three credit courses that collectively create a depth of knowledge in a particular area. These areas have been selected for their relevancy and critical need in the field of counseling. The Concentrations are: 1) Human Sexuality Counseling, 2) Marriage, Couple, and Family Counseling, 3) Social Justice Counseling, and 4) Somatic Counseling.

- Human Sexuality Counseling - The Human Sexuality Counseling Concentration prepares counselors-in-training to work with people in understanding human sexuality and assisting with sexual concerns in a therapeutic setting. Courses provides an advanced survey of gender and sexuality from a relational-cultural therapy (RCT) lens and explores the social constructions of gender, the origins of sexual repression, the mental health consequences of sexual shame, and disordered sexual behavior according to the current Diagnostic and Statistical Manual, fifth edition (DSM-5). The role of religious perspectives on sexuality and intimacy is also explored in the coursework offered.

This Concentration comprises three, three credit courses for a total of nine credits: one core course and two electives. Please note that these electives are rotated and may not be offered every year. The following courses are required for the Human Sexuality Counseling Concentration:

- MACP55032 Neurobiology of Relationships, 3 credits (Core course)
 - MACP53201 Human Sexuality Counseling 3 credits, (Elective course)
 - MACP55160 Advanced Human Sexuality Counseling, 3 credits, (Elective course)
- Marriage, Couple, and Family Counseling – This specialization prepares students to work with individuals, couples and families from a family systems perspective. Counselors who are trained in this area learn to work with an array of issues such as mental and emotional disorders, relationship issues, and communication issues. Marriage, couple, and family practitioners are employed in a variety of settings, including inpatient facilities, community mental health centers, private practice, and social service agencies. Students in this Concentration are strongly encouraged to integrate the knowledge learned with their practicum and internship experiences by choosing a site that will allow them to work with couples and families.

This Concentration comprises three, three credit courses for a total of nine credits; one core course and two electives. Please note that these electives are rotated and may not be offered every year. The following courses are required for the Marriage, Couple, and Family Concentration:

- MACP51150 Marriage, Couple, and Family Counseling, 3 credits (core course)
 - MACP55151 Advanced Theories in Marriage, Couple, and Family Counseling, 3 credits, (elective course)
 - MACP55150 Advanced Skills in Marriage, Couple, and Family Counseling, 3 credits, (elective course)
- Social Justice in Counseling Concentration - The Social Justice in Counseling Concentration is designed to support counselors-in-training as they become socially just and culturally competent practitioners and advocates. Through a carefully designed curriculum, focus is placed on the empowerment of the individual, the development of counselor self-awareness, the understanding of the client's worldview, and how the client's and counselor's privileged and marginalized statuses influence the counseling relationship. The American Counseling Association's Multicultural and Social Justice Counselor Competencies are interwoven into each elective that make up this Concentration area.

The Social Justice in Counseling Concentration consists of three, three credit courses for a total of nine credits: one core course and two electives. Please note that these electives are rotated and may not be offered every year. The following courses are required for the Social Justice in Counseling Concentration:

- MACP51000 Social Justice in Counseling, 3 credits (Core course)
- MACP55140 Advanced Contemporary and Postmodern Theories, 3 credits (elective course)
- MACP55141 Advanced Advocacy in Counseling, 3 credits (elective course)

- Somatic Counseling Concentration - Somatic counseling is a way of approaching health and healing as a holistic venture that involves body, mind, soul, as well as the social and natural ecosystem in which the person conducts their life's journey. This approach is grounded in the experiential awareness of our embodiment, and thus remedies the shortcomings of most Twentieth Century psychologies that ignore the meaningfulness of our body and its interconnectedness with all that is around it. Somatic counseling teaches us to listen to the way in which our embodiment speaks our stories and our history. Body-mind therapies recruit our whole being in the service of health, healing, and the fullest realization of our life's potential.

This Concentration involves three, three credit courses for a total of nine credits. Each of these electives are offered once a year. The following courses are required for the Somatic Counseling Concentration:

- MACP55030 The Body in Counseling: A Somatic Approach to the Therapeutic Relationship, 3 credits (elective course)
- MACP55032 The Neurobiology of Relationships: Applications in Clinical Practice, 3 credits (elective course)
- MACP55031 Trauma and Crisis: Intervention and Treatment in Counseling, 3 credits (elective course)

Optional Post-Graduate Certificates:

Students have the option to enhance their education by choosing from several innovative post-graduate certificates. Prescott College shares the distinction of offering these post-graduate certificates with a select handful of other programs in the United States: Adventure-Based Counseling, Nature-Based Counseling, and Expressive Arts Therapy.

Post-graduate certificates are not a required part of the Counseling Program degree requirements. If a post-graduate certificate is selected it will require an additional 15 to 30 credits beyond the 60 credits required for graduation. For more information regarding each of these areas, students should contact the respective coordinator.

- Adventure-based Counseling - students can become certified in Adventure-based Counseling.
 - Director: Dr. Maurie Lung
 - Adventure-based Counseling concentration students must complete 15 credits in addition to the 60 credit Counseling program requirements.
- Nature-based Counseling - students can become certified in Nature-based Counseling.
 - Director: Dr. Maurie Lung
 - Nature-based Counseling concentration students must complete 15 credits in addition to the 60 credit Counseling program requirements.
- Expressive Arts Therapy - this is a vibrant program with an annual institute, the EATSI (Expressive Art Therapy Summer Institute) on Prescott's campus. Students can become credentialed in Art Therapy.
 - Coordinator: Dr. Margaret Carlock-Russo
 - Expressive Arts Therapy concentration students must complete 30 credits in addition to the 60 credit Counseling program requirement

Some students are also able to integrate these topics into their core and elective courses. However, full training in these post-graduate certificates requires additional credit hours. Each post-graduate certificate has been developed in alignment with national credentialing standards and/or best practices. Each post-graduate certificate has its own requirements in addition to those of the standard Counseling Program.

Professionals already holding at least a master's degree in a helping profession from another institution may also take advantage of these unique post-graduate certificates.

VI. REQUIREMENTS FOR COUNSELING STUDENTS

Technology requirements: All Counseling Program students are required to have and maintain an up-to-date personal computer or laptop while a counseling student that has a working speaker and microphone. Students must also have and maintain high speed internet connection access. It is strongly suggested that students take advantage of their student download of Office 365, and contact IT with questions at helpdesk@prescott.edu.

Insurance: All Counseling Program students are required to maintain professional liability insurance throughout their entire graduate program. This requirement can be met as part of the student membership in the American Counseling Association (ACA).

Counseling: Students in the Counseling Program are required to participate as clients in a counseling process while completing their graduate degree at Prescott College. Counseling sessions completed prior to matriculation do not count. The minimum requirement is 20 full counseling sessions with a masters or doctoral level licensed mental health practitioner. Students may not count sessions with a psychiatrist or psychiatric nurse practitioner when the sole or primary purpose of the session is medication review and/or maintenance. At least 10 of these sessions must be individual, couple, or family counseling with a licensed mental health practitioner. An associate licensed practitioner, still under supervision, cannot be used to meet this requirement.

Students receive FREE, immediate access to teletherapy through our partnership with Uwill. It's private, secure, and confidential. Click [here](#) to get started.

Students may (but are not required) use alternative therapeutic modalities to fulfill *up to* five of the 20 required sessions (i.e. massage therapy is not acceptable to meet this requirement). Students who choose to utilize an alternative therapeutic modality must submit a proposal to be reviewed by their CFA. The proposal must include: (1) a thorough description and brief history of the modality, (2) the minimum training required/suggested to competently practice the modality, (3) credentialing bodies that may oversee these practitioners, and (4) how the modality may contribute to the student's personal and professional growth in the program.

Students may not count sessions utilizing an alternative modality that have **not** been previously approved by the CFA.

Students may (but are not required to) use group therapy to fulfill *up to* five of the 20 required sessions. For students to use group therapy to meet the counseling requirement, the group must be facilitated by a licensed mental health practitioner. Group therapy hours obtained to meet the Group Work course requirement may be used, provided they meet above requirements.

Students may begin sessions at any time, but it is strongly suggested they begin minimally by

the time students begin their practicum.

Students must provide documentation of the completions of the 20 sessions by submitting a letter from the practitioner(s), directly to the Registrar's office via U.S. mail, or scanned as an email attachment and emailed to (registrar@prescott.edu). This should be received at least 30 days prior to their graduation. This letter should *not* give details of the therapeutic process, and should:

- Be submitted on the therapist's letterhead (no exceptions)
- List the number of sessions completed with the practitioner;
- Include the type of therapy: individual, couple, family, or group;
- Provide a listing of the dates or at least a range of dates for the sessions;
- Indicate the practitioner's credentials (no exceptions).

Students cannot graduate until this requirement is fulfilled and documentation is properly filed with the Registrar's office.

Curriculum: Students are required to complete twenty, 3-credit courses to graduate (*up to 15 credits may be transferred from prior graduate work with prior approval from the Program Director*).

The first course, MACP50000 Professional Orientation to Mental Health Counseling, is required in the student's first term and may not be transferred in from another program/institution. Other than this first required course, a suggested sequence of coursework is provided in Appendix C.

Students are required to complete a supervised Practicum and at least two Internships that meet the requirements of Prescott College, CACREP, and the licensing board of the state or province in which they intend to practice professionally. Students may *not* be exempted from these courses by use of transfer credit. Further details about Practicum/Internship requirements are given in the Practicum/Internship Manual for students found on the Counseling Program MyClassroom site.

