



**SCHOOL OF NURSING AND HEALTH PROFESSIONS**

**COUNSELING**

Master's Degree Programs

**CLINICAL MENTAL HEALTH COUNSELING**

**SCHOOL COUNSELING**

**STUDENT HANDBOOK**

**2026-2027**

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## University Leadership and Counseling Program Faculty

|                                           |                                                                                                                                                       |
|-------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|
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Please note: The information in this handbook is intended to help candidates plan their degree program. Candidates should consult the catalog for official rules and requirements.

Table of Contents

Welcome ..... 4

Mission and Vision of the Institution..... 4

Mission of the Counseling Program..... 4

Program Objectives of the Counseling Program..... 5

Objectives of the Clinical Mental Health Program ..... 5

Objectives of the School Counseling Program ..... 5

Key Individual Student Assessment Procedures and Key Performance Indicators .....5-6

Opportunities for Professional Development..... 6

Professional Dispositions..... 7

Inclusive and Equitable Learning Community ..... 8

Counseling Program Ongoing Assessment and Transition Points..... 9

Retention, Remediation and Dismissal Policy ..... 10

University Academic Policies ..... 13

Expectations of Students..... 13

Technology Resources and Digital Data..... 13

2024 CACREP Standards ..... 23

Program of Study ..... 25

Clinical Training Sequence..... 29

Self-Care and Self-Care Resources..... 36

Counselor Preparation Comprehensive Exam (CPCE)..... 38

Praxis II School Counselor Examination ..... 39

Graduate Student Services ..... 40

Handbook Acknowledgment..... 41

Appendices..... 42

## Welcome

Welcome to the Counseling Program and to the School of Nursing and Health Professions (NHP) at Trinity Washington University! You are embarking upon a noble and important professional identity and journey as a licensed professional counselor. We are excited that you chose Trinity Washington University to begin your graduate education and professional counseling career. This Masters Student Handbook is prepared as a guide to support candidates during their graduate studies. While we make references to some academic policies here, candidates must refer to NHP Academic Policies listed online, since that is the official University policy and is where updates to the degree are made. Clinical Mental Health Counselors are licensed and/or certified professional counselors with a minimum of a master's degree in clinical mental health counseling. Licensed Professional Counselors contribute significantly and address areas of relationships, human development along the lifespan, career, trauma and crises, education, health, community engagement, and social-emotional needs. These areas are addressed through designing, implementing, evaluating, and enhancing wellness treatment plans and strength-based interventions with their clients (i.e., children, adolescents, adults, couples, families, and groups). Employment of professional mental health counselors is projected to grow 17 percent from 2024 to 2034, much faster than the average for all occupations (Occupational Outlook Handbook, U.S. Bureau of Labor, 2026). Professional School Counselors are certified/licensed educators with a minimum of a master's degree in school counseling. Professional School Counselors contribute significantly to addressing all students' academic, career, and social-emotional needs by designing, implementing, evaluating, and enhancing a comprehensive school counseling program that promotes and supports student success (American School Counselor Association, [schoolcounselor.org](http://schoolcounselor.org)). Employment of professional school counselors is projected to grow 4% from 2024 to 2034, which is about as fast as the average for all occupations (Occupational Outlook Handbook, U.S. Bureau of Labor, 2026). Whether you enter the profession as a Clinical Mental Health Counselor or School Counselor, you have chosen one of the most rewarding careers, and we look forward to supporting your development as you begin to think about the communities that you would like to serve! We are a culturally diversity community and are excited to assist in your counselor development.

Students are paying for an education, not a grade—a passing grade is earned through your own work and effort, and that responsibility rests with you. Students come to this program with a wealth of knowledge and lived experience and are not counselors yet. Students are here to learn, and we ask students to hold that with humility. At the same time, Counselors-in-Training are more than students. They are engaged in a process of personal transformation that includes openness, vulnerability, and growth alongside academic performance. Success in this program is not measured by grades alone, and we ask that students remain open to that fuller process.

## Mission and Vision of the Institution

The University's mission is stated below: Trinity is a comprehensive institution offering a broad range of educational program that prepare candidates across the lifespan for the intellectual, ethical and spiritual dimensions of contemporary work, civic and family life. Trinity's core mission values and characteristics emphasize: commitment to the education of women, foundation for learning in the liberal arts, the integration of liberal arts with professional preparation, and grounding in the mission of the Sisters of Notre Dame de Namur to educate people of all faiths in order to achieve the larger purposes of learning in the human search for meaning and fulfillment.

As indicated in the mission statement, Trinity is a multifaceted institution that seeks to develop the whole person. It integrates liberal arts and professional learning to prepare individuals for work, civic and family life.

## Mission of the Counseling Program

The Trinity Washington University Clinical Mental Health and School Counselor Programs' mission is to prepare candidates to become Licensed Professional Counselors and Certified or Licensed School Counselors, who work in a myriad of settings including medical, community, educational, and private practice. Our program, with input from stakeholders, prepares candidates to engage in social justice policy, advocacy, and research as it affects and reflects the profession of Counseling and the well-being of the diverse clients, students, communities, families, and institutions that we serve.

## **PROGRAM OBJECTIVES OF THE COUNSELING PROGRAM:**

The counselor education program prepares all graduates to:

1. Demonstrate foundational knowledge, skills, and dispositions required for effective counseling practice across diverse settings.
2. Demonstrate the ability to work effectively with diverse populations, respecting individual differences in culture, ethnicity, race, gender, sexual orientation, ability, and socioeconomic status.
3. Demonstrate knowledge and skills in conceptualizing, diagnosing and implementing evidence-based treatment plans across diverse populations.
4. Develop ability to critically evaluate and apply research findings to improve counseling practice.
5. Ensure students meet academic and practical training requirements for state licensure and/or national certification as professional counselors.
6. Encourage ongoing self-reflection and personal growth to promote the student's development and its' importance as a professional counselor.

## **OBJECTIVES OF THE CLINICAL MENTAL HEALTH PROGRAM:**

To prepare clinical mental health graduates to:

1. Demonstrate a general knowledge of and experience with treatment modalities appropriate for a broad range of mental health service recipients and mental health service settings.
2. Establish a professional identity as Clinical Mental Health Counselors.
3. Interact effectively with the full spectrum of mental health professionals.
4. Provide competent professional service and leadership within the mental health field.
5. Demonstrate knowledge and skill as socially-just, reflective-practitioners.
6. Demonstrate knowledge and competency in culturally appropriate, community-focused mental health interventions and service delivery.
7. Be ethically and legally informed practitioners.

## **OBJECTIVES OF THE SCHOOL COUNSELING PROGRAM**

To prepare school counseling graduates to:

1. Demonstrate a general knowledge of and experience with a range of systemic approaches appropriate for a broad range of students (PK-12), parents and programs in a school setting.
2. Establish a professional identity as a school counselor.
3. Interact effectively with the full spectrum of school personnel, administrators and community.
4. Provide competent, socially-just and ethical professional service and leadership with the school counseling field.

## **Key Individual Student Assessment Procedures and Key Performance Indicators**

The Clinical Mental Health Counseling and School Counseling programs align all student learning outcomes, assessment procedures, and evaluation benchmarks with the standards established by Council for Accreditation of Counseling and Related Educational Programs (CACREP). The programs employ a systematic, developmental, and data-driven approach to assessing student knowledge, skills, and professional dispositions across the curriculum.

## Assessment Framework

Key Individual Student Assessments (KISAs) or Key Performance Indicators (KPIs) are embedded at critical transition points in the program to ensure that students demonstrate competency consistent with professional counseling standards. These assessments are standardized across sections and modalities and are evaluated using faculty-developed rubrics aligned with CACREP standards and program objectives. Assessment occurs at three primary levels:

1. Foundational Knowledge (Didactic Coursework)
2. Applied Skills (Pre-Practicum and Practicum)
3. Professional Practice (Internship and Program Completion) Each assessment includes clearly defined benchmarks and performance expectations that reflect progression toward professional competence. Please see the appendices for a Table of these KPIs

## Opportunities for Professional Involvement

Candidates are strongly encouraged to become involved in the counseling profession beyond the classroom. At minimum, candidates should join a national professional association appropriate to their specialization—the American Counseling Association (ACA), American School Counselor Association (ASCA), or American Mental Health Counselors Association (AMHCA)—and are encouraged to also join the relevant DC, Maryland, or Virginia state affiliate.

Trinity's Counseling Program is home to Tau Omega Upsilon, the local chapter of Chi Sigma Iota (CSI), the international honor society for counseling students and professionals. Candidates interested in membership eligibility and involvement should contact the chapter advisor.

Candidates are expected to actively engage in research and professional conference participation throughout the program, consistent with Program Objective 4 (critically evaluating and applying research findings) and the Scholar-Practitioner disposition above.

Candidates seeking guidance on research proposals, manuscript or conference submissions, and conference registration or presentation should consult their Faculty Advisor. Current points of contact for specific opportunities, including international conferences, are communicated by the Counseling Program each academic year.

## Dispositions Assessment

- In addition to academic and clinical performance, students are evaluated on professional dispositions (e.g., ethical behavior, cultural responsiveness, interpersonal effectiveness) at multiple points in the program.
- Assessment Method: Faculty review and dispositional rubric
- KPI Benchmark: o 90% of students demonstrate appropriate professional dispositions
- Action Threshold: o Students scoring below expectations are subject to remediation plans

## Data Collection and Review Process

Assessment data are systematically collected, aggregated, and reviewed annually by program faculty. The process includes:

- Analysis of KPI achievement rates
- Identification of trends and areas for improvement
- Program modifications based on data (curriculum, instruction, field experiences)
- Documentation of “closing the loop” actions for continuous improvement Programs maintain an Assessment Report that summarizes findings and programmatic changes.

## Continuous Improvement

- If KPI benchmarks are not met:
- Faculty conduct root-cause analysis
- Curricular or instructional changes are implemented
- Follow-up data are collected to assess effectiveness

Examples of improvements may include:

- Revising course content or sequencing
- Enhancing skills training opportunities
- Increasing supervision or feedback mechanisms

## Summary

The program's Key Individual Student Assessment system ensures that graduates of the Clinical Mental Health Counseling and School Counseling programs demonstrate the knowledge, skills, and dispositions necessary for effective, ethical, and culturally responsive practice. The use of clearly defined KPIs and systematic data review supports ongoing program quality and alignment with CACREP Standards.

## Professional Dispositions:

Students are expected to demonstrate in their course work, practicum and internship experiences the knowledge, skills and professional dispositions as articulated by Cochran Smith & Lytle, (1999). Students will be evaluated on professional work characteristics by site supervisors on the practicum and internship evaluation forms. Also, faculty provides ongoing feedback to students during personal discussions and in other settings which showcase classroom projects, presentations, and professional development activities. Consequently, faculty have identified a set of professional dispositions that are designed to guide candidates in their work. The professional dispositions that the unit has established include:

| Professional Disposition            | General Indicators                                                                                                                                                                                                                              |
|-------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Commitment to Counseling         | Demonstrates genuine interest and consistent self-application to counselor education and field training. Shows personal initiative to become informed & competent.                                                                              |
| 2. Responsibility                   | Keeps appointments/logs, adheres to policies/deadlines; meets attendance requirements; is prepared for class. Initiates contact with instructor/supervisor(s) as problems arise.                                                                |
| 3. Integrity                        | Refrains from making false, misleading or deceptive statements; Engages others honestly, strives toward gaining perspective/understanding, promotes confidence.                                                                                 |
| 4. Maturity & Professional Demeanor | Demonstrates constructive self-control (e.g., anger/impulse); Any personal difficulties conscientiously addressed so as not to interfere with learning/performance. Accepts limitations as opportunities for growth.                            |
| 5. Interpersonal Skills             | Relates well with others. Models tact, sensitivity, openness, acceptance, respect for the rights, dignity and worth of others. Communicates directly, honestly; listens well.                                                                   |
| 6. Professionalism & Judgment       | Displays (models) suitable professional judgment/decision making in conduct/appearance; exhibits awareness of beliefs, values, needs/limitations, and the potential effects of these on learning/practice; consults with others as appropriate. |
| 7. Group Participation              | Collaborates constructively; contributes to positive group performance; Respects different styles/approaches to learning, leadership & communication. Appreciates that counseling is a diverse field of ideas and viewpoints.                   |

| Professional Disposition             | General Indicators                                                                                                                                                                                              |
|--------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 8. Reflective Practitioner           | Reflectively conceptualizes/abstracts, accurately interprets information; Seeks/accepts feedback & incorporates observations, discussions, learning opportunities that developmentally enhance knowledge/skill. |
| 9. Ethical Conduct in Counselor Role | Exhibits awareness/concern for ethical self-conduct (e.g., confidentiality, consent, dual-relationships) as determined by professional codes (ACA, ASCA, APA).                                                  |
| 10. Scholar-practitioner             | Displays concern for research/study of best practices; developing a solid understanding of theory/rationale for provision of effective counseling and integrated school/community-based counseling services.    |

Consistent with the Maturity & Professional Demeanor and Professionalism & Judgment dispositions above, candidates are expected to actively build self-awareness. This ongoing self-awareness work is essential to prevent projection or displacement in the classroom and countertransference in counseling sessions, and is a professional responsibility that begins in coursework and continues throughout a counselor's career.

## Inclusive and Equitable Learning Community

The Counseling Program at Trinity Washington University is committed to fostering an inclusive and equitable community by engaging in intentional strategies promoting diversity, cultural humility, equity and access. Below are key approaches that we consider:

### 1. Curriculum and Pedagogy

- a. Integrating Multicultural Competencies within curriculum
- b. Using Inclusive Teaching Pedagogies
- c. Regularly assessing materials

### 2. Faculty Representation and Development

- a. Hiring practices
- b. Cross-cultural professional development opportunities for faculty

### 3. Student Recruitment and Retention

- a. Recruitment strategies
- b. Support for Students
- c. Ongoing assessment of program

### 4. Clinical Training

- a. Regularly assess clinical sites
- b. Training and education of site supervisors

### 5. Advocacy and Community Engagement

- a. Trinity's social justice mission and embedding learning projects that reflect the mission
- b. Engagement of alumni

Trinity Washington University does not tolerate discrimination, harassment, or bias in any form. Candidates who experience or witness discrimination, harassment, or a bias incident should report it promptly under Trinity's Policy on Harassment (<https://www.trinitydc.edu/policies/harassment/>) or the University's Title IX / Sexual Assault Resources (<https://www.trinitydc.edu/student-affairs/titleix/>). Reports may also be brought to the candidate's Faculty Advisor or the Program Director, who will help direct the concern to the appropriate University office.

## Counseling Program Ongoing Assessment and Transition Points

Before a candidate is admitted to the program, an Admissions Review takes place as part of the application and interview process. Faculty assess an applicant's fit for the counseling profession, including early indicators of the Professional Dispositions described above, as part of this review. Once a candidate is admitted and enrolled, the Counseling Program conducts four additional ongoing assessments during the course of the program, described below as Transition Points 1 through 4.

The Counseling Program conducts ongoing assessments to certify the readiness of counseling students to continue in the Counseling Program. The emphasis of the requirements is on the student's knowledge of the field and their demonstration of professional dispositions required in the profession. The Advancement/Transition Points process consists of four parts. **Transition Point 1** is Completion of the Introduction of Counseling course (COUN 535); **Transition Point 2** is Advancement to Candidacy; **Transition Point 3** is Clinical Sequence Eligibility, and **Transition Point 4** is Program Exit. If there is a concern, the faculty will evaluate each student at their specific transitional period. The dispositional evaluations are quantified on a scale of 1-3 (Emerging (1); Proficient (2); Mastery (3)). If a student receives a 1, the Advisor will schedule a dispositional meeting (Meeting 1) within the first 2 weeks of the following semester (after the dispositional evaluation period) and provide 2-3 recommendations to increase the disposition level that will individually evaluated by the Advisor at the end of that same semester (Meeting 2).

The following is a summary of this assessment process:

**Transition Point 1:** *Completion of the Introduction to Counseling course (COUN 535)* - Faculty who teach this course will complete a professional disposition form on every candidate in the course. Faculty will review the information about candidates in the course in terms of assessing professional dispositions. This information will be used to determine if any course of action needs to take place, such as some type of intervention that may include but is not limited to a specified academic intervention.

**Beginning Fall 2025**, Faculty conduct a dedicated Student Disposition Meeting, held separately from the monthly Program Faculty Meeting, to allow adequate time to review and discuss any candidate flagged for a professional disposition concern at a transition point.

**Transition Point 2:** *Advancement to Candidacy*- At the completion of 18 credit hours in the Trinity Counseling Program, candidates will Advance to Candidacy with the following:

1. A 3.0 grade point average.
2. A grade of B or better in COUN 540 Theories of Counseling and COUN 560 Techniques in Counseling. To advance to candidacy, a student must complete at least eighteen hours of graduate work at Trinity with the minimum of a 3.0 average. The Counseling Program reviews the student's acquisition of developmentally appropriate counseling knowledge, skills, and dispositions to determine eligibility for advancement (See Counselor Characteristics Performance Rubric in Appendices). The student will be notified in writing when advanced to candidacy. Failure to meet the requirement for advancement to candidacy may result in dismissal from the Graduate Program. Failure to meet Advancement to Candidacy. The Counseling Program Team will review the reasons for student lack of success and will determine the most appropriate path related to a potential future in the counseling profession. The most appropriate path may include but is not limited to:
  - a. Completion of additional coursework and/or field experience.
  - b. Completion of and/or participation in personal counseling and/or dismissal or time off from the counseling program.
  - c. The student may be counseled to enter into another graduate program at Trinity Washington University.

**Transition Point 3:** *Clinical Sequence Eligibility*- The Director of Clinical Training will identify candidates who have met the basic criteria to apply to begin the clinical process. Those candidates will attend a Practicum orientation where the clinical sequence process will be explained, and candidates will be given an application to complete by the designated deadline. The Director of Clinical Training will determine if the candidate meets the academic requirements and a conference will be held with the Counseling Program team to determine clinical sequence eligibility.

**Transition Point 4: Program Exit** - The student is to meet all of the following requirements:

1. Maintain a 3.0 or higher cumulative GPA
2. No more than one “C” grade.
3. Successful completion of a clinical practicum experience (100 hours) with a B or better and two internship field experiences (700 clock hours) with a Pass (P).
4. Successfully pass the exit examination for the particular program you are enrolled:
5. School Counseling –Praxis II Exam
6. Clinical Mental Health Counseling – Counselor Preparation Comprehensive Exam (CPCE)

## **Retention, Remediation and Dismissal Policy**

### **Overview**

The Counseling Program at Trinity Washington University, accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP), is committed to the professional, academic, and personal development of its students. This policy outlines procedures for monitoring student progress and for implementing appropriate responses—up to and including dismissal—if a student fails to meet program expectations. This policy is grounded in our responsibility to ensure that students meet the professional competencies required for effective and ethical practice and is designed to support student success while maintaining high standards aligned with CACREP and the ACA Code of Ethics.

Key Performance Indicators (KPIs), evaluated at multiple points across the program (see Key Individual Student Assessment Procedures and Key Performance Indicators, above), are a core part of this evaluation. Candidates are expected to achieve a rating of Meets Standards or higher on the KPI-associated assignment rubric. This KPI data, together with the evaluation mechanisms described below, is used to assess a candidate's readiness for the program (retention), readiness for the program and the counseling field (remediation), or a lack of readiness for the program and/or the field, as a form of ethical gatekeeping (dismissal).