Within the 60 credit degree program students complete three electives. The program offers a variety of electives that are rotated yearly or every other year; please see Appendix B. If a student elects to take an Independent Study as an elective, they must conform to the following requirements:

- It must conform to the curriculum requirements of CACREP, Prescott College, and the licensing board of the state or province in which the student intends to practice professionally.
- It must result in a written product (typically a total of 15 pages in one or more papers) related to the content of the curriculum materials covered and written in APA style. This paper will be evaluated by the instructor for cogency of critical and integrative thinking as well as for the quality of written presentation.

Please see Section VII for more detailed information about how to take an Independent Study.

Advising: Students will be assigned a faculty advisor at the start of their first term. Students must meet with the faculty advisor within the first term to review the program requirements and to complete their Degree Plan. During the course of their program, students are strongly encouraged to meet with their faculty advisor at least once a term to ensure the students are aware of any changes to the Counseling Program, that they are meeting the program requirements, and to update their degree plan if necessary.

Grades: In the Counseling Program, students will be awarded letter grades unless a student requests to receive Credit (CR). A B is the minimum passing grade. In order to graduate students must maintain a B or better in all coursework.

Grading Scale (% of points earned): A = 100% - 93%; A- = 92% - 90%; B+ = 89% - 87%; B = 86% - 83%; B- = 82% - 80%; C+ = 79% - 77%; C = 76% - 73%; C- = 72% - 70%; D = 69% - 60%; F = 59% or less

Unsatisfactory or incomplete work will be graded accordingly.

Residency Requirements: For reasons of the College's accreditation, students' attendance at Colloquia at Prescott College is rigorously enforced. Every effort is made to ensure that these Colloquia are educational, engaging, and meet the needs of students for clinical training, theoretical development, and skill-building. Colloquium attendance must be documented by submission of the electronic Counseling Program Residency Attendance Statement (found on the Counseling Program MyClassroom site) within 30 days of the colloquium. Failure to document colloquium attendance will result in the student being required to attend an additional colloquium and may delay graduation.

Students are required to attend a minimum of four colloquia during their degree program; however, students must minimally attend two colloquia during the first calendar year in the program and at least one colloquium for each year as long as the student is enrolled in courses.

To meet the Residency Requirement students have the following options:

Option 1: This is the most straightforward option. Students attend a minimum of four colloquia, with attendance at two during their first year of enrollment and one per year thereafter.

Option 2: This option requires that students attend a minimum of three colloquia, with attendance at two during their first year of enrollment and students may also attend one of the Counseling Program's concentration/post-graduate certificate experiential training events.

This is a great opportunity for all students, not just those that are concurrently enrolled in one of the concentration/graduate certificate programs, to learn more about these progressive therapeutic modalities. Students do not need to get approval from their Core Faculty Advisor for this option, but they must contact the appropriate concentration/post-graduate certificate Coordinator before registering. Students may attend any one of the following as part of this option:

- Adventure-based Counseling (ABC)/Nature-based Counseling (NBC) – Attendance at any one of the field Intensives, i.e. Backcountry, Urban, Nature, or Special Issues
- Expressive Arts Therapy- Attendance at one of the annual Expressive Arts Therapy Summer Institutes (EATSI) for a minimum of 3 full days

Option 3: This option requires that students attend a minimum of three colloquia, with attendance at two during their first year of enrollment and students may also attend one professional conference. This option is an excellent way for students to continue their professional identity development and to network and connect with the greater counseling community. The professional conference must be at least three full consecutive days in

length. Students may not attend two or more shorter conferences to meet this requirement and the conference must be in-person, no online events will be approved.

- Students interested in this option will also need to do the following: Receive approval in advance from their Core Faculty Advisor by submitting the “Request to Attend a Professional Conference” form. This form can be found on the Counseling Program MyClassroom site.
- Provide evidence of attending, such as a certificate of attendance from the conference. Students can work with their CFA to determine what appropriate documentation would be sufficient.

For example, if a student chose option 2 or 3 it could look like:

Year One: 2 Colloquia

Year Two: 1 Colloquium; 1 Professional Conference or ABC/NBC Intensive/EATSI

Subsequent Years: 1 Colloquium...

OR

Year One: 2 Colloquia

Year Two: 1 Colloquium

Year Three: 1 Professional Conference or ABC/NBC Intensive/EATSI

Subsequent Years: 1 Colloquium each year...

Those students choosing either option 2 or 3 must still complete a Counseling Program Residency Attendance Statement within 30 days of attendance and indicate on the form that the student attended an alternative residency.

If a colloquium is missed without prior approval, due to an unexpected emergency, students are required to make special arrangements with their Core Faculty Advisor to identify appropriate options.

Exit Requirement: The CPCE is used as the final exit requirement for the Counseling Program. A full description of the process of taking this examination can be found in Section XI and on the Counseling Program MyClassroom site.

VII. INDEPENDENT STUDY CONTRACTS

Independent study courses (also referred to as Mentored Study) are available for students who have an interest or passion in a particular theory, modality, or population, so that they can get the desired educational experience they seek. Additionally, students who need specific course work for the purpose of licensure in their state or province, can take an Independent Study to fulfill the requirements not met by the Counseling Program curriculum. Students may take one Independent Study as an elective during the course of their degree program. An Independent Study may not be taken to replace a course that is regularly offered in the Counseling Program curriculum. To find an appropriate instructor for an Independent Study, students will need to contact the Program Director for the names of pre-approved instructors.

To initiate an Independent Study, a “mentored course contract” must be completed. This is an electronic form that the student launches in collaboration with the course instructor for the Independent Study for which a student is registered. The mentored course contract has five components:

- Course Description – The course description provides a comprehensive summary of the objectives and activities of the course. Descriptions should be concise but sufficiently detailed so a third party can understand the goals of the course and its focus. The length of a course description is 150-200 words. It is imperative that course descriptions correspond strictly to the language used by the licensing board of the state in which the student intends to practice professionally. Course descriptions should be written in future tense.
- Objectives - The objectives need to be as specific and precise as possible to clearly communicate the course content. Objectives should be feasible in the time frame, measurable, state what the student will know or be able to do as a result of the course and describe the quality of learning that will occur.
- Resources - Proposed texts, articles, films, web resources, etc. These should be written following APA style guidelines. These references must be the most recent editions of standard textbooks. It is expected that the mentor agrees with the student about additional resources such as articles from peer review journals, however these do not need to be included in the proposed reading section of the course contract. It is not acceptable to cite the same textbook for two or more courses.
- Activities – Activities specify what the student will do to fulfill the objectives such as type and amount of research, reading, preparing of a research paper, creating an annotated bibliography, maintaining a learning journal, participating in a community service project, etc. Activities should be specific, relevant, and feasible.
- Evaluation - The student and mentor agree on the methods by which the student will be evaluated. This section of the course contract should be a list of the products that will document each activity. It should include specific page lengths for papers, dates, or other specifications.

Course contracts that do not conform to these requirements or that are written with typographical or grammatical errors are not acceptable. Electronic forms do not spell or grammar check. It is recommended that students create and keep a copy of their course contract using a word processor to verify spelling and grammar prior to copying this information into the electronic course contract document.

The link to the course contract is available on the Counseling Program MyClassroom site.

The course contract must be written in professional language and in future tense with specific learning objectives relating to approved course content. The course contract must also include the student’s intentions to write a paper(s) that critically integrates the course material. All course contracts must be approved by the student’s Core Faculty Advisor. A completed copy of the electronic course contract will be emailed to all signers of the document as well as the Registrar’s Office. It is important to keep copies of these documents for records and for future use for electronic course evaluations.

It is the responsibility of the student, the mentor and the Core Faculty Advisor to establish a reasonable workload for Independent Study courses. The following provides the workload for a typical course:

- One 15-20 page scholarly research paper (including title page and references)
- Regular real-time meetings (1-2 times per month minimum)
- Regular book/reading reactions, minimum 1 page each (1-2 times per month minimum)
- At least one primary text
- Professionalism – This is also defined in all core courses and includes the expectation that students and mentors conduct themselves with the same level of professionalism that would be expected in a work setting, including: confidentiality and respect in presentations and management of clinical material; respect for colleagues, clients, faculty and others in conversation and behavior: timeliness, attentiveness, and participation in assignments and activities; timely and respectful communication with faculty and colleagues; willingness to deepen self-awareness and growth; responsibility for personal wellness; and so forth.

In addition, students and mentors are highly encouraged to integrate experiential activities and/or service learning into their courses.

VIII. END OF TERM MATERIALS

For MyClassroom Courses

Course/Faculty Evaluation: For each course offered through MyClassroom, students will receive an email with a link to the Course/Faculty Evaluation where students can provide feedback about the course and the instructor. This feedback is critical to ensuring that the program continues to provide a relevant and high-quality educational experience for students. Feedback will be provided anonymously and in aggregate form to course instructors and the Program Director.

Incomplete Course Work: If work is not finished within the timeframe of the term, a student may *request* an Incomplete. This requires the completion of an Incomplete Contract that is signed by the student, the student's instructor, and their CFA. The Prescott College Incomplete Policy is as follows:

1. The student must have completed 75% of the coursework to be eligible for the temporary incomplete grade. Note: The Practicum and Internship courses have specific requirements regarding the number of accrued hours needed in order to qualify for an Incomplete and have a specific process that must be followed in the completion of the Incomplete. Please refer to the Practicum and Internship Manual on the Counseling Program MyClassroom site for the details.
2. The instructor must approve a student's request for an Incomplete by signing an Incomplete grade contract that is initiated by the student.
3. Per college policy, the maximum timeframe to complete a course graded Incomplete is up to one year from the end date of the term during which the course was attempted.
4. The instructor can set an earlier date, but cannot extend the Incomplete period beyond the one-year maximum Incomplete period.
5. Evaluation of the Incomplete course submitted after the one-year maximum Incomplete period will be awarded a non-passing grade.

The student is responsible for communicating with the instructor regarding an Incomplete grade for the course. There are no automatic Incompletes. The instructor, CFA, and student

are encouraged to agree upon a completion date that is well in advance of the one-year maximum Incomplete period. In addition, when completing the Incomplete contract, the student and instructor must ensure the details of each assignment that must be completed in order to fulfill the course requirements. Simply writing that “The student will communicate with the instructor to determine all assignments to be completed” is not acceptable.

IX. CLINICAL PRACTICUM/INTERNSHIP EXPERIENCE

Students are required to complete a supervised counseling practicum and internship. See the current Practicum and Internship Manual for Students (found on the Counseling Program MyClassroom site) for details regarding the practicum and internship experience. In general, aligned with CACREP requirements, the Prescott College Counseling Program requires:

- A clinical practicum of 100 clock hours, with a minimum of 40 hours of direct client contact, under appropriate supervision, and concurrently enrolled in 3 credits or coursework.
- A clinical internship of 600 clock hours, with a minimum of 240 hours of direct client contact under appropriate supervision, and concurrently enrolled in 6-credits of coursework over at least a two-term period.
- Students may continue to see clients at their practicum or internship site (and accumulate clinical hours) between terms, if (1) they are continuing at the same clinical site with the same site supervisor and (2) the site supervisor signs the Waiver of Clinical Supervision form prior to engaging in clinical work.
- Practicum/Internship experiences may not start until the site has been approved by the Practicum and Internship Coordinator.
- All clinical training must be supervised by a qualified on-site supervisor, and hours of training must be carefully documented by the student and verified by the supervisor. In addition, students must ensure that the site agrees that, at no time while providing counseling services to clients, would the student be in the office or agency setting alone. Accordingly, students are prohibited from engaging in in-home counseling where another agency staff member is not present. This is a safety issue for students and the clients.
- Students are required to participate in faculty supervised group supervision on a weekly basis. Failure to participate will result in a non-passing grade for the practicum or internship course.
- One credit is equal to 100 hours of internship experience. The credit hours registered for the internship must be met with a minimum of 100 hours per 1 credit. In all cases, the minimum number of supervised hours must be completed for each term according to the number of credit hours registered in that term.
- Choice of Practicum and Internship site: Although this is further discussed in the Practicum and Internship Manual, students should be aware of the policy regarding private practice.

Placement at Private Practice Sites: Students are prohibited from completing practicum and internship experiences at a private practice or group private practice setting.

How to identify if an organization is a private practice:

- Private Practice/Group Private Practice
 - Typically has an identified owner/owner partners

- Smaller organizations, typically less than 15-20 clinicians
- Oversight, business operations, and clinical supervision often provided by one individual or by owner/owner partners
- Agency
 - Typically employ multiple support staff, medical director, human resources, administrative leadership, etc.
 - Often not-for-profit
 - Typically utilize state and federal funding
 - Onboarding and oversight programming is established
 - Typically have a built-in referral system and take responsibility for providing ongoing clients

Note: In rare cases, large group private practices (typically no less than 15 clinicians) with *significant* support staff for the practice (i.e. reception, clinical supervision team, and administrative support staff including human resources, leadership, office management, etc.) may be considered for approval.

Students who are uncertain if their site is a private practice are encouraged to send the practice's website to the Coordinator of Practicum and Internship to review the site prior to beginning the application process.

Students must check with the licensing board's requirements for the state or province in which they anticipate practicing professionally - some students may require more than the above number of hours.

See the Practicum and Internship Manual for information on initiating and implementing the practicum and internship.

X. GRADUATE WRITING

Every course taken in the Counseling Program requires a written product. Typically, this is a 10-15 page paper, written in APA format and style, based on the critical reading of relevant peer-reviewed research on the topic under consideration. To meet the Counseling Program's scholarly standards, this paper must be free of all grammatical and spelling errors and must make a cogent argument in a form that flows with logical cohesion and consistency.

The Prescott College Library system is a rich resource for peer-reviewed journals and other up-to-date resources in the field of Counseling. Every student should learn how to use this system as quickly as possible. Knowledge of the use of search engines to find peer-reviewed scientific and professional articles is essential -- the primary search engines for counseling students are: Google Scholar, PsychInfo, EbscoHOST, and ProQuest.

All graduate students at Prescott College are expected to achieve certain standards of scholarly writing. For students in Counseling, these are as follows:

- For every course, students will submit graduate level academic work that uses correct APA format and style.
- Student papers will be theoretically based and include comprehensive justification of choices made regarding theory, practice, and research selection.
- Students will avoid "wisdom writing," unbridled assertion, and writing that is not undertaken in a balanced professional tone.

- Plagiarism, even if inadvertent, is entirely unacceptable — and could be grounds for dismissal from the program.
- All students are expected to incorporate content related to social justice and environmental consciousness into their writing and research.
- As a good practice, a 15 page paper will include at least 15 references composed of peer- reviewed articles published in the field, or resources of equivalent scholarly credibility.

Education Northwest has published the 6+1 Trait® Definitions that will help students meet graduate level writing standards. The 6+1 Trait® Writing analytical model for assessing and teaching writing is made up of 6+1 key qualities that define strong writing. These are:

Ideas - The Ideas are the main message, the content of the piece, the main theme, together with all the supporting details that enrich and develop that theme. The ideas are strong when the message is clear, not garbled. The writer chooses details that are interesting, important, and informative—often the kinds of details the reader would not normally anticipate or predict. Successful writers do not "tell" readers things they already know; e.g., "It was a sunny day, and the sky was blue, the clouds were fluffy white ...". Successful writers "show" readers that which is normally overlooked; writers seek out the extraordinary, the unusual, the unique, the bits and pieces of life that might otherwise be overlooked.

Organization - Organization is the internal structure of a piece of writing, the thread of central meaning, the pattern and sequence, so long as it fits the central idea. Organizational structure can be based on comparison-contrast, deductive logic, point-by-point analysis, development of a central theme, chronological history of an event, or any of a dozen other identifiable patterns. When the organization is strong, the piece begins meaningfully and creates in the writer a sense of anticipation that is, ultimately, systematically fulfilled. Events proceed logically; information is given to the reader in the right doses at the right times so that the reader never loses interest. Connections are strong, which is another way of saying that bridges from one idea to the next hold up. The piece closes with a sense of resolution, tying up loose ends, bringing things to a satisfying closure, answering important questions while still leaving the reader something to think about.

Voice: Voice is the writer coming through the words, the sense that a real person is speaking to us and cares about the message. It is the heart and soul of the writing, the magic, the wit, the feeling, the life and breath. When the writer is engaged personally with the topic, they impart a personal tone and flavor to the piece that is unmistakably theirs alone. And it is that individual something—different from the mark of all other writers—that we call Voice.

Word Choice: Word Choice is the use of rich, colorful, precise language that communicates not just in a functional way, but in a way that moves and enlightens the reader. In descriptive writing, strong word choice resulting in imagery, especially sensory, show-me writing, clarifies and expands ideas. In persuasive writing, purposeful word choice moves the reader to a new vision of ideas. In all modes of writing figurative language such as metaphors, similes and analogies articulate, enhance, and enrich the content. Strong word choice is characterized not so much by an exceptional vocabulary chosen to impress the reader, but more by the skill to use everyday words well.

Sentence Fluency: Sentence Fluency is the rhythm and flow of the language, the sound of word patterns, the way in which the writing plays to the ear, not just to the eye. How does it

sound when read aloud? That's the test. Fluent writing has cadence, power, rhythm, and movement. It is free of awkward word patterns that slow the reader's progress. Sentences vary in length, beginnings, structure, and style, and are so well crafted that the reader moves through the piece with ease.

Conventions: The Conventions Trait is the mechanical correctness of the piece and includes five elements: spelling, punctuation, capitalization, grammar/usage, and paragraphing. Writing that is strong in Conventions has been proofread and edited with care. Since this trait has so many pieces to it, it's almost an analytical trait within an analytic system. As you assess a piece for convention, ask yourself: "How much work would a copy editor need to do to prepare the piece for publication?" This will keep all of the elements in conventions equally in play. Conventions is the only trait where we make specific grade level accommodations, and expectations should be based on grade level to include only those skills that have been taught. (Handwriting and neatness are not part of this trait. They belong with Presentation.)

Presentation: Presentation combines both visual and textual elements. It is the way we exhibit or present our message on paper. Even if our ideas, words, and sentences are vivid, precise, and well-constructed, the writing will not be inviting to read unless the guidelines of presentation are present. Some of those guidelines include: balance of white space with visuals and text, graphics, neatness, handwriting, font selection, borders, overall appearance. Think about examples of text and visual presentation in your environment. Which signs and billboards attract your attention? Why do you select one playlist over another? All great writers are aware of the necessity of presentation, particularly technical writers who must include graphs, maps, and visual instructions along with their text. Presentation is key to a polished piece ready for publication.