### **1. Retention**

Students are evaluated continuously throughout the program on academic performance, clinical competence, professional disposition, and ethical behavior. To remain in good standing, students must:

- Maintain a minimum GPA of 3.0.
- Earn a grade of B or higher in all core counseling courses and clinical experiences.
- Adhere to ethical standards outlined by the ACA.
- Demonstrate professionalism, self-awareness, and interpersonal competence.
- Comply with institutional and program policies.
- Earning below a B in any core counseling course (as aligned with CACREP standards) requires the candidate to retake that course before progressing in the clinical sequence; this may affect time to degree and financial aid status.

### **Evaluation Mechanisms:**

- Course grades and instructor evaluations
- Faculty review during regular program meetings
- Site supervisor evaluations (for practicum/internship)
- Professional disposition assessments

## 2. Remediation

When concerns arise about a student's academic, clinical, or professional performance, the program engages in a structured remediation process intended to assist the student in addressing the concerns and achieving competence.

### Grounds for Remediation

- Deficient academic performance (e.g., GPA < 3.0, failing grades)
- Ethical or legal violations Problematic professional behavior (e.g., poor interpersonal skills, unprofessional conduct) Inadequate clinical skills or performance Personal issues interfering with professional functioning

### Remediation Process

#### 1. Identification

A concern is documented by faculty or supervisors and shared with the student's program advisor and the Program Director.

- 2. Meeting and Initial Review The student meets with relevant faculty to review the concern. The student may submit a written response.
- 3. Remediation Plan Development A formal plan is created, specifying:
  - o Identified issues
  - o Measurable goals
  - o Required actions (e.g., counseling- onset of the 4 required sessions, repeating coursework, increased supervision)
  - o Timeline for improvement and review dates

Advisors have discretion in designing the specific goals and interventions included in a retention review or remediation plan. These may include, but are not limited to, no less than two SMART (Specific, Measurable, Achievable, Relevant, Time-bound) goals, monitored and measured on at least a monthly basis for no less than one semester.

- 4. Ongoing Monitoring Faculty assess progress toward remediation goals. The plan may be revised based on progress.

### Remediation Outcomes

- o Successful completion: Student returns to good standing.
- o Partial progress: Plan is extended or revised.
- o Unsuccessful completion: Student may face dismissal.

## 3. Dismissal

Dismissal from the program may occur when a student:

- Fails to meet the terms of a remediation plan
- Commits a serious ethical or legal violation
- Demonstrates behavior that endangers the welfare of clients, peers, or the university community
- Fails to meet academic or clinical competency after adequate support

### Dismissal Procedure

- Faculty committee reviews the student's performance and all relevant documentation.
- The student is notified in writing and given an opportunity to respond.
- A final decision is made by the Counseling Program faculty members.

- The student may appeal the decision to the Dean of NHP; such an appeal must be in writing and must be written within 10 days of the written communication from the Counseling Program. If no resolution is reached at the level of the Dean, the appeal may be forwarded to Trinity's Provost for a final decision.

#### 4. Student Rights and Due Process

Students have the right to:

- Be informed of concerns in a timely manner
- Participate in remediation planning
- Access records related to their performance
- Appeal dismissal decisions through institutional processes

All proceedings will be conducted with fairness, confidentiality, and respect for student rights.

#### Artificial Intelligence, Disability Support Services and Accommodations, and DEIA Policies (CACREP, M.9, 2024)

Artificial Intelligence Policy - <https://discover.trinitydc.edu/policies/artificial-intelligence-policy/>

In addition to the University-wide policy above, the Counseling Program holds a stricter standard: Artificial Intelligence (AI) tools may be used ONLY to create personal study guides, and only when the course instructor has given explicit written permission. Any other use of AI in coursework, assignments, or clinical documentation is treated as a violation of academic integrity and may be addressed under the Academic Dismissal grounds below.

Disability Support Services and Accommodations: Trinity Washington University strives to provide an accessible, inclusive, and equitable educational environment for all students. Any student with a disability (or who thinks they may have a disability) should contact Disability Support Services (DSS) to request accommodation support via email [DSS@trinitydc.edu](mailto:DSS@trinitydc.edu) or phone 202-884-9227. More information about accommodation support at Trinity can be found on the DSS website: <https://discover.trinitydc.edu/disability/>. Please also note that the gradebook in Moodle will be made visible and will be updated throughout the semester so that you are able to track your progress and reach out for additional support, including pursuing and/or using DSS accommodations. DEIA Statement: The topics that we are covering in this class are often difficult, not just intellectually but emotionally. While I expect there to be rigorous discussion and even disagreement in the course of our class discussions, I ask that you engage in discussion with care and empathy for the other members in the classroom. Aim to disagree without becoming disagreeable. In this class we will not shy away from the uncomfortable. Critically examining and assessing our most basic assumptions and values is not just one of the tasks of the counseling professions but is an activity vital to living an authentic life. I urge you to have the courage to the uncomfortable in this class. In exchange for your courage, I will work to ensure a classroom environment that supports your taking these intellectual and emotional risks.

#### Classroom Conduct

Classroom conduct for all Trinity students is governed by Section 10 of Trinity's Code of Conduct for Students (<https://discover.trinitydc.edu/policies/code-of-conduct-for-students/>), reproduced below in full:

*“Trinity expects all students to arrive at class on time, to remain in the classroom for the entire period of the class, and to follow the legitimate instructions of the teacher. Faculty members may establish additional ground rules for the behavior of students during class, including limitations on eating during class, and penalties for missing class sessions. Faculty establish the grading rules and work product expectations for courses in their syllabi. Students are responsible to fulfill the expectations stated in course syllabi in a timely manner. Cell phones may not be used in class. Other electronic devices (e.g., laptops, PDAs) may only be used with the permission of the instructor. Students who speak to faculty members or other students during class periods in ways that are disrespectful and disruptive will be dismissed from the course without reimbursement, and in such cases the students may incur an ‘F’ grade*

*as well as additional penalties. Students participating in online courses must also exhibit appropriate conduct in all aspects of the course, including respectful communications, academic honesty, and timeliness of participation and fulfillment of assignments. Students may not bring children to class.”*

Within the Counseling Program, this expectation of respectful and mindful communication toward faculty and peers aligns directly with our Professional Dispositions—particularly Interpersonal Skills and Maturity & Professional Demeanor (see above). A violation of Classroom Conduct may result in immediate removal from the classroom and, consistent with University policy, removal from the course without tuition or fee reimbursement.

## University Academic Policies

### Expectations of Students

Beyond the specific policies detailed in this section, the Counseling Program holds candidates to a consistent set of professional and academic expectations throughout the program. These are detailed fully in their respective sections of this handbook and include: the Professional Dispositions expected of all candidates (see Professional Dispositions, above); classroom behavior and communication (see Classroom Conduct, above); attendance and participation (see Attendance and Examinations, below); academic integrity, including the Counseling Program's Artificial Intelligence policy (see above); and the technology resources and competence required to participate fully in the program (see Technology Resources and Digital Data, below). Candidates are responsible for reading, understanding, and complying with each of these expectations.

### Technology Resources and Digital Data

#### Technology Resources

To participate fully in the Counseling Program, candidates must have reliable access to: a computer with a working webcam and microphone; stable Wi-Fi/internet access; and a secure method for saving and backing up documents (an external hard drive and/or a cloud storage account). Some class sessions are held via Zoom, and candidates must be able to access Zoom through their Trinity University account. Coursework and gradebook information are managed through Moodle; clinical training paperwork (applications, contracts, and evaluations) is managed through EXXAT. Candidates are responsible for maintaining working access to Zoom, Moodle, and EXXAT throughout the program and for promptly resolving technical issues with Trinity's Technology Services (see Student Services).

#### Recording of Skills and Clinical Sessions

Counseling skills demonstrations and, where applicable, clinical sessions during Practicum and Internship are recorded using Zoom through the candidate's Trinity account. Candidates may not use personal, non-Trinity accounts or third-party platforms to record, store, or transmit any session, skills demonstration, or clinical material. Requirements for the storage and destruction of recordings are set by the instructor of record for the relevant Techniques or Field Experience (Practicum/Internship) course and are reviewed in class; candidates should direct questions about a specific recording's retention to that instructor.

#### Telemental Health (TMH) Training

***Candidates whose Practicum or Internship site provides services via telemental health (TMH) must complete TMH training either through their site or prior to beginning Practicum.*** The Counseling Program is developing a dedicated Telemental Health training module in Moodle, expected to be available by Summer 2027; until that module is live, candidates should confirm training expectations with their Faculty Advisor and site supervisor. Consistent with the ACA Code of Ethics (Section H: Distance Counseling, Technology, and Social Media), TMH sessions must be conducted using secure, encrypted technology, and candidates may not use personal contact information (personal email, personal phone number, personal social media) to conduct sessions or communicate with clients.

## **Confidentiality in Digital Coursework**

Confidentiality extends to digital materials created for coursework. Any assignment, journal, log, or recording that references an actual or simulated client/student must be de-identified before submission—using initials or pseudonyms only, with no other identifying information included. This expectation applies equally to peer-practice sessions (e.g., skills demonstrations, group work, and video assignments completed with classmates), which are held to the same confidentiality standard as work with actual clients.

## **Student Status**

### **Degree and Non-Degree Status**

All degree and non-degree candidates in the Counseling Program are graduate candidates and must hold a bachelor's degree from a regionally accredited institution. Candidates with nondegree status may apply for degree status by meeting all admission requirements; the candidate's Faculty Advisor must approve, in writing, all credits earned as a non-degree candidate that will count toward the candidate's degree.

### **Full-time and Part-time Status**

A full-time graduate candidate in the Counseling Program registers for nine or more credits in a semester. A part-time graduate candidate in the Counseling Program registers for fewer than nine credits in a semester. No candidate may register for more than twelve credits per semester without obtaining permission from the Dean of NHP. To be considered eligible for Federal

financial aid, a candidate must register for a minimum of six credits in a semester. Leave of Absence A leave of absence is a voluntary leave from campus for up to one year, with the intention of returning to Trinity. The candidate will not have to apply for readmission as long as she or he returns within this time frame. A leave of absence allows the candidate to continue an affiliation with the University. Unlike a withdrawal (see below), a leave of absence allows Trinity to keep the candidate on a mailing list and continue to send important information, such as registration materials. Candidates receiving financial aid must have an exit interview with a representative of Candidate Financial Services before the leave of absence is approved because lenders perceive a leave of absence as a withdrawal. Candidates are responsible for all tuition associated with course registrations and any other fees associated with the University. Candidates requesting a leave of absence should adhere to the following procedures:

- Candidate requests a leave of absence from the Dean; the approved Leave of Absence Form is distributed to the candidate's Advisor and Enrollment Services.
- If a leave of absence is requested to begin in the middle of a semester in which the candidate is taking classes, the candidate must first withdraw from all classes in accordance with the policy for course withdrawals (see below).
- The candidate meets with an academic advisor for an exit interview (as applicable)
- The candidate meets with a representative of Enrollment Services, if the candidate is receiving or has received financial aid.
- Candidate arranges payment for all outstanding bills with the Business Office.

### **Withdrawal from the University**

- A withdrawal from the University indicates that the candidate has no intention of returning to Trinity. If the candidate decides to return at a later date, the candidate must apply for readmission. Since withdrawal from the University has immediate implications on financial aid, candidates must have an exit interview with a representative of Candidate Financial Services. Candidates are responsible for all tuition associated with course registrations and any other fees associated with the University. Candidates who withdraw from the University should follow these procedures:

- Withdraw from all classes in accordance with the policy for course withdrawals (see below) if the candidate withdraws from the University in the middle of a semester in which the candidate is taking classes.
- Meet with an academic advisor for an exit interview.
- Meet with a representative of Student Financial Services.
- Candidate arranges payment for all outstanding bills with the Business Office.
- Order an official transcript and ensure that it indicates withdrawal from the University after

the completed withdrawal request has been processed.

## **Commencement Participation**

Only candidates who have fulfilled all requirements may participate in Commencement and related activities. To participate in Commencement, candidates must adhere to the following procedures: Meet grade requirements of both their graduate program and university policy. Students cannot have an “F” on their transcript.

- Submit application for graduation to Enrollment Services by the printed deadline.
- Receive financial clearance.
- Participate in a Graduation audit. Advisors will provide a written audit of each candidate’s transcript and forward the signed transcript to Enrollment Services, indicating the candidate’s status for graduation.

## **Written Endorsement Policy**

See the Endorsement Policy for Credentialing and Employment (Appendices) for the complete policy governing faculty endorsement of candidates and graduates for professional licensure, certification, and employment.

## **Advising, Enrollment, and Registration**

### **Advising**

#### **Advising for Degree Candidates**

Candidates admitted to a degree program are assigned a program advisor and must meet with their program advisor to discuss their degree requirements and career options; candidates and advisors collaboratively plan a Program of Study. If candidates propose to deviate from their Program of Study (e.g. take an additional course or take a course out of sequence), they must discuss the proposed course of study with their academic advisor and obtain the advisor’s signature.

#### **Advising for Non-Degree Candidates**

Candidates who have not been fully admitted into a degree program should be advised to take courses according to the sequences established by licensure board. The Counseling Program advises these students, however not until the applicant has received official documentation from the licensure board where applying for licensure. To register, non-degree candidates must obtain the signature of the faculty member overseeing non-degree counseling candidates..

### **Advisor Assignment and Change of Advisors**

Only in extenuating circumstances may candidates change advisors if an option is available. Registration During the registration period near the end of each term, matriculated candidates register for courses according to the Program of Study for the following semester. After selecting the appropriate courses, each candidate must register via Self-Service, following all instructions. Incomplete registrations will not be processed, and registrations will not be processed until all financial holds are cleared.

## Course Schedule Adjustments

Candidates may add or drop courses without academic penalty during the designated Course Schedule Adjustment period at the start of each semester; official deadlines are listed on the Academic Calendar. If a schedule change involves increased tuition and/or fees, payment arrangements must be made before the change will be processed. Candidates seeking a Course Schedule Adjustment should follow these procedures:

- Obtain a Schedule Adjustment Form.
- Meet with an academic advisor to discuss how the proposed change(s) may affect the candidate's academic goals and progress toward degree.
- Complete relevant sections of the Schedule Adjustment Form and obtain advisor's signature.
- Return signed form to Enrollment Services.

## Withdrawal from a Course

Once the Course Schedule Adjustment period has passed, a course may not be removed from a candidate's academic record for any reason, but candidates may still withdraw from a course at any time up to the deadline for withdrawal from all classes; exact dates are listed in the Academic calendar. This policy is not applicable to Winter Term or other intensive sessions; in such cases, withdrawal is not allowed after the published Course Schedule Adjustment period. When a candidate withdraws from a course, a designation of "W" (Withdrawal) will appear on the candidate's transcript. Candidates who fail to withdraw officially or to meet course requirements are liable to receive a grade of "F" (Fail). Candidates are responsible for the full payment for courses from which they have withdrawn. Candidates should refer to the published course schedule for withdrawal and payment information. To withdraw from a course, candidates should follow this procedure: Obtain a Course Withdrawal Form. Confer with an academic advisor to discuss how withdrawing from the course will affect academic plans. If on financial aid, talk with the Financial Aid office about the impact of withdrawing.

- Complete relevant sections of the Schedule Adjustment Form.
- Obtain the signatures of their academic advisor and the course instructor.
- Return signed form to Registration Services or the Office of the Registrar.

Enrollment Services will inform the course instructor(s) in writing that the student has officially withdrawn from the courses(s).

## Late Withdrawal from a Course

Withdrawing from a course after the deadline to withdraw constitutes a late withdrawal; late withdrawal is a serious academic matter and an application for late withdrawal will be considered only in exceptional circumstances. Late withdrawals will not be considered after the last day of classes. When a candidate withdraws from a course late, a designation of "W" (Withdrawal) will appear on the candidate's transcript. Candidates who fail to withdraw officially or to meet course requirements are liable to receive a grade of "F" (Fail). Candidates are responsible for the full payment for courses from which they have withdrawn late. To pursue late withdrawal from a course, candidates should follow this procedure:

- Candidate obtains Petition for Schedule Adjustment after Registration Deadline form.
- Candidate meets with the advisor to discuss how withdrawal from the course will affect academic plans.
- Candidate fills out relevant sections of the form.
- Candidate obtains the signatures of candidate's academic advisor and returns the form to Enrollment Services.
- Enrollment Services consults with the Dean and, as appropriate, the School of Nursing and Health Professions Curriculum and Academic Policy (NHP CAP) Committee. A final decision is rendered regarding the appeal.

- If the application is approved, Enrollment Services will inform the course instructor(s) in writing that the candidate has officially withdrawn from the course(s).

## **Attendance and Examinations**

### **Attendance**

Candidates are expected to attend all class meetings; class attendance means candidates are punctual and stay for the duration of the class. Attendance is a disposition and faculty are obligated to monitor attendance. Absences are defined in the syllabus. Candidates are responsible for reviewing the attendance policy for each instructor as listed in the course syllabus. A candidate's final course grade will be impacted by class attendance. See the course syllabus. No children may attend classes or be left unattended anywhere on campus; childcare is the responsibility of the candidate. We understand that childcare emergencies happen. However, Trinity is not in a position to provide emergency childcare on campus. We advise candidates, faculty and staff who have childcare emergencies, to choose to remain at home rather than trying to bring the child to campus.

### **Final Examinations**

Course examinations or final assessments are held at the end of each semester at the discretion of each instructor.

Midterm and final examinations are administered in person for Counseling Program courses.

**Transfer Policies & Courses at Other Institutions Transfer Credits Satisfying Graduate Degree Requirements** A maximum of six transfer credits may be granted for transfer to a degree program. Courses eligible for transfer must meet the following requirements:

- The course(s) must have been completed at a College or university accredited by the appropriate regional higher education accrediting association.
- The course(s) must have been completed with a final grade of "B" or better.
- The course(s) must have been taken at the graduate-level.
- Each course must have been completed no longer than five years prior to the date of matriculation to the Counseling Programs. Requests for transfer credit must be relevant to the degree sought and must be approved by the candidate's Faculty Program Advisor. Courses at Other Institutions While enrolled at Trinity, a candidate may earn credits on a limited basis at other accredited institutions. Candidates planning to take courses at another institution must first obtain approval from their Faculty Advisor for the number of credits and specific courses to be taken before they enroll in the course(s). A candidate who does not follow these procedures has no guarantee that the credits earned will apply toward the Trinity degree. Authorization from the Faculty Advisor will be documented on the candidate's Program of Study. Candidates should obtain the appropriate forms from Enrollment Services. While enrolled at Trinity, a candidate may earn credits on a limited basis at another accredited institution. Counseling candidates cannot take courses designated as core courses in the program of study at other institutions, and courses cannot be taken from another institution when the course is offered through Trinity during the semester that the candidate needs the course, according to their Program of Study. Also, candidates will not be given permission to re-take a course in which they earned an F at Trinity from another institution. If eligible to retake the course, the course must be taken at Trinity. Core courses cannot be taken at other institutions. (Note: Workshop and continuing education courses cannot be a substitution for actual graduate courses. Before approval is given of a course, a syllabus must be reviewed.) Transfer courses will appear on a candidate's transcript as "TR" unless the course was completed at a consortium school. A candidate may transfer no more than six credits toward a Trinity degree (see above). Courses through the Consortium of Universities of the Washington Metropolitan Area Through the Consortium of Universities of the Washington Metropolitan Area, full-time degree candidates (12 credits) at Trinity can participate in special programs and take courses offered by other

member institutions during fall and spring semesters only. Registration is limited to a needed course or courses that cannot reasonably be expected to be offered at Trinity.