Six Traits Writing Rubric

	6 Exemplary	5 Strong	4 Proficient	3 Developing	2 Emerging	1 Beginning
Ideas & Content ⌘ <i>main theme</i> ⌘ <i>supporting details</i>	<input type="checkbox"/> Exceptionally clear, focused, engaging with relevant, strong supporting detail	<input type="checkbox"/> Clear, focused, interesting ideas with appropriate detail	<input type="checkbox"/> Evident main idea with some support which may be general or limited	<input type="checkbox"/> Main idea may be cloudy because supporting detail is too general or even off-topic	<input type="checkbox"/> Purpose and main idea may be unclear and cluttered by irrelevant detail	<input type="checkbox"/> Lacks central idea; development is minimal or non-existent
Organization ⌘ <i>structure</i> ⌘ <i>introduction</i> ⌘ <i>conclusion</i>	<input type="checkbox"/> Effectively organized in logical and creative manner <input type="checkbox"/> Creative and engaging intro and conclusion	<input type="checkbox"/> Strong order and structure <input type="checkbox"/> Inviting intro and satisfying closure	<input type="checkbox"/> Organization is appropriate, but conventional <input type="checkbox"/> Attempt at introduction and conclusion	<input type="checkbox"/> Attempts at organization; may be a "list" of events <input type="checkbox"/> Beginning and ending not developed	<input type="checkbox"/> Lack of structure; disorganized and hard to follow <input type="checkbox"/> Missing or weak intro and conclusion	<input type="checkbox"/> Lack of coherence; confusing <input type="checkbox"/> No identifiable introduction or conclusion
Voice ⌘ <i>personality</i> ⌘ <i>sense of audience</i>	<input type="checkbox"/> Expressive, engaging, sincere <input type="checkbox"/> Strong sense of audience <input type="checkbox"/> Shows emotion: humour, honesty, suspense or life	<input type="checkbox"/> Appropriate to audience and purpose <input type="checkbox"/> Writer behind the words comes through	<input type="checkbox"/> Evident commitment to topic <input type="checkbox"/> Inconsistent or dull personality	<input type="checkbox"/> Voice may be inappropriate or non-existent <input type="checkbox"/> Writing may seem mechanical	<input type="checkbox"/> Writing tends to be flat or stiff <input type="checkbox"/> Little or no hint of writer behind words	<input type="checkbox"/> Writing is lifeless <input type="checkbox"/> No hint of the writer
Word Choice ⌘ <i>precision</i> ⌘ <i>effectiveness</i> ⌘ <i>imagery</i>	<input type="checkbox"/> Precise, carefully chosen <input type="checkbox"/> Strong, fresh, vivid images	<input type="checkbox"/> Descriptive, broad range of words <input type="checkbox"/> Word choice energizes writing	<input type="checkbox"/> Language is functional and appropriate <input type="checkbox"/> Descriptions may be overdone at times	<input type="checkbox"/> Words may be correct but mundane <input type="checkbox"/> No attempt at deliberate choice	<input type="checkbox"/> Monotonous, often repetitious, sometimes inappropriate	<input type="checkbox"/> Limited range of words <input type="checkbox"/> Some vocabulary misused
Sentence Fluency ⌘ <i>rhythm, flow</i> ⌘ <i>variety</i>	<input type="checkbox"/> High degree of craftsmanship <input type="checkbox"/> Effective variation in	<input type="checkbox"/> Easy flow and rhythm <input type="checkbox"/> Good variety in length and	<input type="checkbox"/> Generally in control <input type="checkbox"/> Lack variety in length and	<input type="checkbox"/> Some awkward constructions <input type="checkbox"/> Many similar	<input type="checkbox"/> Often choppy <input type="checkbox"/> Monotonous sentence patterns	<input type="checkbox"/> Difficult to follow or read aloud <input type="checkbox"/> Disjointed,

XI. PROGRAM EXIT REQUIREMENT - CPCE EXAM

The Counselor Preparation Comprehensive Examination (CPCE) is the final requirement for graduation from the Counseling Program at Prescott College. The purpose of the exam is to assess the student's knowledge of counseling to ensure minimum competency in the field, and it can serve as a useful preparation for the National Counselors Exam (NCE), which is used by many states as a licensure exam. In addition, the CPCE will also provide collective feedback that can be used by the program in developing, adapting, and revising curricula.

Please note that the CPCE is NOT a licensure exam. It is not the same as nor does it replace the NCE.

Benefits of taking the CPCE

- Gives programs an objective view of the knowledge level of its students
- Allows programs to examine student functioning in various curricular areas
- Promotes longitudinal self-study
- Compares a program's results to national data
- Stimulates student integration of knowledge learned in separate courses
- Gives students comparative strength and weakness feedback

Content of the CPCE

The CPCE is a four-hour exam and consists of 160 items with 20 items for each of the eight common core curricular areas articulated by CACREP. They are:

- I. *Human Growth and Development* – studies that provide an understanding of the nature and needs of individuals at all developmental levels.
- II. *Social and Cultural Foundations* – studies that provide an understanding of issues and trends in a multicultural and diverse society.
- III. *Helping Relationships* – studies that provide an understanding of counseling and consultation processes.
- IV. *Group Work* – studies that provide an understanding of group development, dynamics, counseling theories, group counseling methods and skills, and other group work approaches.
- V. *Career and Lifestyle Development* – studies that provide an understanding of career development and related life factors.
- VI. *Appraisal* – studies that provide an understanding of individual and group approaches to assessment and evaluation.
- VII. *Research and Program Evaluation* – studies that provide an understanding of types of research methods, basic statistics, and ethical and legal considerations in research.
- VIII. *Professional Orientation and Ethics* – studies that provide an understanding of all aspects of professional functioning including history, roles, organizational structures, ethics, standards, and credentialing.

Eligibility and Registration for the CPCE

To be eligible to take the comprehensive examination, students must be in good standing and have successfully completed the following 11 core courses:

CPCE Prerequisites:

- MACP50000 Professional Orientation to Mental Health Counseling
- MACP50010 Psychopathology: Diagnosis and Treatment Planning
- MACP50020 Human Growth and Development
- MACP50030 Social and Cultural Diversity in Counseling
- MACP50040 Research and Program Evaluation in Mental Health Counseling
- MACP50060 Helping Relationships: Basic Counseling Skills
- MACP50070 Career and Lifestyle Development: Challenges of Adulthood
- MACP50080 Group Work: Clinical Theory and Practice
- MACP50090 Assessment: Psychological Testing and Appraisal in Counseling
- MACP51190 Professional Counseling Ethics
- MACP51010 Counseling Theories

Ideally it is recommended that students schedule their coursework so that they are able to take the CPCE at least one term prior to their intended graduation date so that in the event that the student does not pass the exam the first time there will be sufficient time to retake it. The CPCE may only be taken once per term.* While not advisable, students may apply to take the CPCE with one CPCE prerequisite outstanding. A student with two or more prerequisite courses outstanding is not eligible to take the CPCE. Students are encouraged to talk with their Core Faculty Advisor prior to applying to take the exam.

Application

The CPCE is administered by the Center for Credentialing Education (CCE). Students submit their application for the CPCE Exam directly to the CCE; <https://cce-global.org/>. Students will create an account on CCE's Credentialing Gateway to submit their application. The Center for Credentialing Education will then contact the Counseling Program liaison for verification that the student has been approved to take the exam. Approval requires that the student has successfully completed all prerequisites. Once verified and approved, CCE notifies the student that they have been approved and can now schedule the exam.

The Results

The scores will typically be provided to the college toward the end of the following month that the test is taken. For example, if the exam is taken on April 10, then the results would likely not be available until the latter part of May. When this information is received, the Graduate Program Coordinator will notify each student, along with the Program Director and the Faculty Advisor of the results. The CPCE national norms are used to determine the minimum passing score. The minimum passing score varies for each testing date and a student's overall score must be higher than one standard deviation below the national mean.

Passing the CPCE: When the student passes the CPCE, the Registrar will also be notified so it can be recorded that the student has met this requirement for graduation.

Not passing the CPCE: In the event that a student does not pass the CPCE, the student should contact their Core Faculty Advisor to discuss and identify deficiencies and determine appropriate remedial steps. Students may retake the CPCE, but must minimally wait until the next term to do so. * Please NOTE students may not re-take the CPCE in the same term that they did not pass. If a student chooses to retake the CPCE, they will be responsible for paying the fee again. Students who do not pass the CPCE on their second attempt must enroll for a one credit Independent Study to help support them in their studying of the areas of deficiency. They must complete the Independent Study before they will be eligible to retake the CPCE. Students who do not pass the CPCE on the third attempt will be dismissed from the program.

**For the purposes of retaking the CPCE the timing for each term is as follows: Spring term - January 1 to May 15; Summer term - May 16 to August 15; Fall term - August 16 to December 31.*

For the complete description of the procedures to register, the link to the application form, and important dates and timelines please go to the relevant topic in Counseling Program MyClassroom site.

XII. ASSESSMENT OF STUDENTS

The Counseling Program faculty is responsible for preparing students to practice as professional counselors. As part of this process, it is the professional and ethical responsibility of the faculty to engage in the assessment of students. This assessment is ongoing from the point of entry into the program through to graduation. Academically, students are assessed through their course work and receive an appropriate grade for their performance.

In addition to academic performance, professional dispositions are also assessed on an ongoing basis, as well as at specific points in the program while a student matriculates. According to CACREP, professional dispositions are “the commitments, characteristics, values, beliefs, interpersonal functioning, and behaviors that influence the counselor’s professional growth and interactions with clients and colleagues”. The following Key Professional Dispositions (KPD) have been identified by the Counseling Program’s faculty as being important to a professional counselor’s ability to practice ethically, competently, and with empathy and compassion.

KPDs are formally assessed in both MACP51020 Supervised Practicum and MACP51021 Supervised Internship through the Mid and End of Term Evaluation completed by the student’s site supervisor. Another formal assessment occurs annually, generally during the Spring term, when the Counseling Program’s faculty assess the KPDs of each student to ensure that students are making sufficient progress in their development as professional counselors. If faculty determine that a student needs additional support, either academic or dispositional, the student’s Core Faculty Advisor will follow the guidelines under the Retention, Remediation, and Dismissal Policy.

KPD	Description
Professional Conduct	Professional dress; punctuality (start/end sessions, on time to supervision, class...); follows policies and procedures; presents self as a professional to others; contributes meaningfully to the clinical team through observation and feedback of other's sessions and in classes. Thoughtfully accepts other's feedback. Communicates respect for the perspective of others by actions.
Ethical Practice	Demonstrates the ability to apply and adhere to ethical and legal standards in clinical mental health counseling.
Supervision	Demonstrates the ability to recognize his or her own limitations as a clinical mental health counselor and to seek supervision or refer clients when appropriate. Makes good use of individual/triadic supervision (arrives on-time, prepared), and maintains regular contact with supervisors about all clients. Consults a supervisor in all safety/risk situations. Is open to supervisory feedback and trying new things. Provides appropriate feedback to supervisors.
Documentation	Applies current record-keeping standards related to clinical mental health counseling (all client documentation is on-time, clear, concise, and well organized. Reports, letters, and other documentation leaving the clinic are professional in style and make appropriate recommendations).
Multicultural Competence	Applies multicultural competencies to clinical mental health counseling involving case conceptualization, diagnosis, treatment, referral, and prevention of mental and emotional disorders. Demonstrates appropriate use of culturally responsive individual, couple, family, group, and systems modalities for initiating, maintaining, and terminating counseling. Demonstrates the ability to modify counseling systems, theories, techniques, and interventions to make them culturally appropriate for diverse populations.
Appropriate Boundaries	Maintains appropriate personal and professional boundaries with clients, colleagues, and faculty; does not use time with clients to meet own needs. Maintains appropriate boundaries in class and supervision
Self-Awareness & Growth	Recognizes own strengths and limitations. Understands impact of own values, experiences and biases on academic work, session dynamics, and case conceptualization. Willing to continue exploring how self-impacts clinical work. Willing to self-confront and grow. Is not defensive about feedback. Willing to seek help for personal awareness and growth when appropriate.
Tolerance for Vulnerability and Risk	Able to be appropriately vulnerable with clients and colleagues. Able to take risks with clients and colleagues. Is aware of and able to appropriately manage own affect in session, in class, and in supervision.
Appropriate Self Care	Recognizes own limits and physical, emotional and spiritual needs. Seeks healthy means for meeting own personal needs. Makes self-care and holistic personal wellness a reasonable priority, both in idea and action. Seeks help from others (including personal counseling) when appropriate.

XIII. COUNSELING STUDENT CODE OF CONDUCT

The Counseling Program prepares students for a professional career in mental health counseling. It is in this context that Prescott College requires all students enrolled in this program to adhere to a code of conduct involving both ethical and professional standards.

Ethical Standards: All students are expected to know and to follow the Ethical Standards of the *American Counseling Association*. These are available at www.counseling.org. There are three areas that students need to be particularly aware of:

- Professional Relationships: Including maintaining strict confidentiality and protection of sensitive information, knowledge of appropriate reporting procedures, and the use of consistently clear boundaries with clients and colleagues.

- Avoidance of Dual Relationships: Implying that students and professionals do not engage in non-professional relations with any person with whom they have had a professional relationship.
- Self-Representation: Professionals may not represent themselves as having abilities, skills, credentials, or professional experience that they do not, in fact, possess. Students must be careful not to represent themselves as other than they are (there is no such thing as a “Masters Candidate in Counseling” - until graduation and licensure, a student must refer to their self as a “Graduate Student in Counseling”). The issue of representation extends to the matter of plagiarism: Students represent that the work they submit is their own. Plagiarism is unacceptable, even if it is inadvertent, and this includes self-plagiarism. Self-plagiarism is a result of a student not properly citing their previous work (i.e. research paper from another class) and uses their previous work to inform current or future work (i.e. written assignment in another class). Any student unfamiliar with the strictures around plagiarism should consult the current *American Psychological Association's Publication Manual*.

Professional Standards: All students are expected to know and to follow the general standards of professional behavior. These include:

- Respectful behavior toward all clients, fellow students, staff, instructors, faculty, etc., including exercising integrity and truthfulness in all aspects of professional life.
- Punctual and diligent discharge of all obligations, duties, and responsibilities.
- Avoidance of any activity that might impair performance or ability to discharge responsibilities.
- Self-reporting (in this case to the Counseling Program Director) of any impairment, physical or emotional, that might affect ability to discharge responsibilities.
- Self-reporting (in this case to the Counseling Program Director) of any legal violations.
- Exercising vigilance toward attitudes that are sexist, racist, elitist, etc., and refraining from the use of professional knowledge in non-professional circumstances (e.g., diagnosing people, or making quasi-clinical inferences about people, with whom one does not have a professional mandate to do so).

Readiness to seek opportunities for personal growth, including seeking consultation and supervision whenever challenged by professional circumstances. Counseling students must also adhere to the Prescott College Student Code of Conduct, found in the College Catalog (which includes a description of student rights and responsibilities, nondiscrimination policy, rules of conduct, sanction, disciplinary procedure, grievance procedure, academic grievance procedures, non-academic grievance procedures).

All students must be aware that Prescott College's Counseling Program, under the direction of the Program Director and the Dean of Graduate Programs, reserve the right to terminate any student's affiliation with Prescott College for reasons of violation of ethical or professional standards, including matters of plagiarism or self-misrepresentation.

XIV. RETENTION, REMEDIATION, AND DISMISSAL POLICY

Professions engaged in protection of public health and welfare charge their members with the responsibility of monitoring potential new members. Therefore, the Counseling Program faculty considers it their responsibility to their students, their professions, and the eventual consumers of services provided by graduates, the necessity to monitor students' academic program progress, which includes academic performance and professional conduct. The

faculty is responsible for assuring that only those students who continue to meet academic program standards and standards of professional conduct are allowed to continue in the program. A student's acceptance in any program does not guarantee their fitness to remain in that program.

Program Expectations

The course content and experiential activities involved in the Counseling Program are designed to afford students the opportunity to advance their personal, intellectual, and professional development and functioning. Through the program of study, students will be given feedback concerning their personal, intellectual, and professional strengths, weaknesses, and performance. This feedback will come from faculty, supervisors, peers, and clients. Students will be expected to accept this feedback in a mature and professional manner.

The expectations of the program's curricula are that students explore and recognize the effect that their personal beliefs, issues, emotions, and behaviors have on their ability to function as a counseling professional. The various "techniques" or "skills" courses will require that students develop and demonstrate their professional skills as they work with classmates in role-play situations and with clients in actual sessions. Students will be asked to examine their behaviors, beliefs, and emotions in relation to their professional activities and experiences on an ongoing basis.

Assessing Student Performance & Retention Efforts

Members of the faculty evaluate student performance and professional conduct (dispositions) on an ongoing basis. The faculty makes judgments based on a variety of factors, which may include course performance, interactions with others, supervisors' evaluations of students' performances in clinical situations, and students' adherence to the American Counseling Association's Code of Ethics. Formal evaluations are conducted as part of all clinical courses (See Assessment of Students section XII). Faculty actively engage in the retention of students by identifying additional help they may need to be successful, and to recognize outstanding achievements of students in their work. Further, faculty may work on an informal basis with students who evidence academic difficulties or dispositional concerns when circumstances indicate that this method may be productive. The faculty member and student will discuss the problems, review appropriate measures of correction, and establish a timeline for change.

However, when, in the professional judgment of a program faculty member, a student is not making satisfactory progress, the faculty member will consult with the Program Director to determine appropriate steps.

Remediation Plans

The faculty recognizes their obligation to assist students in obtaining remedial assistance as needed and to consult with colleagues and document their decision to refer students for assistance or to request that students be dismissed from the program. If, in the professional judgment of a Counseling Program faculty member, a student's professional behavior is deemed substandard, unethical, illegal, and/or professionally unbecoming at any time during training (including course work, practicum/internship, colloquium or intensive attendance), faculty will review the performance and behavior of the student and make recommendations to the Program Director. If a student's academic performance or conduct warrants concern, the Counseling Program faculty, in consultation with the Program Director, will implement a remediation plan. A faculty member will discuss with the student what behavior(s) need(s) to be changed, requirements for remediation, time limits for expected changes, and

consequences if remediation is unsuccessful. A remediation plan may include but is not limited to: requirements for increased supervision, coaching, research and writing assignments of relevant topics, or additional reporting on performance by a site supervisor.