- The approval of the Dean is required for registration in any course offered through the Consortium.
- Enrollment is subject to Consortium as well as Trinity regulations.
- Candidates should confer with the Consortium Coordinator and refer to the Consortium policy in the catalog.

**Degree Requirements**

**General Requirements for the Master's Degree (M.A.) (60 credits)**

Candidates must meet three general requirements to graduate and receive a master's degree:

- 1. Successfully complete all program requirements (refer to the appropriate Catalog page for specific requirements).
- 2. Successfully complete the Practicum, Internships and required comprehensive examinations.
- 3. Be in good academic standing. The minimum cumulative grade point average (GPA) required to graduate is 3.0. All degree requirements must be completed within five years of matriculation as a degree candidate. Any request for an extension must be made in writing to the NHP CAP Committee.

**Practicum and Internships**

- Near the end of their degree program, all counseling graduate candidates must complete a practicum and internship which provides them with the opportunity to apply, synthesize, and evaluate knowledge and skills acquired during their graduate study. Candidates should consult their Faculty Advisor for a description of options and guidelines. It is critical that candidates discuss this experience with their support system. It is paramount to a part-time job (e.g., 20 hours/week over the course of three (3) semesters. Admission into a degree program does not automatically guarantee admission into practicum and internship. To qualify for admission into these courses, candidates must meet the requirements of their specific program.

**Grading System**

**Syllabi and Grading Rubrics**

As noted under Classroom Conduct above, faculty establish the grading rules and work product expectations for each course in the syllabus. In practice, most assignments in the Counseling Program are graded using a rubric built directly into that syllabus, and faculty grade student work according to it—the rubric is the actual instrument by which an assignment is scored, not a general guideline. It is therefore imperative that candidates read and understand their syllabus and each assignment's rubric at the start of the semester, and refer back to them throughout the course, so that they are positioned for success rather than discovering grading expectations only after work has been submitted. Questions about a rubric's criteria should be directed to the course instructor before the assignment is due.

**Grades and Grade Point Average (GPA)**

A candidate's grade point average (GPA) is determined by the average of grade points earned in a semester. The Counseling Program uses the following system to assign grade points to graduate candidates:

| Letter Grade | 4-Point Scale | 100-Point Scale | Letter Grade | 4-Point Scale | 100-Point Scale |
|--------------|---------------|-----------------|--------------|---------------|-----------------|
| A            | 4.0           | 100-95          | B-           | 2.7           | 83-80           |
| A-           | 3.7           | 94-90           | C+           | 2.3           | 79-77           |

| Letter Grade | 4-Point Scale | 100-Point Scale | Letter Grade | 4-Point Scale | 100-Point Scale |
|--------------|---------------|-----------------|--------------|---------------|-----------------|
| B+           | 3.3           | 89-87           | C            | 2.0           | 76-75           |
| B            | 3.0           | 86-84           | F            | 0.0           | 74 & below      |

Designations carrying no grade points include:

| Designation | Meaning      | Designation | Meaning         |
|-------------|--------------|-------------|-----------------|
| A           | Audit        | T           | Transfer Credit |
| I           | Incomplete   | U           | Unsatisfactory  |
| IP          | In Progress  | W           | Withdrawal      |
| S           | Satisfactory | [ ]         | Repeated Course |

### Incomplete Grades

A grade of "I" (Incomplete) is recorded only in cases judged sufficiently serious by the instructor. In all cases, the candidate and instructor must fill out and sign a Request for Incomplete form no later than the end of the final examination period, stipulating the work to be completed before the grade and credit for the course will be recorded and the date by which the work must be accomplished. The Request for Incomplete form must be submitted to the Enrollment Service office no later than the date when final term grades are due. A copy of the Request for Incomplete form must be delivered to the candidate's Advisor. Graduate candidates must complete all work as specified in the Request for Incomplete before the end of the subsequent semester, whether they register for courses in that semester or not. All summer sessions constitute one semester. Candidates must submit work sufficiently in advance of the end of the semester to allow instructors time for grading, and instructors must submit a valid grade within 72 hours of the end of the final examination period. Extensions of the Request for Incompletes require the approval of the NHP Dean. Grades that are still incomplete after the deadline are changed from "I" to "F" on the candidate's transcript.

### Grades for Work In Progress

The grade of "IP" (In Progress) is recorded only in cases where a candidate has not completed the Practicum and Internships during the semester in which the candidate initially registered for the course(s). Candidates who receive a grade of "IP" for a course must register for one credit in the Counseling Programs COUN 697 course (Clinical Internship Continuation) for each subsequent semester until the project is completed. The Clinical Internship Continuation course is graded on the basis of "S"/"U" (Satisfactory/Unsatisfactory) and is not calculated in a candidate's GPA. Once all required work

has been submitted for a grade, the supervising Faculty member will replace the grade of "IP" with the letter grade earned in the course. Grades of "IP" are exempt from the 120-day limit for grade changes, although candidates must still complete all work for their degree within the five-year time limit.

### Grades for Withdrawals

A designation of "W" (Withdrawal) will appear on the candidate's transcript if the candidate withdraws from the course following the Course Schedule Adjustment deadline. Withdrawals are not used to calculate a candidate's GPA.

### Grade Changes

Faculty, at their discretion and only after serious consideration, may change a candidate's grade. Any grade change must be finalized with Enrollment Services no later than one hundred twenty calendar days following the last day of the

academic term in which the original grade was posted. To appeal a grade received in a course, refer to the section on Academic Appeals below.

## **Grades for Repeated Courses**

A graduate candidate may repeat a course only once. Transcripts will indicate all semesters in which the course was taken, but only the most favorable grade will be reported and used to calculate the GPA. In place of the less favorable grade(s), the notation "[ ]" will appear on the transcript to indicate that the course has been repeated.

Core counseling courses in which a candidate earns below a B must be repeated, consistent with the Retention requirements above.

## **Academic Standing**

### **Good Academic Standing**

Good academic standing for candidates in the Counseling Program constitutes maintaining a minimum cumulative grade point average (GPA) of 3.0. Candidates receiving a grade of "F" in a course are not considered to be in good academic standing regardless of their GPA and may be dismissed from the University (see below).

### **Academic Probation**

Candidates who are not in good academic standing are placed on academic probation. Candidates may be placed on academic probation if their semester or cumulative GPA falls below 3.0 or if they have completed less than two-thirds of their attempted credits. All courses, except audits, that appear on a candidate's transcript constitute attempted credits. Courses for which the candidate has earned grades of "F," "I," or "W," are considered attempted credits that have not been completed. Academic probation indicates that the candidate is no longer in good academic standing and the candidate's eligibility to continue studies at Trinity is under question. Candidates on academic

probation are limited to two courses comprising a course load of no more than six credits during the semester for which they are on academic probation. Candidates may be removed from academic probation once their cumulative GPA is raised to the minimum standard of 3.0. A candidate may remain on academic probation for no more than one semester. Failure to raise the GPA to the minimum standard of 3.0 during a candidate's semester on academic probation may result in dismissal from the University (see below).

### **Academic Dismissal**

Candidates may be dismissed from Trinity for academic, ethical, clinical, or personal/professional reasons. These can include:

- Failure to maintain a 3.0 GPA
- Poor course performance (grades below a B in core/clinical courses)
- Failure to make satisfactory academic progress after spending one semester on academic probation
- Breach of confidentiality
- Dual or inappropriate relationships
- Plagiarism or academic dishonesty
- Inability to develop or demonstrate essential counseling skills
- Unsafe or harmful client interactions
- Poor documentation or lack of clinical accountability
- Failure to respond appropriately to supervision

- Falsification of materials (e.g., application, clinical documentation)
  - Unprofessional behavior in classes, meetings or practicum/internship sites
  - Inability to integrate constructive feedback from faculty or site supervisors
  - Inability or refusal to engage in a remediation plan
  - Incomplete or unsuccessful remediation after reasonable support
  - Violation of Honor System in an academic matter, as detailed in the Trinity Honor Code and Procedure Manual
- Trinity reserves the right to dismiss candidates because of academic standing or unprofessional conduct. To appeal decisions regarding probation and dismissal, candidates may submit a written request to the Dean of NHP (see below).

## **Readmission**

- Candidates who have been dismissed from Trinity for academic reasons may reapply after one year following the dismissal by making a written appeal to the Dean of NHP, presenting compelling evidence for why they should be readmitted. Following the Dean's approval, candidates must then apply for readmission through the Office of Admissions and be reaccepted to Trinity before attending classes. If the candidate is readmitted, she or he will receive an acceptance letter from the Office of Admissions that details specific provisions and conditions of their readmission. A copy of the acceptance letter will be sent to Enrollment Services and the candidate's Academic Advisor, and it will become a part of the candidate's permanent academic record. For candidates readmitted after academic dismissal, conditions for readmission typically include a mandatory

semester on academic probation, although other conditions may also apply. Failure to comply with the provisions and conditions of admission may result in disciplinary action, including dismissal.

## **Academic Appeals**

### **General Policy for Appeals**

Appeals may be made to change only grades lower than a "B." Separate procedures should be followed for appealing grades of "F" (see below). Appeals regarding academic probation or dismissal should be directed to the Dean of the NHP. (See below for procedures.) Requests for an exception to an academic policy stated in the Trinity Catalog or the Academic Policy Handbook should be directed to the NHP CAP Committee. Any other application for the redress of a candidate grievance based on the charge of discrimination that relates to academic procedures or policies must be addressed to the NHP CAP Committee. Appealing a Final Grade in a Course Below a "B," Excluding Grades of "F" The candidate first submits a written letter to the course instructor in order to resolve the issue no later than three weeks after the beginning of the semester following that in which the grade was assigned. The instructor will respond to the candidate in writing within three weeks. If the candidate and instructor do not resolve the matter, the candidate may appeal the grade in writing to the program chair no later than one week after the date on the instructor's response. The Program Director may mediate the issue for three weeks after the date on the instructor's written response to the candidate. The Program Director's decision about the issue represents the final resolution of a dispute for grades below a "B," excluding grades of "F." Appealing a Final Grade of "F" in a Course The candidate first submits a written appeal to the course instructor in order to resolve the issue, no later than three weeks after the beginning of the semester, following that in which the grade was assigned. The instructor will respond to the candidate in writing within three weeks. If the candidate and instructor do not resolve the matter, the candidate may appeal the grade in writing to the Dean of NHP no later than one week after the date on the instructor's response. The Dean of NHP may mediate the issue for three weeks after the date on the instructor's written response to the candidate. If the Dean of NHP is unable to resolve the dispute, the candidate may appeal formally to the School of Nursing and Health Professions Curriculum and Academic Policy (NHP CAP) Committee in writing; this appeal must be filed no later than nine weeks after the beginning of the semester following that in which the grade was assigned. The (NHP CAP) Committee may resolve the dispute based solely upon the written appeal. The (NHP CAP) Committee informs the candidate, the Advisor, the instructor, and Enrollment Services of its decision in writing. Appeals of

## Academic Dismissal

s Grade appeals occur through the process described above, and the decision of the NHP CAP Committee is final on all grade appeals.

If the denial of a grade appeal results in the candidate's academic dismissal from Trinity, or if the candidate incurs academic dismissal for failure to satisfy academic progress requirements, or failure to satisfy professional standards in the professional schools, then the candidate has the opportunity to appeal the academic dismissal according to this procedure:

1. The candidate may write a letter of appeal requesting reinstatement to the NHP Dean stating the reasons why she or he should not incur academic dismissal.
2. The Dean will review the appeal with the Counseling Program Team.
3. The Dean will inform the candidate in writing of the appeal decision.
4. If the Dean denies the candidate's request for reinstatement, the candidate may make a further written appeal to the Provost.
5. The Provost will review the case and render a decision to the candidate.
6. If the Provost denies the candidate's appeal, the candidate may make a written appeal to the President. The President does not overrule the academic judgment of the Faculty, Deans and Provost as to the academic performance of the candidate. The President may overrule the lower decisions and direct a different outcome, only if she finds evidence of improper procedures or bias in the lower reviews of the case. The different outcome may include a new review of the case at lower levels or an alternative disposition of the case. The President's decision is final and no further internal appeals are available. Other Academic Complaints If a candidate has a complaint about an academic matter that is unrelated to an appeal of grades or a dismissal, the process for registering and reviewing general complaints is as follows:
  - a. The candidate should attempt to resolve the complaint directly with the staff person or Faculty member responsible for the topic in question.
  - b. If the candidate cannot resolve the complaint through direct discussion with the staff or Faculty member, the candidate should register the complaint with the academic Dean of the collegiate unit. Email directly to the Dean is the best method for registering the complaint since the written complaint gives the Dean the opportunity to review the complete set of facts clearly.
  - c. The Dean will address the complaint with the candidate, orally or in writing as may be best, and will meet with the candidate if a meeting is appropriate.
  - d. Upon reviewing the complaint, the Dean may also ask another member of the Faculty or staff to resolve the matter with the candidate.
  - e. If the matter remains unresolved, the candidate may direct the complaint to the Provost, who will review the matter and direct the appropriate outcome. The Provost may direct another member of the Faculty or staff to resolve the matter with the candidate. Candidates need to be aware that not all complaints result in a resolution in the candidate's favor. Candidates have a right to be heard, to have the complaint taken seriously and reviewed for appropriate application of Trinity's policies and procedures. Candidates do not have a right to a specific requested result.

## Student Information, Records, and Transcripts Disclosure

The following categories of candidate information are designated as public or directory information:

- Category I information includes name, address, telephone number, dates of attendance, and class standing.

- Category II information includes previous institution(s) attended, major field(s) of study, awards, honors (such as Dean's List), and degree(s) conferred. Information from Category I or Category II may be disclosed by the institution for any purpose, at its discretion.

Under the provision of the Family Educational Rights and Privacy Act (FERPA) of 1974, candidates may withhold disclosure of any category of information. To prohibit disclosure, candidates must provide Enrollment Services with written notification. Trinity assumes that any candidate who does not specifically request the withholding of Category I or II directory information has indicated individual approval for disclosure. Maintenance of Candidate Records Trinity protects the reputation of its candidates by carefully maintaining the confidentiality of their official College records. To preserve privacy, the records are safeguarded from unauthorized access and disclosure. Trinity Faculty, administrators, and staff are fully aware of the necessity to ensure integrity, accuracy, and confidentiality. Accordingly, Trinity complies with the provisions set forth in Sec. 438 of the General Educational Provisions Act, 20 U.S.C. 1232 (g), entitled the Family Educational Provisions Act of 1974. This law guarantees the candidate's right to examine their official educational records, as well as their right to privacy pursuant to the release of such records to third parties. Trinity's policy on the maintenance of candidate records is in accord with federal regulations. A copy of the policy is available from Enrollment Services, and this statement serves as notification of rights protected by law. Transcripts Current and former candidates of Trinity may request academic transcripts from Enrollment Services. Trinity Washington University uses the National Student Clearinghouse to offer you official and secure electronic versions of your transcript. The fee is \$3.50 per request. Your request can be delivered in less than 24 hours by selecting the PDF copy/electronic delivery method.

## **Order My Transcript**

Please have the following information ready to complete your request:

- A major credit or debit card An email address, and Your signed consent form (you can complete this electronically at the link above).

Updates on your order's progress will be emailed to you. You can also track your order online by using your email address and order number. Your credit or debit card is not charged until the order has been processed. Should you have issues or concerns, please do not hesitate to contact the Office of Enrollment Services at 202-884-9530 or via email at [enrollmentservices@trinitydc.edu](mailto:enrollmentservices@trinitydc.edu).

## **Curriculum**

Most courses in the Counseling Program are offered in the evening hours to meet the scheduling needs of working adults. Candidates are expected to manage their time in order to meet the extensive and intensive workload that is required to earn a graduate professional degree. The curriculum is structured to fulfill the CACREP standards and to document that all key assessments have been met to maintain CACREP accreditation. The Program is designed to be a 3-year degree for those candidates who are part-time and who are following the course sequence outlined in the program of study. The final year includes 700 hours of clinical instruction. Candidates will need to think ahead about how they will accomplish the clinical training while engaged in other life roles. Many candidates are receiving financial aid, which requires 6 credits of enrollment; therefore, the Program is structured to offer six (6) credits from the time of admissions to the completion of the final clinical sequence course. If a candidate experiences personal and/or academic challenges, the program completion could take longer than three (3) years.

## **CACREP CLINICAL MENTAL HEALTH COUNSELING and SCHOOL COUNSELING - 2024 STANDARDS**

### **SECTION 5: ENTRY-LEVEL SPECIALTY AREAS**

All entry-level students are enrolled in at least one specialized practice area. Students are expected to develop and demonstrate the knowledge and skills necessary to address a wide range of issues in their specialized practice area in consideration of culturally sustaining practices across service delivery modalities. Counselor education programs must document where and in what manner each of the numbered standards listed for that specialized practice area is covered

in the curriculum. The standards may be addressed in the foundational curriculum or in experiences specifically designed for each specialized practice area.

### C. CLINICAL MENTAL HEALTH COUNSELING

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

### H. SCHOOL COUNSELING

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

## Program of Study

Candidates receive a Program of Study (POS) for the **Clinical Mental Health Counseling** degree and **School Counseling** degree when they attend the first advising/registration session with the Faculty Advisor. This document is the official curriculum, which should be followed during matriculation throughout the degree. Candidates should be acquainted with the POS, which can also be accessed online through Self-Service; each candidate is responsible for following the POS and communicating with their advisor any changes that may need to be made. \*Based on institutional and program needs, including enrollment projections for specific courses, the availability of courses as indicated on the Program of Study is subject to change. Therefore, the availability of courses cannot be guaranteed for any given semester. If changes in the course schedule need to be made, candidates will be given adequate notice.

Candidates should review the POS before each registration period and determine which courses they intend to take before selecting the course/s at registration in Self-Service. When a candidate submits registration for a course, the Advisor will review the course after consulting the POS. If the candidate is not eligible to take the course or there is another course the candidate should take instead, the Advisor may deny the original requested course and recommend other courses. It is a good idea for candidates to consult the Advisor prior to the registration period session. The Counseling Program Faculty expects all candidates to familiarize themselves with the POS and to follow it. Candidates are not encouraged to substitute peer advising for advising with your Faculty Advisor. Many errors have occurred when candidates do not follow the POS, speak with the Faculty Advisor, and/or rely on peer advising or their own ideas that do not follow the planned POS sequence and curriculum. The Faculty supports candidates, but candidates are expected to be active learners and graduate consumers of the respective Counseling Program. POS are subject to change with the approval of their advisor. Additionally, POS may change during the course of the candidate's tenure in the program. This will be communicated as soon as possible so that candidates are able to make changes to their schedules. Key prerequisite courses are necessary as foundational courses when beginning the clinical training sequence. Candidates should not expect the Counseling Program to modify the graduate curriculum to accommodate their personal needs. We do not have the flexibility to alter an accredited graduate education program. If additional counseling courses are added to the counseling student's POS, counseling students need to sign the POS stating that they understand that they cannot withdraw from the course. It can be considered financial aid fraud if a student who receives financial aid and takes a course that is not required for their course of study, and they withdraw from the course.

Following the Program of Study is not optional. Candidates who deviate from the POS without their Advisor's prior written approval assume full responsibility for any resulting delay in graduation, licensure eligibility, or financial aid status.