All situations requiring remediation are unique and have varying levels of concern and severity. If it is determined that a situation or concern warrants a remediation plan the following steps will be included in the process:

- Consultative meeting is scheduled between the Program Director, Core Faculty Advisor, and/or Instructor/Supervisor, and any other relevant parties to review the concern or situation.
- A meeting is scheduled between Student, Program Director, Core Faculty Advisor, and Instructor/Supervisor if relevant, to review the concerns or situation and provide feedback to the student and them to allow to share any mitigating factors.
- If it is deemed a remediation plan is warranted*, a written plan will be given to the student that documents the concerns or situation. Explicit expectations, timelines, and due dates will be outlined.
- Throughout the remediation process, the student will be encouraged to meet with the Program Director, Core Faculty Advisor, and/or Instructor/Supervisor as needed for support.
- At the conclusion of the remediation plan the student will be notified in writing of the outcome.

Lack of participation in the remediation plan or failure to fully meet the expectations of the remediation plan will result in program dismissal.

**If after the meeting with the student it is determined that a remediation plan is not required, the meeting will be appropriately documented. Conversely, if the concern or situation is deemed severe enough the remediation process may be bypassed, and the recommendation made for the student to be dismissed from the program.*

Termination of Student Status

The maintenance of high standards is in the best interests of all students in this professional training program, as well as in the interests of Prescott College. Examples of reasons for which students may be required to leave the program are, but not limited to:

Unsatisfactory academic performance. This may include coursework that does not meet graduate level standards; receiving a non-passing grade in the MACP500000 Orientation to Clinical Mental Health Counseling course; receiving a non-passing grade in one class more than two times; non-compliance with the Colloquium attendance policies; failing the CPCE three times; and instances of plagiarism/self-plagiarism. Additionally, unsatisfactory performance during the clinical training experiences when a clinical supervisor assesses a student's work as problematic or unprofessional, may be required to leave the program. Similarly, if a student begins their clinical training experience without having submitted the necessary approvals and agreements is also cause for termination. Please know that every effort will be made to help serious students meet these requirements and standards, and that all instructors and faculty are strongly committed to the student's success. Although faculty members desire to help students remediate problematic performance, there are several reasons a student will be immediately dismissed from the program. Examples of just cause for immediate dismissal from the Counseling Program include, but are not limited to the following:

- Dishonesty (cheating, plagiarism, etc.).
- Disclosure of client confidential information with unauthorized individuals.
- Negligence or misconduct.
- Mistreatment of or disrespect toward clients, fellow students, research participants, or faculty.
- Abusing a client, fellow student, faculty member, or staff member, (including abusive language).
- Violations of the rules, regulations, and principles in the ACA Code of Ethics or the Counseling Program Student Handbook.
- Willful submission of false information or alteration of any official records, counseling reports, papers, examinations or dissertations.
- Willful conduct that may cause injury to self or others.
- Failure to cooperate with and/or meet all requirements of a remediation plan.
- Violation of the Counseling Student Code of Conduct, Prescott College's Student Code of Conduct, or that ACA Code of Ethics in terms of unethical or unprofessional behavior. (See Section XII above).

If a student's unacceptable professional and/or personal behaviors are deemed severe enough by the Counseling faculty, the student may be immediately dismissed from the program and the remediation process will not be employed. The student will be informed of the decision by letter from the Program Director or designee, with copies to the Dean of the College.

Students who have been terminated from the Counseling Program may consult with the Program Director regarding alternative methods for earning a graduate degree and/or programs in which the student may be more likely to succeed.

Evaluation of Student Conduct

The following areas constitute criteria upon which student conduct is evaluated:

- Academic Performance
 - The student earns a grade of graduate level B- (80%) or better in all courses.
- Professional Responsibility
 - The student relates to peers, faculty, supervisors, instructors, administrators, clients and others in an appropriate professional manner.
 - The student does not exploit or mislead other people during or after professional relationships.
 - The student applies legal and ethical standards throughout all program areas.
- Competence
 - The student takes responsibility for compensating for any deficiencies and demonstrates responsibility for their personal wellness.
 - The student provides only those services and applies only those techniques for which they are qualified by education, training, supervision, or experience.
 - The student demonstrates basic cognitive skills and appropriate affect in response to clients, students, and/or supervisees.
- Comportment
 - The student demonstrates appropriate self-control (such as refraining from anger, impulse, withdrawal) with peers, faculty, supervisors, instructors, administrators, clients and others.
 - The student demonstrates honesty and fairness both personally and

- professionally.
 - The student dresses in an appropriate and professional manner.
 - The student is aware of their own belief systems, values and limitations and they do not negatively affect their own professional work.
 - The student demonstrates timeliness, attentiveness, and participation in all class meetings, assignments, and activities.
 - The student demonstrates timely and respectful communication with faculty and colleagues.
 - The student demonstrates the ability to receive, integrate, and utilize feedback from peers, faculty, and site supervisors.
- Integrity
 - The student does not make statements that are false, misleading, or deceptive.
 - The student respects the fundamental rights, dignity, and worth of all people.
 - The student respects the rights of individuals to privacy, confidentiality, and choices regarding self-determination.
 - The student respects cultural, individual, and role differences (age, gender, race, ethnicity, national origin, religion, sexual orientation, physical ability, language and socioeconomic status).
 - The student behaves in accordance with the program's accepted code(s) of ethics/standards of practice, conduct and the relevant regulatory boards of the state in which they intend to practice.

Student Grievance Procedure

Students who believe that they have grounds for a grievance should review the process and procedures outlined in the Prescott College Catalog.

In general, students should make every effort to resolve the issue informally. Students are encouraged to talk directly with the faculty or instructor about the concern or situation. In exceptional circumstances where the issue cannot or should not be addressed informally, this step may be omitted. If ultimately the issue cannot be resolved with the faculty or instructor, the student should then go to the Program Director. If the Program Director is unable to address the issue to the student's satisfaction, then the student may file a formal grievance to the appropriate College Dean. Please note that all grievances should be initiated within the term the alleged issue occurred.

XV. SELF-DISCLOSURE

An effective counselor must be willing to make a serious attempt to live the way they encourage others to live. To promote growth in others' lives, counselors need to live growth-oriented lives themselves and have a willingness to continually examine whether one's life reflects life-giving values. Throughout the duration of the Counseling Program, students will have numerous opportunities to examine their own beliefs, challenge, and question themselves. This is a natural outgrowth of the work of becoming a professional counselor. Self-awareness is an essential component of change and growth for all of us.

Within the counseling program's coursework and interactions with peers, instructors and faculty, there will be instances in which students are asked to disclose about their experience of growth or expansion of awareness as it pertains to their learning in a particular class or colloquium workshop. Please know that, although students are expected to participate in some form of self-disclosure, faculty also respect students' ability to monitor what is

appropriate for themselves within the context of a learning environment. Naturally, areas of intense conflict are best reserved for personal counseling. However, there is value in sharing with peers and instructors those areas of personal growth and learning that are relevant to student's work in a course. As counseling students in training experience their own growth and challenge their own limitations, they deepen their ability to understand what their clients experience, their personal referents for empathy. As students expand their empathic ability, they become better able to serve authentically and compassionately in their chosen role as counselor, healer, and agent of change in the lives of others.

Students are encouraged to communicate with instructors if they are uncomfortable or unable to engage in course requirements that involve personal self-disclosure. PREPARING FOR LICENSURE EXAMS

Applying for Licensure: Upon graduation, when students are ready to apply for licensure, most state licensure boards require a graduate program representative to complete a form (often included in the licensure application packet provided by the state) to verify the completion of practicum and internship hours. Please follow the directions, provided by your state licensure board, on how to complete the form.

If your state licensing application requires some action by the Counseling Program, once you have completed your portion of the verification forms email to the Counseling Administrative Coordinator: zaide.cabezuela@prescott.edu

Please allow a minimum of 6 weeks for processing

Preparing for Licensure Exams: In the State of Arizona and in many other states, graduates must pass an "approved licensure examination". There are several study guides available to help students prepare for taking these exams (examples listed on the NBCC website). Students who join a professional organization, such as the *American Counseling Association*, will find the study guides advertised in the publications of that organization. The *Association for Advanced Training in the Behavioral Sciences* is a particularly helpful guide and may be purchased from: *Association for Advanced Training in the Behavioral Sciences*, 5126 Ralston Street, Ventura, CA 93003 (Telephone: 800-472-1931 or visit their website).

This study guide offers an overview of the eight general areas covered by the national exam used by most of the states for licensing. The same test is offered for national certification by the National Board for Certified Counselors. In addition to the overview, a comprehensive bibliography, access to computer generated practice tests, podcasts, audiobooks, and information regarding good test taking skills are provided.

Students are strongly encouraged to purchase such a guide at the beginning of their graduate studies and to use it as a guide to understand the range and depth of material that should be covered.

XVI. COUNSELING PROGRAM TIMELINE

Prior to first term

- Apply for Financial Aid (if necessary)
- Review Counseling Program Student Handbook and complete the attestation
- Review the All College Catalog, found on the Prescott College website, for important policy information
- Review the All College Calendar, found on the Prescott College website, for important dates, such as when registration begins, the add/drop dates, and when colloquia are scheduled
- Communicate with the coordinator of your concentration/graduate certificate or the Program Director for general students
- Determine first term schedule (must include the MACP50000 Professional Orientation to Mental Health Counseling course)
- Enroll for all courses
- Review the registrar's enrollment instructions
- Review the current course schedule
- Purchase/order textbooks for each course at least two weeks prior to term start date.
- Purchase and review current APA Publication Manual.