Course load is not uniform across every semester in a given track—candidates should consult the specific track table below for their program rather than assume a fixed number of courses each term. In the Clinical Mental Health Counseling program, the Standard Track carries two courses per semester in most terms and the Moderate Track carries three courses per semester in most terms. In the School Counseling program, the Standard Track maintains a consistent two courses per semester throughout the program and the Moderate Track alternates between two- and three-course semesters in roughly equal measure. Candidates should plan their outside commitments (work, practicum readiness, family responsibilities) accordingly each semester.

### CMHC Standard Track – 60 semester hour program

| Fall Year 1     |                                            |
|-----------------|--------------------------------------------|
| <b>COUN 535</b> | Introduction to Counseling                 |
| <b>COUN 540</b> | Principles & Theories of Counseling        |
| <b>COUN 607</b> | Orientation: Tools for Graduate School (0) |
| Spring Year 1   |                                            |

|                      |                                                    |
|----------------------|----------------------------------------------------|
| <b>COUN 510</b>      | Human Growth & Development                         |
| <b>COUN 560</b>      | Techniques of Counseling                           |
| <b>Summer Year 1</b> |                                                    |
| <b>COUN 544</b>      | Principles & Techniques of Assessment              |
| <b>COUN 605</b>      | Ethical, Legal & Professional Issues               |
| <b>Fall Year 2</b>   |                                                    |
| <b>COUN 547</b>      | Counseling & the Group Process                     |
| <b>COUN 570</b>      | Diagnosis & Treatment in Counseling                |
| <b>Spring Year 2</b> |                                                    |
| <b>COUN 550</b>      | Multicultural Counseling                           |
| <b>COUN 564</b>      | Principles & Practices of Mental Health Counseling |
| <b>Summer Year 2</b> |                                                    |
| <b>COUN 555</b>      | Counseling Children & Adolescents                  |
| <b>COUN 557</b>      | Introduction to Family Therapy                     |
| <b>COUN 538</b>      | Career Counseling                                  |
| <b>Fall Year 3</b>   |                                                    |
| <b>COUN 604</b>      | Trauma and Crisis Intervention (Term 2)            |
| <b>COUN 608</b>      | Research in Counseling                             |
| <b>COUN 631</b>      | Practicum in CMHC Counseling                       |
| <b>Spring Year 3</b> |                                                    |
| <b>COUN 553</b>      | Alcohol and Substance Abuse Counseling             |
| <b>COUN 640</b>      | Internship I in CMHC Counseling                    |
| <b>Summer Year 3</b> |                                                    |
| <b>COUN 604</b>      | Expressive Arts in Counseling                      |
| <b>COUN 642</b>      | Internship II in CMHC Counseling                   |

### **CMHC Moderate Track – 60 semester hour program**

|                      |                                            |
|----------------------|--------------------------------------------|
| <b>Fall Year 1</b>   |                                            |
| <b>COUN 535</b>      | Introduction to Counseling                 |
| <b>COUN 540</b>      | Principles & Theories of Counseling        |
| <b>COUN 553</b>      | Alcohol and Substance Abuse Counseling     |
| <b>COUN 607</b>      | Orientation: Tools for Graduate School (0) |
| <b>Spring Year 1</b> |                                            |
| <b>COUN 510</b>      | Human Growth & Development                 |

|                      |                                                    |
|----------------------|----------------------------------------------------|
| <b>COUN 560</b>      | Techniques of Counseling                           |
| <b>COUN 550</b>      | Multicultural Counseling                           |
| <b>Summer Year 1</b> |                                                    |
| <b>COUN 544</b>      | Principles & Techniques of Assessment              |
| <b>COUN 605</b>      | Ethical, Legal & Professional Issues               |
| <b>COUN 538</b>      | Career Counseling                                  |
| <b>Fall Year 2</b>   |                                                    |
| <b>COUN 547</b>      | Counseling & the Group Process                     |
| <b>COUN 570</b>      | Diagnosis & Treatment in Counseling                |
| <b>COUN 608</b>      | Research in Counseling                             |
| <b>Spring Year 2</b> |                                                    |
| <b>COUN 564</b>      | Principles & Practices of Mental Health Counseling |
| <b>COUN 604</b>      | Expressive Arts in Counseling                      |
| <b>COUN 631</b>      | Practicum in CMHC Counseling                       |
| <b>Summer Year 2</b> |                                                    |
| <b>COUN 555</b>      | Counseling Children & Adolescents                  |
| <b>COUN 557</b>      | Introduction to Family Therapy                     |
| <b>COUN 640</b>      | Internship I CMHC Counseling                       |
| <b>Fall Year 3</b>   |                                                    |
| <b>COUN 606</b>      | Trauma and Crisis Intervention (Term 2)            |
| <b>COUN 642</b>      | Internship II CMHC Counseling                      |

### School Counseling Standard Track – 60 semester hour program

|                      |                                            |
|----------------------|--------------------------------------------|
| <b>Fall Year 1</b>   |                                            |
| <b>COUN 535</b>      | Introduction to Counseling                 |
| <b>COUN 540</b>      | Principles & Theories of Counseling        |
| <b>COUN 607</b>      | Orientation: Tools for Graduate School (0) |
| <b>Spring Year 1</b> |                                            |
| <b>COUN 510</b>      | Human Growth & Development                 |
| <b>COUN 560</b>      | Techniques of Counseling                   |
| <b>Summer Year 1</b> |                                            |
| <b>COUN 544</b>      | Principles & Techniques of Assessment      |
| <b>COUN 605</b>      | Ethical, Legal & Professional Issues       |
| <b>Fall Year 2</b>   |                                            |

|                      |                                             |
|----------------------|---------------------------------------------|
| <b>COUN 547</b>      | Counseling & the Group Process              |
| <b>COUN 570</b>      | Diagnosis & Treatment in Counseling         |
| <b>Spring Year 2</b> |                                             |
| <b>COUN 550</b>      | Multicultural Counseling                    |
| <b>COUN 561</b>      | Principles & Practices in School Counseling |
| <b>Summer Year 2</b> |                                             |
| <b>COUN 555</b>      | Counseling Children & Adolescents           |
| <b>COUN 538</b>      | Career Counseling                           |
| <b>Fall Year 3</b>   |                                             |
| <b>COUN 608</b>      | Research in Counseling                      |
| <b>COUN 633</b>      | Practicum in School Counseling              |
| <b>Spring Year 3</b> |                                             |
| <b>COUN 553</b>      | Alcohol and Substance Abuse Counseling      |
| <b>COUN 640</b>      | Internship I – School Counseling            |
| <b>Summer Year 3</b> |                                             |
| <b>COUN 562</b>      | Special Education in School Counseling      |
| <b>COUN 604</b>      | Expressive Arts in Counseling               |
| <b>Fall Year 4</b>   |                                             |
| <b>COUN 606</b>      | Trauma and Crisis Intervention (Term 2)     |
| <b>COUN 648</b>      | Internship II – School Counseling           |

### **School Counseling Moderate Track – 60 semester hour program**

|                      |                                            |
|----------------------|--------------------------------------------|
| <b>Fall Year 1</b>   |                                            |
| <b>COUN 535</b>      | Introduction to Counseling                 |
| <b>COUN 540</b>      | Principles & Theories of Counseling        |
| <b>COUN 607</b>      | Orientation: Tools for Graduate School (0) |
| <b>Spring Year 1</b> |                                            |
| <b>COUN 510</b>      | Human Growth & Development                 |
| <b>COUN 560</b>      | Techniques of Counseling                   |
| <b>COUN 550</b>      | Multicultural Counseling                   |
| <b>Summer Year 1</b> |                                            |
| <b>COUN 544</b>      | Principles & Techniques of Assessment      |
| <b>COUN 605</b>      | Ethical, Legal & Professional Issues       |
| <b>COUN 538</b>      | Career Counseling                          |

|                      |                                             |
|----------------------|---------------------------------------------|
| <b>Fall Year 2</b>   |                                             |
| <b>COUN 547</b>      | Counseling & the Group Process              |
| <b>COUN 570</b>      | Diagnosis & Treatment in Counseling         |
| <b>COUN 608</b>      | Research in Counseling                      |
| <b>Spring Year 2</b> |                                             |
| <b>COUN 561</b>      | Principles & Practices in School Counseling |
| <b>COUN 633</b>      | Practicum in School Counseling              |
| <b>Summer Year 2</b> |                                             |
| <b>COUN 555</b>      | Counseling Children & Adolescents           |
| <b>COUN 562</b>      | Special Education in School Counseling      |
| <b>COUN 604</b>      | Expressive Arts in Counseling               |
| <b>Fall Year 3</b>   |                                             |
| <b>COUN 606</b>      | Trauma and Crisis Intervention (Term 2)     |
| <b>COUN 646</b>      | Internship I – School Counseling            |
| <b>Spring Year 3</b> |                                             |
| <b>COUN 553</b>      | Alcohol & Substance Abuse                   |
| <b>COUN 648</b>      | Internship II – School Counseling           |

## Clinical Training Sequence

See Technology Resources and Digital Data (University Academic Policies) for the Counseling Program's training requirements related to telemental health (TMH) service delivery.

In the first year of the program, candidates will have time to think and reflect on their interests, values, personality, aptitude, and abilities as a counselor-in-training. As candidates move through their courses, they will have many opportunities to read, discuss, and reflect on how they want to practice as professional school counselors. Many candidates feel they should know exactly what they want to specialize in as a school counselor. The clinical training courses can provide the following:

- The opportunity for candidates to explore counselor interests and test out what may be the optimal settings for them.
- The exploration of opportunities of jobs in the field.
- The key to begin gaining clinical training experiences in the schools (for school counselor students) or varied counselor settings (for licensure-track students) so that they can gain more awareness, knowledge, and skills in functioning as a professional counselor.
- Enrollment in the clinical sequence is offered in the Fall, Spring, and Summer semesters.

Note: Candidates must stay informed about their Program of Study and consult with their Program Advisor to ensure they are eligible for Practicum. Additionally, students who follow the School Counseling Program of Study are only placed at school sites during the FALL and SPRING semesters.

During clinical training:

- candidates begin with COUN 631/633 (Practicum in Counseling).

- candidates will enroll in COUN 640/646 Internship I in Counseling.
- candidates will enroll in COUN 642/648 Internship II in Counseling.
- candidates will take and pass their comprehensive examination (during Practicum).
- candidates must be in good academic standing with the University in order to continue into practicum and internship.
- Candidates must earn a grade of “B” or better and demonstrate acceptable Professional Dispositions in Practicum in order to advance to the next clinical training course.
- Once in Internship, students must earn a “P” (pass) and demonstrate acceptable Professional Dispositions in order to advance to Internship II.
- Once in the final Internship experience (e.g., Internship II), students must earn a “P” (pass) and demonstrate acceptable Professional Dispositions in order to complete the clinical sequence of the Counseling Program.
- Dual registrations in any of these courses are not permitted. Candidates will learn that a minimum number of direct counseling hours are needed to satisfy course outcomes in COUN 631-640-642/633-646-648 courses. If a candidate does not complete all of the direct counseling hours and/or total hours required by the time they complete COUN 642/648, the student will be required to enroll in COUN 697 Clinical Internship Continuation.

Practicum and Internship Trinity’s Counseling Program offers comprehensive field training for advanced graduate candidates in the Masters of Arts in Clinical Mental Health Counseling and School Counseling Programs. Practicum and Internship activities take place:

- at approved training sites,
- with appropriately qualified and licensed supervisors,
- where the practicum trainee or intern can work with clients (i.e., children, adolescents, adults, families, and/or groups) from an assigned caseload. These guidelines and requirements reflect the Council for Accreditation of Counseling and Related Educational Programs (CACREP) standards, principles for the professional preparation of clinical mental health counselors, and Counseling Program policies.

Training Methods and Learning Modules: The field training activities that interns will be exposed to will vary in nature among schools and grade levels, however, interns are expected to be afforded the opportunity to:

- Observe (shadow) experienced counselors as they provide direct services to students.
- Practice conducting brief time-limited individual counseling sessions under supervision.
- Lead/co-lead a group (process or psychoeducational) for clients on a selected theme of interest.
- Assess client functioning for drafting wellness treatment plans and/or strength-based approaches, which may include responsive services (support/outcome) plans.
- Participate in staffing/consultations with collateral professionals, family members, and external agency representatives as indicated to assist in promoting wellness success and social-emotional development of clients.

Practicum in Counseling (COUN 631[CMHC] or 633 [SC]) The Practicum is the first field placement experience and is a required component of the Master of Arts in Counseling Programs. Candidates enrolled in these programs must apply for and successfully complete the Practicum as a part of their Program of Study. The Practicum provides entry-level, supervised field training for candidates preparing for careers in clinical mental health counseling.

## **Practicum Requirements**

### Practicum requires:

- successful completion of a minimum of one hundred (100) clock hours of supervised training in key activities at an approved site (See diagram below).

- placement of candidates to complete the one hundred (100) hours in an approved setting under supervision from faculty and site supervisors.
- candidates typically spend six to ten (6-10) hours per week involved in direct and indirect counseling service activities and individual and group supervision.
- at least forty (40) of the total one hundred (100) clock hours must be accrued providing direct service (face-to-face contact).
- candidates direct service hours must include individual and group counseling experiences.
- at least sixty (60) of the one hundred (100) clock hours must be obtained in indirect service activities that are pertinent to the “direct service” functions.
- total hours spent in the weekly on-campus Practicum class are included in the indirect services hours.
- hours in Practicum must be accrued throughout the 15-week semester (or 10-week Summer Term).
- candidates ordinarily earn Practicum hours at a single site.
- Faculty must approve requests for completion of any service hours between semesters.
- Students who follow the School Counseling Program of Study are only placed at sites during the FALL and SPRING semesters. Candidates will participate in Triadic Supervision. This requires 1.0 hours per week of clinical supervision with the candidate’s Clinical Instructor and another practicum classmate. As section S of the 2024 CACREP Standards states: Throughout the duration of the practicum, each student receives individual and/or triadic supervision on a regular schedule that averages one hour a week and is provided by at least one of the following:
  1. a counselor education program core or affiliate faculty member, or
  2. a doctoral student supervisor who is under the supervision of a qualified core or affiliate counselor education program faculty member, or
  3. a fieldwork site supervisor who is working in consultation on a regular schedule with a counselor education program faculty member in accordance with the supervision agreement. This is in addition to on-site supervision. The purpose of the Triadic Supervision Model is to provide additional support to new counselors-in-training who may not be used to receiving and giving feedback; therefore, they need to specifically learn this skill through peer feedback within the triadic model (Border, Brown, and Purgason, 2015). This model was implemented by the Trinity Counseling Program as follows.

Practicum and Internship Supervision During Practicum and Internship class candidates are supervised in a group format. Class will begin with a group supervision for a duration of 1.5 hours. During this time, the instructor will perform a group check in and provide information on counseling models, case scenarios, etc. For the remainder of class, the instructor will ask students to discuss different cases taking place at the practicum/internship site. Additionally, students may engage in consultation with their peers while the University supervisor is present.

Eligibility for the Practicum Counseling candidates will be required to meet with the Faculty Advisor minimally once a year. Additionally, candidates will be required to attach the most updated Program of Study (POS) to their Practicum/Internship Eligibility Application. Failure to do so may result in non-approval of

clinical training start time. In order to approve a candidate for Practicum, the Director of Clinical Training must have the candidates’ up-to-date POS, which is the responsibility of the candidate. In order to be eligible for Practicum:

- 1) The student must have successfully Advanced to Candidacy\*.
- 2) Must be in good academic standing with the University. \*Candidates who have earned a grade lower than “B” in COUN 560 and COUN 540 must repeat and successfully complete these courses by the semester of application.

## Practicum Application Process

Applications for Practicum are due the semester immediately preceding candidates' Practicum semester. Candidates must complete and upload all required to their EXXAT profile by the established deadline. EXXAT is a clinical education management system that the Counseling Program uses to store and track all data and documents related to the clinical sequence. Candidates are not eligible to enroll in the Practicum course, if the Practicum Application is not received by the designated deadline. The candidate's resume, the signed Student Informed Consent, and the signed Ethics Policy & Student Contract must be submitted with the application. Candidates must ensure that the required supporting documents are attached to the application and that they have responded to all items on the application. Incomplete applications will be returned. Upon Faculty review of the Practicum & Internship Applications, candidates will receive an approval, an approval with conditions, or a rejection letter.

#### **Required Documents for Practicum Application:**

- a. Ethics Policy & Student Contract
- b. Candidates are to confirm their field placement sites with the prospective field supervisor by obtaining an offer letter and/or by completing the Clinical Assignment Agreement & Verification Form. The Clinical Assignment Agreement & Verification Form must be signed by the candidate and the prospective field supervisor, accompanied by the field supervisor's resume and submitted to the Director of Clinical Training no later than one week prior to the end of the semester that immediately precedes the Practicum semester. All the remaining supporting documents (e.g Verification of Professional Liability Insurance, TB test [if needed], security screening [if needed]) must also be uploaded to their EXXAT profile no later than one week prior to the last day of the semester that immediately precedes the Practicum semester. If the Practicum is not confirmed by the designated date and all of the remaining supporting documents have not been received by the designated date, the candidate cannot take the Practicum course.

#### **Supporting Documents** (that must be uploaded one week prior to the last day of the semester):

- a. Clinical Assignment and Contract Form
- b. Verification of Professional Liability Insurance (must be obtained before beginning at the placement site). As a student member of the American Counseling Association (ACA), ACA provides complimentary liability insurance to cover the candidate while in practicum. Additionally, as a student ASCA member, candidates are covered for \$1 million in excess professional liability coverage; as an AMHCA student member, candidates receive free liability insurance.
- c. Health Screening (if required by the site) [TB Tests can be done in the Trinity Health & Wellness Center]
- d. Security Screening (fingerprinting and background check, if required by the site) e. Ethics Policy and Candidate Contract

#### **Candidate Review Process**

The Counseling Program determines the eligibility of students for clinical practice. Students are informed of the decision in writing and any conditions or stipulations will be stated. If students would like to discuss the stipulations/conditions, they will address any concerns first with their advisor. Upon the Counseling Program's review of Practicum & Internship Applications, the Director of Clinical Training will:

1. Determine if the candidate meets the academic qualifications
2. Meet with the Faculty to identify and discuss any dispositional issues that may hinder candidacy
3. Notify candidates via their Trinity email address, whether they have been approved or rejected to begin their clinical sequence. If it is determined that a candidate should not enter the clinical sequence, the candidate will be given other alternatives to pursue. If the Counseling Faculty believes that the candidate does not meet the criteria for clinical candidacy, the candidate will not be eligible for the degree in counseling. After the approval process, and if candidates are approved for Practicum, the selection of a site begins with the Director of Clinical Training. The process is as follows:

- 1) The Director of Clinical Training will meet with each candidate to discuss potential sites based on the candidate's specialization and interests. If the candidate has suggestions or ideas about a placement site, those ideas will be considered, however, the Director will have to communicate with the site and schedule a site visit. All sites that the Director will recommend will have been vetted, according to specific criteria.
- 2) Upon identification of potential sites, the Director of Clinical Training will either send candidate resumes to the Human Resources department, or prompt candidates to contact site supervisors via email. Candidates should alert the Director of Clinical Training of any interviews and offers.
- 3) Candidates are to confirm their field placement sites with the prospective field supervisor by obtaining an offer letter and/or by completing the Clinical Assignment Agreement & Verification Form. The Clinical Assignment Agreement & Verification Form must be signed by the candidate and the prospective field supervisor, accompanied by the field supervisor's resume, and submitted to the Director of Clinical Training no later than one week prior to the end of the semester that immediately precedes the Practicum semester.
- 4) All of the remaining supporting documents (e.g., verification of professional liability insurance, TB test if needed, security screening if needed) must also be submitted no later than one week prior to the last day of the semester that immediately precedes the Practicum semester.