In first term

- Attend the full day required New Student Orientation prior to first Colloquium
- Thoroughly review the Counseling Program MyClassroom site
- Complete a residency attendance statement (and repeat for each subsequent colloquium attended)
- Review Section VI for information on residency requirements.
- Meet with you Core Faculty Advisor and complete your Degree Plan
- Begin search for potential practicum placement
 - Review Section IX for information on the Practicum/Internship experience
- Complete course evaluation for each course completed every term.

In fourth term (14-30 credits completed)

- Consider beginning practicum
- Complete practicum/internship application and agreement for each placement/site
 - Review the Practicum and Internship Manual and ALL important application due dates!!!
- Begin personal counseling sessions, See Section VI for more information

Around 30 credits completed

- Schedule a meeting with your CFA to review your Degree Plan, graduation requirements and to discuss a timeframe for taking the CPCE

Prior to final term of coursework

- Contact the Registrar's Office to request a Graduation Checklist (approximately 6 months from intended graduation date)
- Apply, take, and pass the CPCE
- Submit documentation of 20 personal counseling sessions

XVII. TOP TEN TIPS FOR SUCCESS IN THE COUNSELING PROGRAM

1. Full-time (four 3-credit courses per Fall and Spring terms) students should plan on 25 to 30 hours per week devoted to this coursework. This is a very intense program...plan accordingly! (Students may not take more than 12 credits during the Fall Spring terms)
2. Become extraordinarily well organized and self-disciplined. If you do not plan your life, make a chart (or monthly lists) of all that has to be accomplished, set yourself deadlines, and keep yourself paced, you will likely run yourself into difficulties... remember this is an intense and challenging program... the joys of it are considerable, but so are the challenges!
3. Contact and get to know your instructors and your Core Faculty Advisor (CFA) as quickly as possible. It is critical that you meet with your CFA within your first term to complete your Degree Plan.
4. Be meticulous in submitting all assignments and documents in a complete and punctual manner
(Failure to do so is unprofessional and can cause you loss of credit).
5. Keep copies of all your assignments, supervisory reports, and other documents. The Counseling Program faculty and the Registrar's Office is dedicated and always striving for increased efficiency, but is capable of making errors. It is in your interest to keep duplicates and to keep all documentation diligently!
6. It is never too early to consider matters such as where you might do your practicum and internship! It is also important to join a professional organization, such as the American Counseling Association, since student membership will give you many benefits, and help you enter the profession more fully.
7. Participate in the colloquia fully - and speak up if you find they are not offering you what you need. The colloquia are a chance for all of us to interact and they should be an opportunity for us to share the joys of learning!
8. Give us feedback as to how we can improve the program – depending on the feedback, this may or may not directly benefit your success, but will give you the satisfaction of knowing that you may have helped future cohorts of students in this program.
9. Remember that the faculty are on your side! We are very interested in assisting you to achieve your best as you earn your master's degree! So, if you encounter any difficulties or are struggling with the challenges of the program, contact your Core Faculty Advisor

to seek support or guidance and to help you toward your goals. If the program is not for you, then we will help redirect you toward success in another setting. The Counseling Program Director also has an open door and would enjoy hearing from you!

10. Enjoy this program, it might well be one of the most exhilarating educational high points of your life! You are in the process of becoming a professional charged with the sacred task of supporting others in their healing, follow your bliss!

APPENDIX A

List of Elective Courses and Descriptions

The following information represents the elective courses, and their descriptions, offered through the Counseling Program. Students may take electives based on general interest, state licensure requirements, or to complete a specific area of Concentration. Electives are not offered every term, and it is the responsibility of the student to utilize all resources (the Counseling Program Handbook, **the KEY**, their Core Faculty Advisor...) to learn when these electives are offered, so that they can fulfill their educational goals.

COURSE ELECTIVES

MACP55151 Advanced Theories in Marriage, Couple, and Family Counseling (MCF Concentration) This course provides an advanced survey of the major marriage, couple, and family counseling theories in the field. The course will also explore how the counselor's family of origin influences the personal style and development as a marriage, couple, and family therapist.

MACP55150 Advanced Counseling Skills in Marriage, Couple, and Family Counseling (MCF Concentration) This course focuses on an advanced examination of the couple and family counseling process, including diagnosis and assessment, as well as the skills necessary to work effectively with couples and families. The course will also explore how the counselor's personal experiences influence the counseling process with couples and families.

MACP55030 The Body in Counseling: A Somatic Approach to the Therapeutic Relationship (Somatic Concentration)

This course provides a foundational understanding of the historical and theoretical field of somatic counseling. Through surveying basic principles, concepts, ethics, and methods that are the pillars of somatic counseling, the student is offered the opportunity to develop their own orientation to a somatic approach in counseling. This course offers an experiential component that will support the student in discovering how to use their own body awareness as an assessment and intervention tool with clients. Various disciplines that draw from ancient and diverse cultural traditions will be explored and synergistic blends of approaches will be examined through an ethical and clinical lens.

MACP55032 The Neurobiology of Relationships: Applications in Clinical Practice (Somatic Concentration)

The burgeoning and exciting field of neuroscience and interpersonal neurobiology has provided an amazing array of potent and fascinating inroads to understanding human behavior and the impact of attachment in relationships. This course introduces key anatomical and neurological substrates of human experience and bases of behavior, and locates them in the field of clinical and somatic counseling and the therapeutic relationship. Some of the concepts to be explored include how early experiences shape the brain, the development of self, the difference between subjective experience and objective knowledge, and healthy development and relational functioning. The application of research and theory in neuroscience to clinical practice, somatic counseling, and therapeutic interventions will be explored.

MACP55031 Trauma and Crisis: Intervention and Treatment in Counseling (Somatic Concentration)

This course addresses the impact of crises, disasters, and traumatic events on individuals and communities. The psycho-physiological and emotional responses of traumatic experience will be addressed, including cognitive, affective, behavioral, and neurological effects associated with trauma-related disorders. Somatic therapies, innovative treatments, and evidence-based brief, intermediate, and long-term theories and approaches for the resolution of trauma symptoms will be explored, as well as assessment strategies and counseling skills applicable to crisis intervention and the treatment of trauma, including psycho-education, stress reduction, affect regulation, emotional processing, and somatically based interventions.

MACP51235 Child and Adolescent Counseling

This course will prepare counselors to address the specific needs of counseling children and adolescents. Students will learn to apply early child development, middle childhood, pre-adolescent and adolescent counseling theories.

Students will explore evidenced based treatment, systems interventions including school and family, parent training programs, and play therapy techniques for counseling children and adolescents. Students will increase understanding of the diagnostics and treatment of children and adolescents through various experiential assignments.

MACP51387 Psychopharmacology and the Counseling Profession

This course provides counselors with a basic understanding of commonly prescribed psychotropic medications and the diagnoses for which they are prescribed. It will prepare counselors to effectively communicate and collaborate in treatment planning with prescribing professionals. Content will include the merger of psychotherapy and pharmacotherapy, history, efficacy and present standard of care.

Ethical and legal issues for the counselor relating to pharmacotherapy will be covered. Several case examples demonstrating effective psychopharmacologic and psychotherapeutic management will be discussed. Strategies for developing a collaborative relationship with the prescriber will be presented.

MACP53201 Human Sexuality in Counseling

This course is a study of the issues involved in understanding human sexuality and assisting individuals and couples with sexual concerns in a therapeutic setting. It is designed to provide information in the following areas: research about sexuality, sexual development, aging and sexual functioning, sexual orientation and identity, gender issues, sexual anatomy and physiology, psychological and social sexual dynamics, sexual disorders, sexual trauma/abuse, sexual behavior patterns, sexual communication, contraception, infertility, and sexually transmitted infections.

Additionally, how different cultural and religious perspectives may influence sexuality and intimacy will be explored.

MACP55160: Advanced Human Sexuality in Counseling

This course provides an advanced survey of gender and sexuality from a relational-cultural therapy (RCT) lens. This course will explore the social constructions of gender, the origins of sexual repression, the mental health consequences of sexual shame, and disordered sexual behavior according to the current Diagnostic and Statistical Manual, fifth edition (DSM-5). The role of religious perspectives on sexuality and intimacy will also be explored. Students will engage in research and inquiry-based learning to effectively process sexual concerns in clinical contexts. Students will examine several case studies of erotically marginalized clients to increase cultural competence and learn to apply an RCT framework to treatment planning.

MACP51391 Mindfulness in Clinical Practice

This course will familiarize students with contemporary mindfulness, meditation, and awareness practices. Current research on meditation techniques is reviewed as it relates to mental health and self-care for counselors. This course will explore ways of integrating meditation and mindfulness into clinical practice, and investigate how presence and moment-to-moment experience of body, breath, heart, and mind can support health, healing, and transformation in counseling. There will be an experiential aspect of this course as students will participate in a mindfulness practice, write observational reflections on their experience, and consider the applications in the field of mental health and counseling.