Enrollment in the Practicum in Counseling (COUN 631/COUN 633) Candidates who have submitted their application for Practicum with all supporting documents may register for the Practicum course (COUN 631/COUN 633). However, their registration will not be approved by their advisor until the Counseling Program Team reviews the candidate based on the criteria for approval stated in Transition Point 3, inclusive of the candidates' application and supporting documents. The Director of Clinical Training will inform the candidate in writing about their approval status, and any conditions that may have to be made for the candidate to be approved, or conditions that must be met in order to be approved at a later time. After this process, the candidate's registration will be approved or denied.

### **Practicum/Internship Site Requirements**

All Practicum and Internship sites must be pre-approved by the Director of Clinical Training. Sites must provide the scope of the Counseling Program requirements and meet the Counseling Program objectives. Students who follow the School Counseling Program of Study are only placed at sites during the FALL and SPRING semesters. At a minimum, approved sites must:

- Provide opportunities for on-going individual and group counseling with a designated caseload of clients
- Provide weekly individual on-site supervision by a qualified and licensed mental

health professional

- Provide opportunities for video or audio-tape recordings of counseling sessions with the appropriate informed consent Work at the Practicum and Internship sites begin only after the candidate enrolls in COUN 631/COUN 633, COUN 640/COUN 646, or COUN 642/COUN 648 and begins attending the university-based seminar training group. If the site requires orientation prior to the intended semester, the candidate must get prior approval from the Clinical Supervisor.

### **Site Supervision**

The site supervisor is the individual at the field site who has primary responsibility for the supervision of the Practicum and Internship trainee at the field site. Site supervisors have (1) a minimum of a master's degree, preferably in counseling, or a related profession; (2) relevant certifications and/or licenses; (3) a minimum of two years of pertinent professional experience in clinical mental health counseling; (4) knowledge of the program's expectations, requirements, and evaluation procedures for students; and (5) relevant training in counseling supervision.

Field Training at Employment Sites The following criteria must be met if candidates request the use of their employment site for field training:

- “Training phases” must be clearly distinct from “employee” responsibilities including the candidate’s designation as “Practicum trainee” and “intern.”
- Candidates must separate the work hours from the training hours and specify when they are in the role of an employee and when they are functioning as a “Practicum trainee” or “Intern.”
- There must also be a clear distinction between the client population that is served as an employee and as a “Practicum trainee” or “Intern.”

In addition, supervision must be provided by a qualified and certified professional school counselor or licensed mental health professional who is not the candidate’s employment supervisor.

## **Extension of Clinical Training**

Candidates cannot continue at a site during university breaks and holidays unless the following process is followed. For continuity of care or for accrual of necessary hours, candidates may request continuation at the approved training site through the university breaks (e.g., winter break/spring break). Candidates cannot continue at the training site

unless the Director of Clinical Training is aware. The Director of Clinical Training and a Counseling Program faculty member will monitor the experience. A candidate can only continue at a site if:

- The training schedule is determined with the site supervisor and the Director of Clinical Training by a designated date
- The Clinical Sequence Extension Form is completed and submitted to the Director of Clinical Training, a week prior to the start of the new semester
- Weekly reflections documenting the training experiences are sent to the Director of Clinical Training during the university break
- The trainee commits to entering direct and indirect hours into EXXAT weekly for approval from Site Supervisor.

## **Internship**

The Internship provides intensive field training in the role of professional counselor. The following describes what is characteristic of internship:

- Candidates complete hours of approved service under supervision by a qualified mental health professional and university faculty.
- Emphasis is placed on reflective practice of theory-based individual and group counseling and supportive case management.
- Training stresses mastery of culturally responsive core counseling skills, empathic attunement, integration of theory and practice utilizing a guiding counseling model, case study, clinical decision making, self-discovery in the counselor role, and ethical professional disposition.
- The Internship is composed of Internship I (COUN 640/COUN 646) and Internship II (COUN 642/COUN 648). Each phase of the Internship (I and II) is to occur over one semester, with candidates working a minimum of twenty (20) hours per week at the training site during each semester of the Internship.
- The internship experience requires a total of 600 hours. Internship I and Internship II each require the completion of a minimum of 300 hours.
- During Internship I and Internship II a minimum of 120 hours must be obtained performing direct service, and a minimum of 180 hours must be obtained performing indirect service activities.

- During Internship (as with the Practicum), the department faculty will provide opportunities for discussion of professional and ethical issues related to the practice of school counseling through a weekly seminar group.
- Attendance at this seminar is required throughout field training and until the total internship hours are accrued.
- On recommendation by the field or university supervisor, candidates may be required to complete additional supervised practice in an additional continued directed training experience (COUN 697). A candidate is eligible to register for Internship I (COUN 640/COUN 646) and Internship II (COUN 642/COUN 648) on successful completion of Practicum and review by Counseling Program Team, and a candidate is eligible to register for Internship II (COUN 642/COUN 648) on successful completion of Internship I.

### **Clinical Internship Continuation (COUN 697)**

Clinical Internship Continuation provides candidates the opportunity to complete internship field training activities under the direction of the University Clinical Instructor. Candidates continuing their Internship must register for 1-3 credits for each subsequent semester until all required assignments and services hours are completed. The following is the formula for registration:

**1 credit** - 1 – 100 hours needed

**2 credits** - 101 – 200 hours needed

**3 credits** - 201 – 300 hours needed

Practicum and Internship Evaluation Process Candidates will receive mid-term and final evaluations by the site supervisor. This data is used to assess the candidate's performance and to determine the candidate's final Practicum or Internship grade. A grade for the Practicum or Internship course cannot be determined until the mid-term and final evaluations are received by the university supervisor. The candidate is required to complete the Evaluation of Practicum/Internship Site and Site Supervisor form at the end of each training term. At the end of the Practicum/Internship term, candidates must ensure the completion of the final paperwork which includes:

- 1) Practicum/Internship Activity Log Compilation Form
- 2) Practicum/Internship Verification of Completion Form
- 3) Midterm and Final Evaluation Forms
- 4) Evaluation of Practicum / Internship Site and Site Supervisor

### **Documentation**

The completion of various documentation s is required throughout the field training experience. These documents are necessary to convey expectations, provide information, track the training experience and accumulation of hours, and to assess performance. A listing of the forms is below and the clinical forms can be found in EXXAT and/or the appendix.

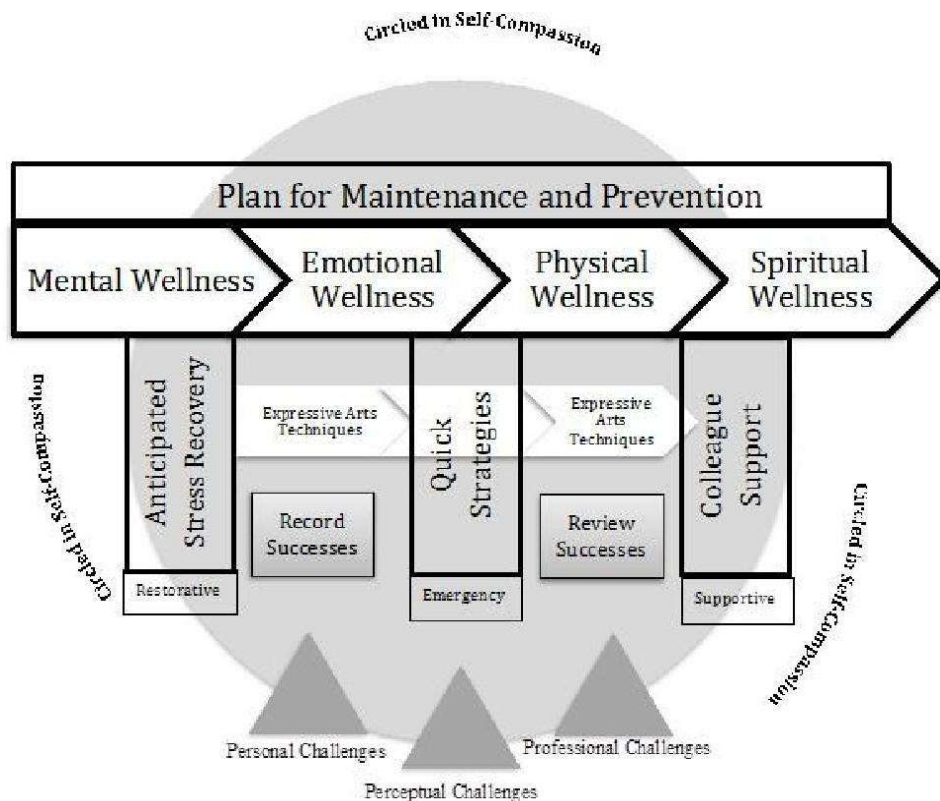
1. Practicum & Internship Application – completed and submitted by the candidate to the Director of Clinical Training the semester prior to the proposed Practicum semester; determines eligibility to begin Practicum. The application is only submitted to begin COUN 631/633. The candidate will communicate directly with the Director of Clinical Training each semester after COUN 631/633 regarding continued clinical training enrollment (COUN 640/646, 642/648).
2. Student Informed Consent – reviewed and signed by the candidate and submitted with the Practicum & Internship Application; outlines the rules and policies of Trinity and the Counseling Program.
3. Ethics Policy & Student Contract – reviewed and signed by the candidate and submitted with Practicum & Internship Application; outlines the contract and refers the candidate to the ethics code.
4. Clinical Assignment and Contract – completed by the candidate in collaboration with the site supervisor; confirms the site of field training, the duration of the training, number of hours on site, the site supervisor, and

must be signed and dated by both the candidate and the site supervisor; submitted to the Director of Clinical Training by the designated date.

5. Practicum/Internship Supervision Contract –completed by the candidate within the first 2 weeks of the semester with the Site Supervisor. The candidate and supervisor will each discuss expectations and goals, the structure of supervision, including a specified weekly time for supervision. The candidate and supervisor will each keep a copy and the original form is uploaded into EXXAT by the student.
6. Consent for Audio and Video Recording – completed by the client or client’s guardian to authorize audio and video recording of the counseling session; this written consent must be obtained prior to any form of recording of counseling sessions.
7. Supervisor’s Counselor Trainee Evaluation Form: Midterm – completed by the site supervisor to assess the candidate’s performance at the site. It is completed electronically through EXXAT by the date designated on the course syllabus; the Site Supervisor completes a midterm evaluation so that the student and University Clinical Instructor can assess how the candidate is doing and provide timely feedback before the final evaluation.
8. Supervisor’s Counselor Trainee Evaluation Form: Final – completed by the site supervisor as a final assessment of the candidate’s performance at the site; must be completed electronically through EXXAT by the designated date on the course syllabus. ***This feedback is included in the computation of the candidate’s final grade; a grade for the course cannot be determined without this final assessment.***
9. Practicum/Internship Verification of Completion Form – documents the completion of the specific training phase; provided by the candidate to the site supervisor and due by the date specified in the course syllabus.
10. Evaluation of Practicum/Internship Site & Site Supervisor – completed by the candidate through EXXAT; this feedback assists in monitoring the quality of the site.

## SELF-CARE

Self-care is generally defined as the holistic approach of a counselor’s own care of her emotional, physical, mental, and spiritual well-being in relation to her counseling work experiences (Barlow & Phelan, 2007; Coster & Schwebel, 1997; Posluns & Gall, 2019). Figure 1: Model for Creative Self-Care



*Figure 1: Model for Creative Self-Care*

## **Practical Implementation and Strategies for Creativity and Self-Care**

1. First, create a plan that quickly, creatively, and consistently — perhaps daily — engage in mentally, emotionally, physically, and spiritually nourishing activities (Barlow & Phelan, 2007).
2. Schedule larger blocks of time for wellness rejuvenation when needed. Often counselors can anticipate busier weeks, stressful events, or more demanding client-load days of the week.
3. Prepare for unanticipated stressful times. While maintenance can be helpful at preventing feeling depleted, and recovery can revive flagging energy, unanticipated stressors may also drain the well.
4. Meet with peers or colleagues for support. Barlow and Phelan (2007) described peer collaboration contributing to self-care with continuous learning, in a non-task-driven, inward looking, and focused approach. “Creative Counselor Self-Care” (Thomas, D. A. & Morris, M. H., 2017)

## **Self-Care Community Counseling Resources**

- Counseling Program candidates will also benefit from participating in personal counseling as a self-care support. If candidates have insurance that provides behavioral healthcare support, they can work through their benefits to obtain a referral for a mental health professional. The following list includes the counseling centers in the Washington, DC area that offer a low and/or sliding scale fee for counseling services. Candidates can also seek personal counseling with Trinity’s Health and Wellness Services on the 4th floor in Main Hall. Counseling Resource

All candidates are required to complete a minimum of four (4) sessions of personal counseling with a fully licensed (non-graduate-license) mental health provider of their own choosing—two sessions prior to the start of Practicum and two sessions during Practicum. Candidates are not required to disclose their diagnosis, treatment plan, or session content to the Counseling Program. Instead, the candidate's provider must complete and submit a Personal Counseling Verification Form (see Appendix) confirming that the required sessions took place and that the provider holds full, independent clinical

licensure. This requirement is separate from, and in addition to, the personal-counseling option referenced earlier in this handbook as one possible remediation step. Below are examples of counseling practices however our program is not in partnership nor do we endorse any of these practices.

| Counseling Resource                                                       | Address                                                                     | Phone Number                                                                      |
|---------------------------------------------------------------------------|-----------------------------------------------------------------------------|-----------------------------------------------------------------------------------|
| American University                                                       | 4400 Massachusetts Avenue, NW, Washington DC 20052                          | 202-885-1702                                                                      |
| CCCC Counseling (Capitol Hill Consortium for Counseling and Consultation) | 650 Pennsylvania Avenue, SE 2nd Floor, Suite 240, Washington, DC 20003      | 202-544-5440                                                                      |
| The Center Clinic (Counseling Services at George Washington University)   | 2134 G Street, NW Suite #200, Washington, DC 20052                          | 202-994-8645                                                                      |
| Pro Bono Counseling Project of Maryland                                   | <a href="http://probonocounseling.org">http://probonocounseling.org</a>     | 410-825-1001 or 1-877-323-5800 for a confidential phone interview for eligibility |
| The Meltzer Center                                                        | 2125 G Street, NW, George Washington Univ, Psych Dept, Washington, DC 20052 | 202-994-0950                                                                      |

## The Counselor Preparation Comprehensive Examination (CPCE)

Candidates in the Clinical Mental Health Counseling Program are required to take and pass the Counselor Preparation Comprehensive Examination (CPCE). The CPCE exam is the exit exam for graduation. The CPCE exam is an objective and standardized national exam developed by the Research and Assessment Corporation for Counseling (RACC), in

conjunction with the Center for Credentialing and Education, affiliates of the National Board of Certified Counselors, Inc. (NBCC). The purpose of the exam is to assess candidate progress toward mastery of essential counseling subject matter, and to provide a summative evaluation of professionally relevant knowledge competency obtained through program coursework deemed important by the training committee and counselor licensing and accreditation boards. It is a highly valid and reliable way to measure and determine whether candidates have attained the level of knowledge in the field of counseling which can ensure competence in the field. The Counseling Programs also uses the CPCE data to evaluate student knowledge attainment and will use this outcome data for program enhancement and student achievement. Other benefits of the CPCE include:

1. Gives candidates comparative strength/weakness feedback.
2. Serves as a practice exam for the NCE exam taken for licensure in many states.
3. Provides the program with a comprehensive exam that meets psychometric standards.
4. Provides the program with an objective view of the knowledge level of candidates.
5. Allows the program to examine candidate functioning in various curricular areas.
6. Compares a program's results to national data.
7. Promotes longitudinal self-study.

Students are allowed to take the CPCE exam up to three (3) times beginning with their Practicum. After the first failure, the candidate meets with their advisor to devise a remediation plan. After the second failure, the candidate meets with their advisor to devise a second remediation plan. These two retakes can take place within six (6) months of the first failure. The third failure constitutes a meeting with the School of Nursing and Health Professions Dean. The meeting will need to take place within four (4) weeks of failure, and may impact the candidate's graduation from the program. If the candidate has not successfully passed the CPCE by the graduation audit, they will not graduate.

Candidates must take and pass the CPCE or Praxis II during the same semester in which they are enrolled in Practicum. A candidate who passes may progress to Internship I the next available semester. A candidate who does not pass may not begin Internship I until the semester after they pass. Candidates have three (3) total attempts to pass. A candidate who does not pass within three (3) attempts cannot move into the clinical sequence (Internship I or II) and may be subject to removal from the Counseling Program.

## **Praxis II School Counselor Examination**

Candidates in the School Counseling program are required to take and pass the Praxis II School Counselor Exam Praxis II exam. The Praxis II is the exit examination for graduation. Trinity Washington University is a District of Columbia (DC) institution; therefore, candidates are required to take the examination to be certified as professional school counselors in DC. It is recommended that candidates apply for certification in the District of Columbia regardless of their desire to be a counselor in the District. When candidates apply for certification/licensure as a school counselor in other jurisdictions, it may be helpful to have a certification in the District. It is the candidates' responsibility to research the certification/licensure requirements for the jurisdiction of interest. The Educational Testing Service (ETS) provides free and fee-based prep resources at the following link: [www.ets.org/praxis/testprep](http://www.ets.org/praxis/testprep). Candidates will complete the Praxis II School

Counselor Exam Eligibility Form within the first week of Practicum and submit to their Faculty Advisor for approval.

### **Praxis II Exam Pass/Fail Criteria & Retake Policy:**

The passing score is determined by ETS for this exam. The Counseling Programs have adopted an "Opportunity Three" procedure that allows candidates who are unsuccessful on their first attempt to pass the Praxis II Exam, up to two more opportunities to demonstrate knowledge competency.

### **Preparation for Comprehensive Examination (CPCE) and Praxis II Examination**

The Director of Clinical Training will provide information regarding registration for the Exams that are offered in off-campus testing centers. Examinees are given four hours to complete either exam. The Exam is administered year-round. Candidates will register to take the CPCE/Praxis II examination during Practicum. In registering for CPCE/Praxis II, there is a fee. Please see the fee chart in Appendix F of this document. It is recommended that candidates plan in advance for payment of the exam fee. The Director of Clinical Training will send out a notice to candidates prior to (or at the start) of Practicum about registration for the CPCE/Praxis II. Candidates who fail the exam on the first attempt must meet with their Advisor and develop a plan of study that will help them to be successful in their next attempt. That plan is then filed in the candidate's Program file. When a candidate is unsuccessful at all "opportunities", the Faculty reserves the right to not recommend the candidate for certification/licensure, not approve the candidate for the degree, or both. Candidate appeals must be filed with the Dean within four weeks of being notified of the third failure. Candidates must show proof of taking the exam prior to the semester that fulfills all other graduation requirements. Candidates who have not taken the exam are not eligible to graduate until they take the exam. The National Board of Certified Counselors (NBCC) may change the format and the scheduling of the CPCE and when possible, the Director of Clinical Training will communicate these changes to all candidates.

### **CPCE & PRAXIS II EXAMS: Website Resources**

Center for Credentialing & Education <https://www.cce-global.org/assessmentsandexaminations/cpce>

Counselor Preparation Comprehension Examination (CPCE) Textbook List 2014 [https://www.cce-global.org/Assets/CPCE\\_Textbook\\_List.pdf](https://www.cce-global.org/Assets/CPCE_Textbook_List.pdf)

CPCE Practice Test <https://www.test-questions.com/cpce-exam-questions-07.php>

### **Professional School Counselor - Praxis: For Test Takers**

<https://www.ets.org/praxis/prepare/materials/5421>

## CPCE & NCE: Similarities and Differences

The CPCE is based on the same eight content areas as the NCE. The CPCE is taken prior to receiving your degree; results of the NCE are often used for licensure in many states after you have graduated, and for NBCC national certification. Although both examine the same eight content areas, questions on the CPCE are based on the content that most Council for Accreditation of Counseling and Related Educational Programs (CACREP) graduate programs include in their curricula. CPCE questions, developed by consultants to NBCC, cover a variety of topics and concepts and tend to be more detail oriented. On the other hand, the NCE exam questions are developed by panels of national experts with less focus on CACREP content, material, and textbooks. NCE questions are more likely to be application oriented and based on practical experience. Examinees are usually given up to four hours to complete either exam.

## CPCE Pass/Fail Criteria & Retake Policy

Each graduate program that uses the CPCE sets its own cutoff score for passing. Trinity's Counseling Program adopted a widely used criterion-referenced method that objectively sets a pass/fail performance standard for the exam. A pass score is determined by the total score received on the CPCE and a cutoff equivalent to or above one standard deviation below the national mean on a particular test administration. The program also adopted an "Opportunity Three" procedure that allows candidates who are unsuccessful on their first attempt to pass the CPCE, up to two more opportunities to demonstrate knowledge competency. Candidates who fail the exam on the first attempt must meet with their advisor or a faculty member of their choice and develop a plan of study that will help them to be successful in their next attempt. That plan is then filed in the candidate's Program file. When a candidate is unsuccessful at all opportunities, the faculty reserves the right, on approval by the Dean, to not recommend the candidate for certification/licensure, not approve the candidate for the degree, or both. Candidate appeals must be filed with the Dean within four weeks of being notified of the third failure. Candidates who fail the exam on the first attempt must meet with their Advisor and develop a plan of study that will help them to be successful in their next attempt. That plan is then filed in the candidate's Program file. When a candidate is unsuccessful at all "opportunities", the Faculty

## Graduate Student Services

The following resources are available for graduate candidates.

Candidates can visit these pages on the Trinity website to see hours of operation, location, and other information about services offered.

- Academic Support: <https://discover.trinitydc.edu/academic-services/academicsupport-tutoring/academic-support-home/> 202-884-9360
- Admissions: <https://discover.trinitydc.edu/admissions/nhp/> 202-884-6882
- Career Services: <http://www.trinitydc.edu/career> 202-884-9363
- Disability Support Services: <http://www.trinitydc.edu/disability> 202-884-9358
- Enrollment Services: <http://www.trinitydc.edu/enrollment> 202-884-9530
- Health and Wellness Center: <http://www.trinitydc.edu/health> 202-884-9615
- Library: <http://www.trinitydc.edu/library> 202-884-9350
- School of Nursing and Health Professions: <https://www.trinitydc.edu/nursing-health/> 202-884-9670
- Student Affairs: <http://www.trinitydc.edu/student-affairs> 202-884-9203
- Technology Services: <http://www.trinitydc.edu/it> 202-884-9811
- Writing Center: <http://www.trinitydc.edu/writing> 202-884-9355

## **Handbook Acknowledgment**

Every candidate is required to read this handbook in full and acknowledge their understanding of its policies. After reading, candidates should sign and date the Handbook Acknowledgment Form (see Appendices) and submit it by email to their Faculty Advisor, with a copy to the Program Director, no later than the end of the first two weeks of their first semester. A new acknowledgment is required whenever the handbook is substantively revised.

## **APPENDICES**

The following pages present the Counseling Program's Key Performance Indicators, licensure guidance, professional organization resources, dispositional and clinical training forms, and fee schedule. See Appendix Addenda, following these pages, for the Endorsement Policy for Credentialing and Employment, the Personal Counseling Verification Form, and the Handbook Acknowledgment Form.

**Student Assessment Performance Indicators**  
**Key Performance Indicators**

| <b>Foundational Counseling Curriculum</b>                   | <b>Standard</b>                                                                                                                 | <b>Key Performance Indicator</b>                          | <b>Minimum Performance Expectations</b>                                                              | <b>Course Number &amp; Semester</b>                                                           | <b>Assessment Point</b>                  |
|-------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------|------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------|------------------------------------------|
| A. Professional Counseling Orientation and Ethical Practice | 3.A.6 Professional counseling organizations, including membership benefits, activities, services to members, and current issues | 1. Professional Organization and Ethics Paper             | Students are expected to score a minimum of Meets Standard on the associated assignment rubric.      | <b>COUN 535 (FA)</b>                                                                          | Intro to Counseling, Year 1              |
|                                                             |                                                                                                                                 | 2. Interview with Counseling Professional                 | Students are expected to score a minimum of Meets Standard on the associated assignment rubric.      | <b>COUN 535 (FA)</b>                                                                          | Intro to Counseling, Year 1              |
|                                                             |                                                                                                                                 | 3. Ethical Decision-Making Case Analysis                  | Students are expected to score a minimum of Meets Standard on the associated assignment rubric.      | <b>COUN 605 (SU)</b>                                                                          | Ethical, Legal & Prof. Issues, Year 2    |
|                                                             | 3.A.11 Self-care, self-awareness, and self-evaluation strategies for ethical and effective practice                             | 1. Self-Care Assessment                                   | Students are expected to score a minimum of Meets Standard on the associated assignment rubric.      | <b>COUN 631 (FA; SP, SU); COUN 633 (FA, SP); COUN 640 (FA, SP, SU), COUN 642 (FA, SP, SU)</b> | Practicum and Internship I and II Year 3 |
|                                                             |                                                                                                                                 | 2. Self-Care Plan and Assessment                          | Students are expected to score a minimum of Meets Standard on the associated assignment rubric.      | <b>COUN 510 (SP)</b>                                                                          | Human Growth & Development Year 1        |
| B. Social and Cultural Identities and Experiences           | 3.B.1 Models of multicultural counseling, social justice and advocacy                                                           | 1. Multicultural Case Study/Cultural Immersion Experience | Students are expected to score a minimum of Meets Standard on the associated assignment rubric.      | <b>COUN 550 (SP)</b>                                                                          | Multicultural Counseling, Year 1         |
|                                                             |                                                                                                                                 | 2. Case Conceptualization                                 | Students are expected to score a minimum of Meets Standard on the associated assignment rubric.      | <b>COUN 640 (FA, SP, SU)</b>                                                                  | Internship I, Year 3                     |
|                                                             |                                                                                                                                 | 3. CPCE Score/Praxis II Score                             | Students must obtain a passing score on the CPCE (One standard deviation under the national average) | <b>COUN 631 (FA, SP, SU); COUN 633 (FA, SP)</b>                                               | Practicum, Year 3                        |

|                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                        |                                                                                                                                                                  |                                                 |                                              |
|-----------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------|----------------------------------------------|
|                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                        | Students must score 167 or higher to pass Praxis II.                                                                                                             |                                                 |                                              |
| C. Lifespan Development                 | 3.C.1 Theories of individual and family development across the lifespan<br><br>3.C.2 Theories of cultural identity development<br><br>3.C.10 biological, neurological, and physiological factors that affect lifespan development, functioning, behavior, resilience, and overall wellness<br><br>3.C.11 systemic, cultural, and environmental factors that affect lifespan development, functioning, behavior, resilience, and overall wellness<br><br>3.C.1 Theories of individual and family development across the lifespan | 1. Developmental Self-Reflection Paper | Students are expected to score a minimum of Meets Standard on the associated assignment rubric.                                                                  | <b>COUN 510 (SP)</b>                            | Human Growth & Development, Year 1           |
|                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 2. CPCE Score/Praxis II Score          | Students must obtain a passing score on the CPCE (One standard deviation under the national average)<br><br>Students must score 167 or higher to pass Praxis II. | <b>COUN 631 (FA, SP, SU); COUN 633 (FA, SP)</b> | Practicum, Year 3                            |
| D. Career Development                   | 3.D.6 Career development program planning, organization, implementation, administration, and evaluation                                                                                                                                                                                                                                                                                                                                                                                                                         | 1. Vocational Assessment Report        | Students are expected to score a minimum of Meets Standard on the associated assignment rubric.                                                                  | <b>COUN 538 (SU)</b>                            | Career & Lifestyle Development, Year 2       |
|                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 2. CPCE Score/Praxis II Score          | Students must obtain a passing score on the CPCE (One standard deviation under the national average)<br><br>Students must score 167 or higher to pass Praxis II. | <b>COUN 631 (FA, SP, SU); COUN 633 (FA, SP)</b> | Practicum, Year 3                            |
| E. Counseling and Helping Relationships | 3.E.1 Theories and models of counseling, including relevance to clients from diverse cultural backgrounds                                                                                                                                                                                                                                                                                                                                                                                                                       | 1. Case Conceptualization #2           | Students are expected to score a minimum of Meets Standard on the associated assignment rubric.                                                                  | <b>COUN 540 (FA)</b>                            | Principle and Theories of Counseling, Year 1 |
|                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 2. Capstone Case Presentation          | Students are expected to score a minimum of Meets Standard on the associated assignment rubric.                                                                  | <b>COUN 642 (FA, SP, SU)</b>                    | Internship II, Year 3                        |
|                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 3. Written Analysis Three              | Students are expected to score a minimum of Meets                                                                                                                | <b>COUN 560 (SP)</b>                            | Techniques of Counseling, Year 1             |

|                                        |                                                                                           |                                                                 |                                                                                                 |                                                        |                                                      |
|----------------------------------------|-------------------------------------------------------------------------------------------|-----------------------------------------------------------------|-------------------------------------------------------------------------------------------------|--------------------------------------------------------|------------------------------------------------------|
|                                        |                                                                                           |                                                                 | Standard on the associated assignment rubric.                                                   |                                                        |                                                      |
|                                        | 3.E.9 Interviewing, attending, and listening skills in the counseling process             | 1. Written Analysis One<br>2. Case Conceptualization            | Students are expected to score a minimum of Meets Standard on the associated assignment rubric. | <b>COUN 560</b> (SP); <b>COUN 640</b> (FA, SP, SU)     | Techniques of Counseling, Internship I, Year 1 and 3 |
| F. Group Counseling and Group Work     | 3.F.1 Theoretical foundations of group counseling and group work                          | 1. Group Proposal                                               | Students are expected to score a minimum of Meets Standard on the associated assignment rubric. | <b>COUN 547</b> (FA)                                   | Counseling & the Group Process, Year 2               |
|                                        |                                                                                           | 2. Site Supervisor Evaluation                                   | Students must score a minimum of 3's in each assessed category.                                 | <b>COUN 640</b> (FA, SP, SU)                           | Internship I, Year 3                                 |
|                                        | 3.F.2 Dynamics associated with group process and development                              | 1. Training Group Facilitation Score                            | Students are expected to score a minimum of Meets Standard on the associated assignment rubric. | <b>COUN 547</b> (FA)                                   | Counseling & the Group Process, Year 2               |
|                                        |                                                                                           | 2. Group Counseling with Student/Client Progress Note           | Students are expected to score a minimum of Meets Standard on the associated assignment rubric. | <b>COUN 631</b> (FA, SP, SU); <b>COUN 633</b> (FA, SP) | Practicum, Year 3                                    |
|                                        |                                                                                           | 3. Accountability Group (SC) Intern Group Implementation (CMHC) | Students are expected to score a minimum of Meets Standard on the associated assignment rubric. | <b>COUN 646</b> (FA, SP, SU)                           | Internship I, Year 3                                 |
| G. Assessment and Diagnostic Processes | 3.G.8 Use of assessments in academic/educational, career, personal and social development | 1. Mental Status Exam Paper                                     | Students are expected to score a minimum of Meets Standard on the associated assignment rubric. | <b>COUN 544</b> (SU)                                   | Principles & Technique of Assessment, Year 2         |
|                                        |                                                                                           | 2. Case Conceptualization and Treatment Plan                    | Students are expected to score a minimum of Meets Standard on the associated assignment rubric. | <b>COUN 544</b> (SU)                                   | Principles & Technique of Assessment, Year 2         |
| H. Research and Program Evaluation     | 3.H.7 Use of research methods and procedures to evaluate counseling interventions         | 1. Research Proposal                                            | Students are expected to score a minimum of Meets Standard on the associated assignment rubric. | <b>COUN 608</b> (FA)                                   | Research in Counseling, Year 2                       |

|                                                           |                                                                                                                                                                               |                                                            |                                                                                                 |                                 |                                                     |
|-----------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------|-------------------------------------------------------------------------------------------------|---------------------------------|-----------------------------------------------------|
|                                                           |                                                                                                                                                                               | 2. Counselor Identity Paper                                | Students are expected to score a minimum of Meets Standard on the associated assignment rubric. | <b>COUN 535</b><br>(FA)         | Introduction to Counseling, Year 1                  |
| <b>Section 5 – Entry Level Specialized Practice Areas</b> | <b>Standard</b>                                                                                                                                                               | <b>Performance Indicator</b>                               |                                                                                                 |                                 | <b>Assessment Point</b>                             |
| <b>CMHC</b>                                               | 5.C.1 Etiology, nomenclature, diagnosis, treatment, referral, and prevention of mental, behavioral, and neurodevelopmental disorders                                          | 1. Theoretical Orientation                                 | Students are expected to score a minimum of Meets Standard on the associated assignment rubric. | <b>COUN 640</b><br>(FA, SP, SU) | Internship I, Year 3                                |
|                                                           |                                                                                                                                                                               | 2 Mid-term Site Supervisor Evaluation                      | Students must score a minimum of 3's in each assessed category.                                 | <b>COUN 642</b><br>(FA, SP, SU) | Internship II, Year 3                               |
|                                                           | 5.C.4 Intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management | 1. Case Conceptualization                                  | Students are expected to score a minimum of Meets Standard on the associated assignment rubric. | <b>COUN 640</b><br>(FA, SP, SU) | Internship I, Year 3                                |
|                                                           |                                                                                                                                                                               | 2. Case Conceptualization                                  | Students are expected to score a minimum of Meets Standard on the associated assignment rubric. | <b>COUN 642</b><br>(FA, SP, SU) | Internship II, Year 3                               |
|                                                           | 5.C.5 Technique and interventions for prevention and treatment of a broad range of mental health issues                                                                       | 1. Case Conceptualization and Treatment Plan               | Students are expected to score a minimum of Meets Standard on the associated assignment rubric. | <b>COUN 570</b><br>(FA)         | Diagnosis & Treatment in Counseling, Year 2         |
|                                                           |                                                                                                                                                                               | 2. Final Site Supervisor Evaluation                        | Students must score a minimum of 3's in each assessed category.                                 | <b>COUN 642</b><br>(FA, SP, SU) | Internship II, Year 3, S3                           |
|                                                           | <b>Standard</b>                                                                                                                                                               | <b>Key Performance Indicator</b>                           |                                                                                                 |                                 | <b>Assessment Point</b>                             |
| <b>SC</b>                                                 | 5.H.1 Models of school counseling programs                                                                                                                                    | 1. Final Exam                                              | Students must obtain a passing score on the final exam of a B or better                         | <b>COUN 561</b><br>(SP)         | Principles & Practices of School Counseling, Year 2 |
|                                                           |                                                                                                                                                                               | 2. School Counseling Special Education Capstone Case Study | Students are expected to score a minimum of satisfactory on the associated rubric.              | <b>COUN 564</b><br>(SP)         | Principles & Practices of School Counseling, Year 2 |

|  |                                                                                                                                                                            |                                                           |                                                                                                                  |                             |                                                     |
|--|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------|------------------------------------------------------------------------------------------------------------------|-----------------------------|-----------------------------------------------------|
|  | 5.H.5 Design and evaluation of school counseling curriculum, lesson plan development, diverse classroom management strategies, and differentiated instructional strategies | 1. Professional Development                               | Students are expected to meet a minimum score of 19 indicating satisfactory standards met.                       | <b>COUN 561</b><br>(SP)     | Principles & Practices of School Counseling, Year 2 |
|  |                                                                                                                                                                            | 2. Evidence Based Intervention Plan (Crisis Intervention) | Students are expected to score a minimum of Meets Standard on the associated rubric                              | <b>COUN 561</b><br>(SP)     | Principles & Practices of School Counseling, Year 2 |
|  |                                                                                                                                                                            | 3. Accountability Project                                 | Students are expected to score a minimum of Meets Standard and a minimum of 45 points on the associated rubrics. | <b>COUN 646</b><br>(FA, SP) | Internship I, Year 3                                |

## Masters Licensure Tips

Counseling licensure is an arduous process that requires attention to detail, fortitude, and persistence to endure the process. Many states have the Licensed Graduate Professional Counselor (i.e., Maryland) or Licensed Graduate Counselor (i.e., DC) and students should become familiar with these requirements early in the Program. The following are recommendations to help you during the process:

### Boards of Professional Counselors and Therapists

The Professional Counselor Licensure Boards conduct the credentialing of applicants for the masters-level licensure (or doctoral applicants who graduated from counseling or related human services programs). Typically, the Boards are composed of volunteers who attend monthly (or other times) meetings. In many states, these Licensure Boards conduct all of the credentialing for applicants. These are typically volunteer professionals. They may be responsible for conducting **all** of the credentialing because the credentialing is done by persons who hold the license and are familiar with the educational requirements. In some states, there may be a staff person who performs the credentialing.

*Candidates should contact the state licensure board to understand what the credentialing process is, when the Board meets, and the timetable for licensure credentialing. For example, what is the expected time from the point of turning in the application to when the final credentialing is approved for licensure?*

Candidates should also know incomplete applications or **missing** information will **delay** the credentialing process. For example, if there is a question about the content of a course and you did not provide the course description, the Board may ask for this additional information before they can complete the credentialing approval; any additional information requested may slow down the credentialing process.

For example, in Maryland, the Board has typically met on the 3rd Friday of the month, and all of the credentialing applications are distributed at this time. The Board then works on the credentialing between Board meetings. A typical time period is 4-6 weeks. However, the clock “begins counting” from the time when the Board meets since the work is distributed at the Board meetings). Again, the information would not necessarily be apparent, but you should inquire about the time period.