APPENDIX B

Course Schedule and Rotation for ALL Counseling Courses*

CORE COURSES (required)		When Offered		
Course Number	Title	Fall	Spring	Summer
MACP50000	Professional Orientation to Mental Health Counseling	X	X	
MACP50010	Psychopathology: Diagnostic and Treatment Planning	X	X	
MACP50020	Human Growth & Development	X	X	X
MACP50030	Social and Cultural Diversity in Counseling	X	X	
MACP50040	Research and Program Evaluation in Mental Health Counseling	X	X	
MACP50060	Helping Relationships: Basic Counseling Skills	X	X	
MACP50070	Career and Lifestyle Development: Challenges of Adulthood	X	X	X
MACP50080	Group Work: Clinical Theory and Practice	X	X	
MACP50090	Assessment: Psychological Testing and Appraisal in Counseling	X	X	
MACP51000	Social Justice in Counseling	X	X	
MACP51010	Counseling Theories	X	X	
MACP51190	Professional Counseling Ethics	X	X	
MACP51150	Marriage, Couple, and Family Counseling	X	X	X
MACP51170	Addiction Counseling	X	X	X
MACP51020	Supervised Counseling Practicum	X	X	
MACP51021	Supervised Counseling Internship	X	X	X
ELECTIVE COURSES		When Offered		
Course Number	Title	Fall	Spring	Summer
MACP55151	Advanced Theories in Marriage, Couple, and Family Counseling	X (Odd Year)		
MACP55150	Advanced Counseling Skills in Marriage, Couple, & Family Counseling	X (Even Year)		
MACP55030	The Body in Counseling: A Somatic Approach...	X	X	
MACP55032	The Neurobiology of Relationships: Applications in Clinical Practice	X		
MACP55031	Trauma and Crisis: Intervention and Treatment in Counseling		X	
MACP51235	Child and Adolescent Counseling	X (Even Year)		
MACP51387	Psychopharmacology and the Counseling Profession		X (Odd Year)	
MACP53201	Human Sexuality in Counseling		X	
MACP55160	Advanced Human Sexuality in Counseling			X
MACP51391	Mindfulness in Clinical Practice		X (Even Year)	

* Please see the Graduate KEY for all Social Justice Counseling concentration electives offered through the Critical Psychology department.

APPENDIX C

Course Planning and Advising Guides for Counseling Students

The following tables outline the suggested course of study for full time, and part time students for the Clinical Mental Health Counseling specialization and the areas of Emphases. Because the electives offered within the Counseling Program are scheduled once a year or every two years, depending on the course, it is critical that students meet with their Core Faculty Advisor during their first term in the program to outline their Degree Plan. This will ensure that students know when each elective is being offered to meet the licensure requirements in their state, to complete an area of Concentration, or to simply meet their desired educational goals. Core Faculty Advisors can also help students incorporate concentration/graduate certificate courses as applicable.

Although the Counseling Program is designed to prepare students for licensure and to sit for the National Counselor Exam (NCE), students are required to design their course of study to meet the academic licensure requirements for specific state or provincial licensing boards. Because no graduate counseling program can guarantee licensure upon graduation, students are encouraged to consult with the appropriate agency in their state or province to determine specific requirements. All students are ultimately responsible for researching and incorporating appropriate licensing requirements of their state into their course of study.

Prerequisites:

The following course is required of all new students in the first term:

- MACP50000 Professional Orientation to Mental Health Counseling*

The following courses must be completed to register for Supervised Counseling Practicum:

- MACP50000 Professional Orientation to Mental Health Counseling
- MACP50010 Psychopathology: Diagnosis and Treatment Planning
- MACP50060 Helping Relationships: Basic Counseling Skills
- MACP51010 Counseling Theories
- MACP51190 Professional Counseling Ethics
- MACP50080 Group Work (may be approved with concurrent enrollment in Practicum)

The following courses must be completed to register for Supervised Counseling Internship:

- MACP51020 Supervised Counseling Practicum
- MACP50090 Assessment: Psychological Testing and Appraisal in Counseling (may be approved with concurrent enrollment in Internship)

The following tables can also be found on the Counseling Program MyClassroom site as well.

** Successful completion of MACP50000 during the student's first term is a perquisite to a student continuing in the Counseling Program. Please see the section on RETENTION, REMEDIATION, AND DISMISSAL POLICY.*

Specialization: Clinical Mental Health Counseling
Starting Term: Fall

The below is just one example of how a student may matriculate through the program enrolled in 12 or 6 credits a term. There is not a single way, but many ways a student may take courses and complete the program. Students must meet with their Core Faculty Advisor to determine the best way to sequence their courses based on the student's needs, personal and professional obligations, and goals. **Students can take up to 12 credits (4 courses) per fall and spring terms, and up to 6 credits (2 courses) in summer terms.**

Clinical Mental Health Counseling
Fall Start

FULL TIME ENROLLMENT (12 credits/term)		PART TIME ENROLLMENT (6 credits/term)	
FALL		FALL	
MACP50000	Orientation to Mental Health Counseling*	MACP50000	Orientation to Mental Health Counseling*
MACP50010	Psychopathology*	MACP51010	Counseling Theories*
MACP50060	Helping Relationships*		
MACP51190	Professional Counseling Ethics*		
SPRING		SPRING	
MACP51010	Counseling Theories*	MACP50060	Helping Relationships*
MACP50080	Group Work*	MACP51190	Professional Counseling Ethics*
MACP50090	Assessment		
MACP00000	Counseling Elective #1		
SUMMER		SUMMER	
MACP50020	Human Growth and Dev.	MACP50020	Human Growth and Dev.
MACP50070	Career and Lifestyle Dev.	MACP50070	Career and Lifestyle Dev.
FALL		FALL	
MACP51020	Supervised Practicum in Counseling	MACP50080	Group Work*
MACP50040	Research and Program Evaluation	MACP50010	Psychopathology*
MACP50030	Social and Cultural Diversity in Counseling		
MACP00000	Counseling Elective #2		
SPRING - Eligible to take the CPCE		SPRING	
MACP51021	Supervised Counseling Internship #1	MACP50090	Assessment
MACP51000	Social Justice in Counseling	MACP50030	Social and Cultural Diversity in Counseling
MACP51150	Marriage, Couple, and Family Counseling		
MACP00000	Counseling Elective #3		
SUMMER		SUMMER	
MACP51021	Supervised Counseling Internship #2	MACP51170	Addiction Counseling
MACP51170	Addiction Counseling	MACP00000	Counseling Elective #1
SPRING - Eligible to take the CPCE		FALL	
MACP51020	Supervised Practicum in Counseling	MACP50040	Research and Program Evaluation
MACP00000	Counseling Elective #3	MACP00000	Counseling Elective #2
SUMMER		SUMMER	
MACP51021	Supervised Counseling Internship #2	MACP51020	Supervised Practicum in Counseling
MACP51170	Addiction Counseling	MACP00000	Counseling Elective #3
FALL		SUMMER	
MACP51021	Supervised Counseling Internship #1	MACP51021	Supervised Counseling Internship #1
MACP51150	Marriage, Couple, and Family Counseling	MACP51150	Marriage, Couple, and Family Counseling
FALL		FALL	
IMPORTANT NOTES:		MACP51021	Supervised Counseling Internship #2
* Practicum Prerequisites		MACP51000	Social Justice in Counseling

Specialization: Clinical Mental Health Counseling
Starting Term: Spring

The below is just one example of how a student may matriculate through the program enrolled in 12 or 6 credits a term. There is not a single way, but many ways a student may take courses and complete the program. Students must meet with their Faculty Advisor to determine the best way to sequence their courses based on the student's needs, personal and professional obligations, and goals.

Clinical Mental Health Counseling
Spring Start

FULL TIME ENROLLMENT (12 credit s/term)		PART TIME ENROLLMENT (6 credits/term)	
<u>SPRING</u>		<u>SPRING</u>	
MACP50000	Orientation to Mental Health Counseling*	MACP50000	Orientation to Mental Health Counseling**
MACP50010	Psychopathology*	MACP51010	Counseling Theories*
MACP50060	Helping Relationships*		
MACP51190	Professional Counseling Ethics*		<u>SUMMER</u>
		MACP50020	Human Growth and Dev.
	<u>SUMMER</u>	MACP50070	Career and Lifestyle Dev.
MACP50020	Human Growth and Dev.		
MACP50070	Career and Lifestyle Dev.		<u>FALL</u>
		MACP50060	Helping Relationships*
		MACP51190	Professional Counseling Ethics*
	<u>FALL</u>		
MACP51010	Counseling Theories*		<u>SPRING</u>
MACP50080	Group Work*	MACP50080	Group Work*
MACP50090	Assessment	MACP50010	Psychopathology*
MACP00000	Counseling Elective #1		
			<u>SUMMER</u>
	<u>SPRING</u>	MACP51170	Addiction Counseling
MACP51020	Supervised Practicum in Counseling	MACP00000	Counseling Elective #1
MACP50040	Research and Program Evaluation		
MACP50030	Social and Cultural Diversity in Counseling		<u>FALL</u>
MACP00000	Counseling Elective #2	MACP50090	Assessment
		MACP50030	Social and Cultural Diversity in Counseling
	<u>SUMMER - Eligible to take the CPCE</u>		
			<u>SPRING</u>
MACP51021	Supervised Counseling Internship #1	MACP50040	Research and Program Evaluation
MACP51170	Addiction Counseling	MACP51020	Supervised Practicum in Counseling
	<u>SPRING</u>		<u>SUMMER - Eligible to take the CPCE</u>
MACP51021	Supervised Counseling Internship #2	MACP51021	Supervised Counseling Internship #1
MACP51000	Social Justice in Counseling	MACP51150	Marriage, Couple, and Family Counseling
MACP51150	Marriage, Couple, and Family Counseling		
MACP00000	Counseling Elective #3		<u>FALL</u>
		MACP51021	Supervised Counseling Internship #2
		MACP00000	Counseling Elective #2
			<u>SPRING</u>
IMPORTANT NOTES:		MACP51000	Social Justice in Counseling
* Practicum Prerequisites		MACP00000	Counseling Elective #3