# Certification and Licensure Information

## **DC Board of Professional Counseling**

899 North Capitol Street, NE, 1<sup>st</sup> Floor

Washington, DC 20002

[dclgpc@dc.gov](mailto:dclgpc@dc.gov)

## **Maryland Board of Professional Counselors and Therapists**

201 Preston Street

Baltimore, MD 20201

410-767-6500/1-877-463-3464

## **Virginia Board of Counseling**

Department of Health Professions

Perimeter Center

9960 Mayland Drive, Suite 300

Henrico, VA 23233-1463

804-367-4400

Other state licensure information can be found on the [NBCC website](#)

## **School Counseling Certification Requirements**

### **DC Public Schools School Counselor Requirements**

### **MD Department of Education School Counselor Requirements**

### **VA Department of Education School Counselor Requirements**

*Other state licensure/certification information can be found on the [ASCA website](#)*

## ***PROFESSIONAL ORGANIZATIONS IN COUNSELING***

### **American Counseling Association (ACA)**

6101 Stevenson Avenue  
Alexandria, Virginia 22304-3300  
800-347-6647

### **American Mental Health Counselors Association (AMHCA)**

107 S. West St., #779  
Alexandria, VA 22314  
703-548-6002

### **American School Counselor Association (ASCA)**

1101 King Street, Suite 310  
Alexandria, VA 22314  
703-683-ASCA

### **National Career Development Association (NCDA)**

305 N. Beech Circle  
Broken Arrow, OK  
74012 866-FOR-NCDA

### **International Association of Marriage & Family Counselors (IAMFC)**

6101 Stevenson Avenue  
Alexandria, Virginia 22304-3300

### **American Association for Marriage and Family Therapists (AAMFT)**

112 South Alfred Street  
Alexandria, VA 22314  
703-838-9808

### ***Counseling Associations in Specific Practice Areas***

- **Association for Assessment and Research in Counseling (AARC)**
- **Association for Creativity in Counseling (ACC)**
- **Association for Adult Development and Aging (AADA)**
- **American College Counseling Association (ACCA)**
- **Association for Counselors and Educators in Government (ACEG)**
- **Association for Counselor Education and Supervision (ACES)**
- **Association for Lesbian, Gay, Bisexual, & Transgender Issues in Counseling (ALGBTIC)**
- **Counseling Association for Humanistic Education and Development (C-AHEAD)**
- **Counselors for Social Justice**
- **Association for Multicultural Counseling and Development (AMCD)**
- **American Rehabilitation Counseling Association (ARCA)**
- **The Association for Humanistic Counseling (AHC)**

- [Association for Spiritual, Ethical, and Religious Values in Counseling](#) (ASERVIC)
- [Association for Specialists in Group Work](#) (ASGW)
- [International Association of Addiction and Offender Counselors](#) (IAAOC)
- [National Employment Counseling Association](#) (NECA)

From the website: <http://www.counselor-license.com/resources/counseling-organizations.html>

## Endorsement Policy for Credentialing and Employment

### *Purpose*

This policy outlines the criteria and conditions under which faculty of Trinity Washington University will endorse current or former students for professional credentialing (e.g., licensure or certification) and employment in the counseling field. The policy is consistent with the ethical standards outlined by CACREP and the ACA Code of Ethics.

### *Policy Statement*

Faculty will provide endorsements for students or graduates **only for positions and credentials for which they have been adequately prepared** through successful completion of the program curriculum, clinical experiences and professional development experiences.

### *Conditions for Endorsement*

1. **Successful Completion of Program Requirements**
  - The student must have completed all academic, clinical, and professional development requirements of the CMHC and/or SC Program, including passing grades in practicum and internship.
2. **Demonstrated Competency**
  - The student must have demonstrated the necessary competencies, knowledge, skills, and dispositions required of a professional counselor, as evaluated through formal assessments and faculty observation.
3. **Ethical and Professional Conduct**
  - The student must have adhered to professional and ethical standards, including those outlined by the **ACA Code of Ethics** and institutional policies.
4. **Appropriate Fit**
  - Faculty will only endorse students for roles or credentials that align with the program area (e.g., school counseling, clinical mental health counseling) for which the student was trained.
  - For example, faculty will not endorse a clinical mental health counseling graduate for a school counseling position unless the student has met the additional requirements for that setting.
5. **Requests for Letters or Forms**
  - Students seeking endorsement must submit a formal request in writing and provide all necessary documentation (e.g., job descriptions, licensure application forms) prior to any stated deadlines.

### Limitations of Endorsement

Endorsements will not be provided in the following cases:

- The student did not complete the program or left in poor academic or ethical standing.
- The student is requesting endorsement for a position or credential outside their area of training.
- The faculty member is not familiar enough with the student's performance to provide an informed recommendation.

# CLINICAL/DISPOSITIONAL FORMS

- Student Progress Sheet
- Counselor Characteristics Rubric
- Student Remediation Plan
- Verification of Practicum/Internship
- Consent for Audio/Video Recording
- Evaluation of Practicum/Internship Site
- Supervisor Evaluation – Midterm
- Supervisor Evaluation – Final
- Semester Activity Log
- Student Fees Listing
- Addenda

## **Student Progress Sheet**

Instructor Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Course/s Taught:** \_\_\_\_\_

To facilitate the review process for graduate students in the Counseling Program please complete the following form.

Please check the appropriate space below.

\_\_\_\_\_ I have no serious academic and/or professional concerns about students this semester.

\_\_\_\_\_ I have serious academic and/or professional concerns about the following students. Please include a brief description of your concerns using the Initial Form for Concerns.

|                                                                                      |
|--------------------------------------------------------------------------------------|
| Initial Concerns                                                                     |
| Student Name:                                                                        |
| Program:                                                                             |
| Inappropriate Behavior/s according to dispositions (Counselor Characteristic Forms): |
| Deficiency in Academic Performance (Course, Assignment/Assessment):                  |
| Course of Action to remediate behavior/s and/or academic performance:                |
| Comments:                                                                            |

|                                                                                      |
|--------------------------------------------------------------------------------------|
| Initial Concerns                                                                     |
| Student Name:                                                                        |
| Program:                                                                             |
| Inappropriate Behavior/s according to dispositions (Counselor Characteristic Forms): |
| Deficiency in Academic Performance (Course, Assignment/Assessment):                  |
| Course of Action to remediate behavior/s and/or academic performance:                |
| Comments:                                                                            |

|                                                                                      |
|--------------------------------------------------------------------------------------|
| Initial Concerns                                                                     |
| Student Name:                                                                        |
| Program:                                                                             |
| Inappropriate Behavior/s according to dispositions (Counselor Characteristic Forms): |
| Deficiency in Academic Performance (Course, Assignment/Assessment):                  |
| Course of Action to remediate behavior/s and/or academic performance:                |
| Comments:                                                                            |

## Counselor Characteristics Performance Rubric

| Counselor Characteristics Performance Rubric (for courses w/skills/lab)                   |        |          |            |                       |                     |                   |
|-------------------------------------------------------------------------------------------|--------|----------|------------|-----------------------|---------------------|-------------------|
|                                                                                           | Novice | Emergent | Proficient | Approaching Exemplary | Exemplary           | Score/<br>Comment |
| Level of Empathy                                                                          | 1      | 2        | 3          | 4                     | 5                   |                   |
| Communication Skills                                                                      | 1      | 2        | 3          | 4                     | 5                   |                   |
| Sensitivity to Aspects of Diversity (e.g., race, sex, gender, religion, disability, etc.) | 1      | 2        | 3          | 4                     | 5                   |                   |
| Receives Constructive Feedback Well                                                       | 1      | 2        | 3          | 4                     | 5                   |                   |
| Awareness of Own Issues and Strengths                                                     | 1      | 2        | 3          | 4                     | 5                   |                   |
| Awareness of Interpersonal Skills                                                         |        |          |            |                       |                     |                   |
|                                                                                           |        |          |            |                       |                     |                   |
|                                                                                           |        |          |            |                       | <b>Rubric Score</b> |                   |
|                                                                                           |        |          |            |                       | <b>Rubric Mean</b>  |                   |
| Other Comments:                                                                           |        |          |            |                       |                     |                   |

**TRINITY WASHINGTON UNIVERSITY**  
**Master of Arts in Counseling**  
**Clinical Mental Health/School Counseling**  
**Student Remediation Plan**

**Student:** [Click here to enter text.](#)

**Plan team:** [Click here to enter text.](#)

**Date:** [Click here to enter a date.](#)

The Counseling Program meets monthly to discuss the progress of all students in the Counseling Program based on myriad assessment data. These include course grades, Advancement to Candidacy, Counselor Characteristics Performance Rubric, Counselor Competencies Scales (CCS-R), as well as faculty and site supervisor evaluations. After reviewing the information gathered, the Counseling Program will develop remediation plans for students who are not achieving at the expected level. The goal of the remediation plan will be to help the student work toward meeting the stated goals of the program. Remediation plans will be included in student files and will be reviewed with the student in-person. Remediation plans could include: utilization of the Writing Center at Trinity Washington University; having assignments reviewed before submission; completing particular assignments a second time to insure adequate level of competence; retaking a course; reducing the number of courses taken at one time; taking a break from the Program; checking in periodically with program advisor; additional assignments; delay of practicum and/or internship; or other requirements as determined by the Counseling Program. If the student does not successfully complete the remediation plan outlined by the Counseling Program, the student may be given a second remediation plan, or may be dismissed from the program.

**The Counseling Program determined at the monthly student review meeting on [Click here to enter a date.](#) that the above student has the following needs for remediation:**

1. Student needs to
2. Student needs to

**[Click here to enter text.](#) Created the following intervention to help the student remedy these needs:**

1. Student will
2. Student will

**Plan timeline:**

1. [Click here to enter text.](#) has done a live meeting with the student to go over all the content of this plan.
2. At the beginning of the [Choose an item.](#) term, the student will share the remediation plan with any instructors he has for that term by the [Click here to enter text.](#) week of class.
3. During the [Click here to enter text.](#) week of the semester and the end of the semester, [Click here to enter text.](#) and the student will meet with the instructor(s) to determine whether or not the student met the terms of the plan.
4. If the student has met the terms of the plan the advisor will sign the bottom of this form indicating that the plan has been completed.

5. If the student does not meet the terms of the plan they will not be allowed to register for the next semester/term or begin classes in the **Choose an item**. Semester/term, until they have addressed the above issue(s).
6. Students who do not meet the goals of a remediation plan may be given a second remediation plan, or may be removed from the program if the Counseling Program determines that the issues being addressed in the plan are severe enough to warrant removal.

**Student:** I have read and understand the above remediation plan. I have received a copy of this plan. If I have any disagreement with this plan I will provide it in writing within 48 hours to my advisor and the director of the program.

---

**Sign name**

---

**Date**

☐ I acknowledge that electronically typing my name above and checking this box serves the same purpose as affixing my original signature to this document.

**Advisor:** I have met with this student and reviewed and discussed the terms of this plan.

---

**Sign name**

---

**Date**

☐ I acknowledge that electronically typing my name above and checking this box serves the same purpose as affixing my original signature to this document.

---

**Advisor:** I have confirmed that the student has met all the terms of this plan.

---

**Sign name**

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**Date**

☐ I acknowledge that electronically typing my name above and checking this box serves the same purpose as affixing my original signature to this document.

***COUNSELING PROGRAM: PRACTICUM/INTERNSHIP VERIFICATION OF COMPLETION FORM***

Name: \_\_\_\_\_

Semester/Year: \_\_\_\_\_

***Part A: Hours completed in Practicum***

Placement Site: \_\_\_\_\_

Name of Primary Supervisor: \_\_\_\_\_

Total Hours: \_\_\_\_\_

Direct Hours: \_\_\_\_\_

Site Supervision Hours (Individual): \_\_\_\_\_

Site Supervision Hours (Group): \_\_\_\_\_

Triadic Supervision Hours: \_\_\_\_\_

***Part B: Hours completed in Internship I***

Placement Site: \_\_\_\_\_

Name of Primary Supervisor: \_\_\_\_\_

Total Hours: \_\_\_\_\_

Direct Hours: \_\_\_\_\_

Site Supervision Hours (Individual): \_\_\_\_\_

Site Supervision Hours (Group): \_\_\_\_\_

**Part C: Hours completed in internship 2**

Placement Site: \_\_\_\_\_

Name of Primary Supervisor: \_\_\_\_\_

Total Hours: \_\_\_\_\_

Direct Hours: \_\_\_\_\_

Site Supervision Hours (Individual): \_\_\_\_\_ Site Supervision

Hours (Group): \_\_\_\_\_

I verify that \_\_\_\_\_  
(Name of Student)

has completed \_\_\_\_\_ hours required by CACREP (700 total, 280 being direct) in practicum and internship in the Clinical Mental Health or School program.

\_\_\_\_\_/\_\_\_\_\_  
Faculty Instructor's Signature Date

\_\_\_\_\_  
Director of Clinical Training Signature Date



*CONSENT FOR AUDIO AND VIDEO RECORDING*

I understand that counseling services are provided by graduate practicum and internship students in the Master of Arts in Counseling Program at Trinity University, and these services are provided under the supervision of a credentialed or licensed counselor and Trinity University faculty. I understand that any counseling sessions audio or videotaped will be used for professional training and supervision purposes only. Tapes will be destroyed after supervision. If any other use of the tape(s) is desired by the training institution, I must first be asked for permission and must give that consent separate from this agreement.

I have read the above information about audio/video recording during the time that I/my child utilizes counseling services. I hereby give permission to

\_\_\_\_\_, to make audio or videotape  
(Print Practicum/Internship Counselor-Trainee's Name)

recordings of counseling interviews at \_\_\_\_\_.

*If the client is a minor (under 18 years), his/her parent or legal guardian must also sign this consent agreement.*

Name of Client (Please Print)

Client Signature

Counselor-in-Training Signature

Parent/Guardian Signature

Site Supervisor Signature

Date



## EVALUATION OF PRACTICUM/INTERNSHIP SITE

(To be completed by the student at the completion of Practicum and Internship)

Student: \_\_\_\_\_ Training Level: C631/633/640/642/646/648 Date: \_\_\_\_\_

Site: \_\_\_\_\_ Supervisor: \_\_\_\_\_

**Rating Scale: 1 (Unsatisfactory) 2 (Minimally) 3 (Fair) 4 (Pretty Much) 5 (Very Much)**

| GENERAL CHARACTERISTICS OF SUPERVISION                                                 |     |    |   |   |
|----------------------------------------------------------------------------------------|-----|----|---|---|
| The supervisor:                                                                        |     |    |   |   |
| 1. clearly defined expectations and responsibilities for my placement                  | 2   | 3  | 4 | 5 |
| 2. set clear expectations and responsibilities for supervision                         | 2   | 3  | 4 | 5 |
| 3. was available for discussion and questions                                          | 2   | 3  | 4 | 5 |
| 4. kept informed of my activities                                                      | 2   | 3  | 4 | 5 |
| 5. allowed time for supervision                                                        | 2   | 3  | 4 | 5 |
| 6. was interested and committed to supervision                                         | 2   | 3  | 4 | 5 |
| 7. provided regular feedback that enabled me to express myself                         | 2   | 3  | 4 | 5 |
| 8. demonstrated interest in my learning and progress, problems, ideas                  | 2   | 3  | 4 | 5 |
| 9. motivated me to examine my own behavior                                             | 2   | 3  | 4 | 5 |
| 10. provided effective trainee- peer balance that encouraged independence              | 2   | 3  | 4 | 5 |
| 11. was flexible enough for me to be spontaneous and creative                          | 2   | 3  | 4 | 5 |
| 12. presented a positive role-model                                                    | 2   | 3  | 4 | 5 |
| DEVELOPMENT OF SKILLS                                                                  |     |    |   |   |
| The supervisor:                                                                        |     |    |   |   |
| 1. assisted me in case conceptualization                                               | 2   | 3  | 4 | 5 |
| 2. effectively helped to establish goals or objectives for counseling/intervention     | 2   | 3  | 4 | 5 |
| 3. assisted with translation of case specific student/client data into                 | 2   | 3  | 4 | 5 |
| 4. concrete counseling techniques or procedures for practice                           | 2   | 3  | 4 | 5 |
| 5. provided suggestions for the development of core counseling skills                  | 2   | 3  | 4 | 5 |
| 6. encouraged me to try new skills                                                     | 2   | 3  | 4 | 5 |
| 7. provided direct observation of students/clients (live/audio/video)                  | 2   | 3  | 4 | 5 |
| 8. used effective aids in supervision (role-playing, recordings)                       | 2   | 3  | 4 | 5 |
| 9. was effective in facilitating useful relationships with other professionals on-site | 2   | 3  | 4 | 5 |
| 10. was sensitive to ethical and multicultural concerns or issues                      | 2   | 3  | 4 | 5 |
| 11. provided the minimum one hour supervision per week                                 | Yes | No |   |   |

**Briefly reflect on the quality of your site and overall experience (complete each/continue over):**

1. Special aspects of *this site* (e.g., strengths/weaknesses, accessibility/characteristics of clients for training purposes, variety of experiences for growth & learning, equipment, etc.).

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2. Special aspects of *supervision & supervisory relationship* (e.g., strengths/weaknesses, rapport, commitment to trainee learning, experiences geared to level of training, quality of instruction/mentoring, etc.).

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3. Describe *counseling activities* (e.g., type/modalities, dose, theoretical/philosophical stance, counseling service(s) provided, adequacy of range and depth of counseling training activities).

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4. Special aspects of your field placement *experience* (e.g., specify how you benefited from the practicum/ internship, insight gained; took initiative, missed opportunities, etc.).

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5. *Recommendations to students* interested in this site as a future placement (please be specific).

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|                              |        |   |   |   |   |   |             |
|------------------------------|--------|---|---|---|---|---|-------------|
| Overall star rating of site: | (Poor) | 1 | 2 | 3 | 4 | 5 | (Excellent) |
|------------------------------|--------|---|---|---|---|---|-------------|

# TRINITY WASHINGTON UNIVERSITY

## COUNSELING PROGRAM

### SUPERVISOR'S COUNSELOR TRAINEE EVALUATION FORM: MIDTERM

The information requested here will be used as feedback and assessment of the trainee's learning and performance thus far in the semester and field training. The evaluation will serve to determine the student's grade, plan for ongoing supervision and training, and provide feedback on the effectiveness of our program.

Candidate's Name: \_\_\_\_\_ Semester \_\_\_\_\_

Please assign the student a rating in each performance component according to the following scale:

**1 (No Proficiency) 2 (Marginal/Weak) 3 (Satisfactory) 4 (Proficient) 5 (Highly Proficient)**

| <b>KNOWLEDGE</b>                                                                       |   |   |   |   |   |      |
|----------------------------------------------------------------------------------------|---|---|---|---|---|------|
| Knowledge of K-12/Client Population (e.g., learning/coping needs, life-stage dev.)     | 1 | 2 | 3 | 4 | 5 | N/A* |
| Knowledge of Special Populations & Diagnosis (e.g., development, mental status)        | 1 | 2 | 3 | 4 | 5 | N/A  |
| Knowledge of Psychoeducational Testing/Measurement (e.g., instruments, uses)           | 1 | 2 | 3 | 4 | 5 | N/A  |
| Knowledge of Individual Counseling Approaches (theories/models)                        | 1 | 2 | 3 | 4 | 5 | N/A  |
| Knowledge of Groups (e.g., prescreening; counseling group process dynamics)            | 1 | 2 | 3 | 4 | 5 | N/A  |
| Knowledge of Crisis Intervention (e.g., assessment, support, intervention, referral)   | 1 | 2 | 3 | 4 | 5 | N/A  |
| Knowledge of Conflict Resolution (terminology, principles and methods)                 | 1 | 2 | 3 | 4 | 5 | N/A  |
| Knowledge of Classroom Guidance (terminology, principles and methods)                  | 1 | 2 | 3 | 4 | 5 | N/A  |
| Knowledge of Career Counseling (terminology, principles and strategies)                | 1 | 2 | 3 | 4 | 5 | N/A  |
| Knowledge of Ethical, Professional, Legal Issues governing counseling practice         | 1 | 2 | 3 | 4 | 5 | N/A  |
| <b>COUNSELING SKILLS</b>                                                               |   |   |   |   |   |      |
| Initiates contacts/interactions effectively at different stages of counseling          | 1 | 2 | 3 | 4 | 5 | N/A  |
| Demonstrates ability to develop and sustain rapport/therapeutic alliance               | 1 | 2 | 3 | 4 | 5 | N/A  |
| Demonstrates effective listening skills (ability to attend, infer, understand, elicit) | 1 | 2 | 3 | 4 | 5 | N/A  |
| Accurate empathy (shows insight into presenting concerns/client experience)            | 1 | 2 | 3 | 4 | 5 | N/A  |
| Respect for divergent views (inclusive, appreciation of cultural/SES differences)      | 1 | 2 | 3 | 4 | 5 | N/A  |
| Possesses repertoire of essential intervention techniques (e.g., role-play, reframing) | 1 | 2 | 3 | 4 | 5 | N/A  |
| Individualizes counseling/intervention approach to student/client                      | 1 | 2 | 3 | 4 | 5 | N/A  |
| Facilitates meaningful student/client exploration, self-reflection, problem-solving    | 1 | 2 | 3 | 4 | 5 | N/A  |
| Encourages others/serves as positive role model (emphasizes client self-agency)        | 1 | 2 | 3 | 4 | 5 | N/A  |
| Conceptualizes/generates hypothesis about problems from student/client data            | 1 | 2 | 3 | 4 | 5 | N/A  |
| Assesses/identifies individual client goals (immediate, short and long-term)           | 1 | 2 | 3 | 4 | 5 | N/A  |
| Prepares counseling/treatment outcome plan for assigned counseling cases               | 1 | 2 | 3 | 4 | 5 | N/A  |
| Assists students/clients in planning for action/change                                 | 1 | 2 | 3 | 4 | 5 | N/A  |
| Group skills (effectively plans and organizes counseling/psychoeducational groups)     | 1 | 2 | 3 | 4 | 5 | N/A  |
| Skillfully facilitates interpersonal learning in groups                                | 1 | 2 | 3 | 4 | 5 | N/A  |

| CASE MANAGEMENT & CLINICAL PRACTICE SKILLS                                              |   |   |   |   |   |     |
|-----------------------------------------------------------------------------------------|---|---|---|---|---|-----|
| Effectively gathers and integrates relevant information and data sources                | 1 | 2 | 3 | 4 | 5 | N/A |
| Record keeping (prepares accurate and timely progress notes)                            | 1 | 2 | 3 | 4 | 5 | N/A |
| Insures confidentiality and integrity of records                                        | 1 | 2 | 3 | 4 | 5 | N/A |
| Effectively conveys information/verbal and written                                      | 1 | 2 | 3 | 4 | 5 | N/A |
| Makes appropriate referrals/outreach                                                    | 1 | 2 | 3 | 4 | 5 | N/A |
| Advocates for student/client welfare                                                    | 1 | 2 | 3 | 4 | 5 | N/A |
| Consults regularly with supervisor(s)/peers                                             | 1 | 2 | 3 | 4 | 5 | N/A |
| DISPOSITIONS, PERSONAL QUALITIES OR FITNESS                                             |   |   |   |   |   |     |
| Ethical awareness and self-conduct (including professional boundaries)                  | 1 | 2 | 3 | 4 | 5 | N/A |
| Responsible task completion (incl. dependable attendance/participation/punctuality)     | 1 | 2 | 3 | 4 | 5 | N/A |
| Interacts collaboratively and constructively with others                                | 1 | 2 | 3 | 4 | 5 | N/A |
| Receptive to feedback & learning opportunities for professional development             | 1 | 2 | 3 | 4 | 5 | N/A |
| Actively seeks information (interest in best practices, range/type of services, etc.)   | 1 | 2 | 3 | 4 | 5 | N/A |
| Actively incorporates feedback, new skills/information into practice                    | 1 | 2 | 3 | 4 | 5 | N/A |
| Critically evaluates own effectiveness/recognizes limits of skills and abilities        | 1 | 2 | 3 | 4 | 5 | N/A |
| Demonstrates sound judgment/realistic expectations of self and others                   | 1 | 2 | 3 | 4 | 5 | N/A |
| Demonstrates genuineness (congruence, sincerity, honesty)                               | 1 | 2 | 3 | 4 | 5 | N/A |
| Reflective practitioner (incl. flexibility, adaptability, openness, perspective taking) | 1 | 2 | 3 | 4 | 5 | N/A |
| Demonstrates ability to articulate one's feelings                                       | 1 | 2 | 3 | 4 | 5 | N/A |
| Shows developed sense of self-awareness and professional maturity                       | 1 | 2 | 3 | 4 | 5 | N/A |
| Self-motivated to grow personally                                                       | 1 | 2 | 3 | 4 | 5 | N/A |
| OVERALL ASSESSMENT OF CANDIDATE                                                         |   |   |   |   |   |     |
| Professional level student engagement or fitness for on-site training activities        | 1 | 2 | 3 | 4 | 5 |     |
| Overall development in counseling skills                                                | 1 | 2 | 3 | 4 | 5 |     |
| Overall rating of candidate as assessed in this evaluation                              | 1 | 2 | 3 | 4 | 5 |     |

**Comments and Recommendations (Please use additional pages as needed):** \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Supervisor’s Signature \_\_\_\_\_ Training hours completed \_\_\_\_\_

2<sup>nd</sup> Supervisor (if applicable) \_\_\_\_\_ Date \_\_\_\_\_

Dear Supervisor: At your own discretion you may want to exercise your option of discussing this evaluation with your supervisee directly. After completing this form *please enclose it in a sealed envelope with your signature over the flap for return to the instructor, or by fax or mail.* Incomplete evaluations will not fulfill assessment requirements. Thank you for your valued supervision and time for completing this evaluation.

# TRINITY UNIVERSITY

## COUNSELING PROGRAM

### SUPERVISOR'S COUNSELOR TRAINEE EVALUATION FORM: FINAL

The information requested here will be used as feedback and assessment of the trainee's learning and performance thus far in the semester and field training. The evaluation will serve to determine the student's grade, plan for ongoing supervision and training, and provide feedback on the effectiveness of our program.

Candidate's Name: \_\_\_\_\_ Semester \_\_\_\_\_

Please assign the student a rating in each performance component according to the following scale:

**1= No Proficiency    2 = Marginal/Weak    3 = Satisfactory    4 = Proficient    5 = Highly Proficient**

| <b>KNOWLEDGE</b>                                                                       |   |   |   |   |   |      |  |
|----------------------------------------------------------------------------------------|---|---|---|---|---|------|--|
| Knowledge of K-12/Client Population (e.g., learning/coping needs, life-stage dev.)     | 1 | 2 | 3 | 4 | 5 | N/A* |  |
| Knowledge of Special Populations & Diagnosis (e.g., development, mental status)        | 1 | 2 | 3 | 4 | 5 | N/A  |  |
| Knowledge of Psychoeducational Testing/Measurement (e.g., instruments, uses)           | 1 | 2 | 3 | 4 | 5 | N/A  |  |
| Knowledge of Individual Counseling Approaches (theories/models)                        | 1 | 2 | 3 | 4 | 5 | N/A  |  |
| Knowledge of Groups (e.g., prescreening; counseling group process dynamics)            | 1 | 2 | 3 | 4 | 5 | N/A  |  |
| Knowledge of Crisis Intervention (e.g., assessment, support, intervention, referral)   | 1 | 2 | 3 | 4 | 5 | N/A  |  |
| Knowledge of Conflict Resolution (terminology, principles and methods)                 | 1 | 2 | 3 | 4 | 5 | N/A  |  |
| Knowledge of Classroom Guidance (terminology, principles and methods)                  | 1 | 2 | 3 | 4 | 5 | N/A  |  |
| Knowledge of Career Counseling (terminology, principles and strategies)                | 1 | 2 | 3 | 4 | 5 | N/A  |  |
| Knowledge of Ethical, Professional, Legal Issues governing counseling practice         | 1 | 2 | 3 | 4 | 5 | N/A  |  |
| <b>COUNSELING SKILLS</b>                                                               |   |   |   |   |   |      |  |
| Initiates contacts/interactions effectively at different stages of counseling          | 1 | 2 | 3 | 4 | 5 | N/A  |  |
| Demonstrates ability to develop and sustain rapport/therapeutic alliance               | 1 | 2 | 3 | 4 | 5 | N/A  |  |
| Demonstrates effective listening skills (ability to attend, infer, understand, elicit) | 1 | 2 | 3 | 4 | 5 | N/A  |  |
| Accurate empathy (shows insight into presenting concerns/client experience)            | 1 | 2 | 3 | 4 | 5 | N/A  |  |
| Respect for divergent views (inclusive, appreciation of cultural/SES differences)      | 1 | 2 | 3 | 4 | 5 | N/A  |  |
| Possesses repertoire of essential intervention techniques (e.g., role-play, reframing) | 1 | 2 | 3 | 4 | 5 | N/A  |  |
| Individualizes counseling/intervention approach to student/client                      | 1 | 2 | 3 | 4 | 5 | N/A  |  |
| Facilitates meaningful student/client exploration, self-reflection, problem-solving    | 1 | 2 | 3 | 4 | 5 | N/A  |  |
| Encourages others/serves as positive role model (emphasizes client self-agency)        | 1 | 2 | 3 | 4 | 5 | N/A  |  |
| Conceptualizes/generates hypothesis about problems from student/client data            | 1 | 2 | 3 | 4 | 5 | N/A  |  |
| Assesses/identifies individual client goals (immediate, short and long-term)           | 1 | 2 | 3 | 4 | 5 | N/A  |  |
| Prepares counseling/treatment outcome plan for assigned counseling cases               | 1 | 2 | 3 | 4 | 5 | N/A  |  |
| Assists students/clients in planning for action/change                                 | 1 | 2 | 3 | 4 | 5 | N/A  |  |
| Group skills (effectively plans and organizes counseling/psychoeducational groups)     | 1 | 2 | 3 | 4 | 5 | N/A  |  |
| Skillfully facilitates interpersonal learning in groups                                | 1 | 2 | 3 | 4 | 5 | N/A  |  |

| CASE MANAGEMENT & CLINICAL PRACTICE SKILLS                                              |   |   |   |   |   |     |
|-----------------------------------------------------------------------------------------|---|---|---|---|---|-----|
| Effectively gathers and integrates relevant information and data sources                | 1 | 2 | 3 | 4 | 5 | N/A |
| Record keeping (prepares accurate and timely progress notes)                            | 1 | 2 | 3 | 4 | 5 | N/A |
| Insures confidentiality and integrity of records                                        | 1 | 2 | 3 | 4 | 5 | N/A |
| Effectively conveys information/verbal and written                                      | 1 | 2 | 3 | 4 | 5 | N/A |
| Makes appropriate referrals/outreach                                                    | 1 | 2 | 3 | 4 | 5 | N/A |
| Advocates for student/client welfare                                                    | 1 | 2 | 3 | 4 | 5 | N/A |
| Consults regularly with supervisor(s)/peers                                             | 1 | 2 | 3 | 4 | 5 | N/A |
| DISPOSITIONS, PERSONAL QUALITIES OR FITNESS                                             |   |   |   |   |   |     |
| Ethical awareness and self-conduct (including professional boundaries)                  | 1 | 2 | 3 | 4 | 5 | N/A |
| Responsible task completion (incl. dependable attendance/participation/punctuality)     | 1 | 2 | 3 | 4 | 5 | N/A |
| Interacts collaboratively and constructively with others                                | 1 | 2 | 3 | 4 | 5 | N/A |
| Receptive to feedback & learning opportunities for professional development             | 1 | 2 | 3 | 4 | 5 | N/A |
| Actively seeks information (interest in best practices, range/type of services, etc.)   | 1 | 2 | 3 | 4 | 5 | N/A |
| Actively incorporates feedback, new skills/information into practice                    | 1 | 2 | 3 | 4 | 5 | N/A |
| Critically evaluates own effectiveness/recognizes limits of skills and abilities        | 1 | 2 | 3 | 4 | 5 | N/A |
| Demonstrates sound judgment/realistic expectations of self and others                   | 1 | 2 | 3 | 4 | 5 | N/A |
| Demonstrates genuineness (congruence, sincerity, honesty)                               | 1 | 2 | 3 | 4 | 5 | N/A |
| Reflective practitioner (incl. flexibility, adaptability, openness, perspective taking) | 1 | 2 | 3 | 4 | 5 | N/A |
| Demonstrates ability to articulate one's feelings                                       | 1 | 2 | 3 | 4 | 5 | N/A |
| Shows developed sense of self-awareness and professional maturity                       | 1 | 2 | 3 | 4 | 5 | N/A |
| Self-motivated to grow personally                                                       | 1 | 2 | 3 | 4 | 5 | N/A |
| OVERALL ASSESSMENT OF CANDIDATE                                                         |   |   |   |   |   |     |
| Professional level student engagement or fitness for on-site training activities        | 1 | 2 | 3 | 4 | 5 |     |
| Overall development in counseling skills                                                | 1 | 2 | 3 | 4 | 5 |     |
| Overall rating of candidate as assessed in this evaluation                              | 1 | 2 | 3 | 4 | 5 |     |

Comments and Recommendations (Please use additional pages as needed): \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Supervisor's Signature \_\_\_\_\_ Training hours completed \_\_\_\_\_

2<sup>nd</sup> Supervisor (if applicable) \_\_\_\_\_ Date \_\_\_\_\_

Dear Supervisor: At your own discretion you may want to exercise your option of discussing this evaluation with your supervisee directly. After completing this form *please enclose it in a sealed envelope with your signature over the flap for return to the instructor, or by fax or mail*. Incomplete evaluations will not fulfill assessment requirements. Thank you for your valued supervision and time for completing this evaluation.

**Trinity Washington University  
Counseling Programs  
Student Fee List**

| <b>Program Requirement</b>                                                                                | <b>Cost</b>                                                   |
|-----------------------------------------------------------------------------------------------------------|---------------------------------------------------------------|
| 1. ACA Membership (Years 1-3)                                                                             | \$105 (student rate) x 3 = \$315                              |
| 2. ASCA Membership (Years 1-3)                                                                            | \$79 (student rate) x 3 = \$237                               |
| 3. AMHCA Membership (Years 1-3)                                                                           | \$84 (student rate) x 3 = \$252                               |
| 3. Liability Insurance (Year 3)                                                                           | \$0 (part of ACA, ASCA, AMHCA membership)                     |
| 4. Background Check/Fingerprinting                                                                        | \$30-\$60 (varies based on school system/agency)              |
| 5. CPCE                                                                                                   | \$150 (per exam administration)                               |
| 6. Praxis II (SC program)                                                                                 | \$120 (per exam administration)                               |
| 7. Cengage Unlimited (a subscription services that gives students access to over 20,000 Cengage products) | \$199 (per year)                                              |
| 8. Professional School Counseling Certification (DC)                                                      | \$50                                                          |
| 9. Professional School Counseling Certification (MD)                                                      | \$10                                                          |
| 10. Professional School Counseling Certification (VA)                                                     | \$50                                                          |
| 11. National Counselor Exam (NCE) fee                                                                     | \$275                                                         |
| 12. LGPC Application Fee (DC)                                                                             | \$230                                                         |
| 13. LGPC Application Fee (MD)                                                                             | \$400 (\$200 application fee; additional \$200 once approved) |
| 14. Supervisor approval application (VA; toward LPC)                                                      | \$0                                                           |
| 15. LPC (VA)                                                                                              | \$175                                                         |
| <b>Approximate Total*</b>                                                                                 | <b>\$1000-\$2000</b>                                          |

**\*Total additional fees will vary based on program, number of times needed to pass exit exams, choice to rent textbooks, number of sites applied to for clinical training (i.e. background check fees, etc.).**

## **APPENDIX ADDENDA**

This section contains the Endorsement Policy for Credentialing and Employment, the Personal Counseling Verification Form, and the Handbook Acknowledgment Form.

### **Endorsement Policy for Credentialing and Employment**

#### **Purpose**

This policy outlines the criteria and conditions under which faculty of Trinity Washington University's Counseling Program will endorse current or former students for professional credentialing (e.g., licensure or certification) and employment in the counseling field. The policy is consistent with the ethical standards outlined by CACREP and the ACA Code of Ethics.

#### **Policy Statement**

Faculty members in the Counseling Program will endorse graduates for professional licensure, certification, or employment only when they have direct knowledge of the individual's qualifications and competence, and only for positions and credentials for which the individual has been adequately prepared through successful completion of the program curriculum, clinical experiences, and professional development experiences. Endorsements are based on the individual's academic performance, ethical conduct, clinical competence, and fitness to practice as a professional counselor.

#### **Conditions for Endorsement**

- **Successful Completion of Program Requirements** — the student must have completed all academic, clinical, and professional development requirements of the CMHC and/or SC Program, including passing grades in practicum and internship.
- **Demonstrated Competency** — the student must have demonstrated the necessary competencies, knowledge, skills, and dispositions required of a professional counselor, as evaluated through formal assessments and faculty observation.
- **Ethical and Professional Conduct** — the student must have adhered to professional and ethical standards, including those outlined by the ACA Code of Ethics and institutional policies.
- **Appropriate Fit** — faculty will only endorse students for roles or credentials that align with the program area (e.g., school counseling, clinical mental health counseling) for which the student was trained. For example, faculty will not endorse a clinical mental health counseling graduate for a school counseling position unless the student has met the additional requirements for that setting.
- **Requests for Letters or Forms** — students seeking endorsement must submit a formal request in writing and provide all necessary documentation (e.g., job descriptions, licensure application forms) prior to any stated deadlines.

#### **Limitations of Endorsement**

Endorsements will not be provided in the following cases:

- The student did not complete the program or left in poor academic or ethical standing.
- The student is requesting endorsement for a position or credential outside their area of training.
- The faculty member is not familiar enough with the student's performance to provide an informed recommendation.

## Personal Counseling Verification Form

Supports the personal-counseling requirement described in the Self-Care section. Collects only attestation of completion — no diagnosis, treatment plan, or session content.

- Candidate Name: \_\_\_\_\_
- Program: ☐ Clinical Mental Health Counseling ☐ School Counseling
- Provider Name: \_\_\_\_\_
- Provider License Type & Number (must be a full, independent clinical license — graduate/associate licenses do not qualify): \_\_\_\_\_
- Dates of Sessions Completed (minimum 4, at least 2 before and 2 during Practicum): 1) \_\_\_\_\_ 2) \_\_\_\_\_ 3) \_\_\_\_\_ 4) \_\_\_\_\_
- Provider Attestation: “I attest that the above-named candidate has completed the required personal counseling sessions with me. No information regarding diagnosis, treatment plan, or session content is disclosed on this form.”
- Provider Signature: \_\_\_\_\_ Date: \_\_\_\_\_
- Submit to: Director of Clinical Training, no later than: [date to be determined]

## Handbook Acknowledgment Form

Supports the Handbook Acknowledgment requirement described near the end of this handbook. Candidates sign, date, and email this form to their Faculty Advisor, with a copy to the Program Director, within the first two weeks of their first semester.

- Candidate Name: \_\_\_\_\_
- Program: ☐ Clinical Mental Health Counseling ☐ School Counseling
- Entry Semester/Year: \_\_\_\_\_
- Acknowledgment: “I acknowledge that I have received, read, and understand the Trinity Washington University Counseling Program Student Handbook for the current academic year, and I agree to abide by the policies and procedures it contains.”
- Candidate Signature: \_\_\_\_\_ Date: \_\_\_\_\_