

School of Education
and Human Development

Counselor Education
Program
Student Handbook

Fall, 2021



Fairfield
UNIVERSITY

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THE COUNSELING PROFESSION

“Counseling is a professional relationship that empowers diverse individuals, families, and groups to accomplish mental health, wellness, education, and career goals.”

American Counseling Association

The Counselor Education Department is anchored in the counseling profession; a profession anchored in the humanistic narrative, influenced by the traditions of Carl Rogers, Harry Stack Sullivan, Karen Horney, and Irvin Yalom as well as in the multicultural and social justice narrative influenced by the fourth and fifth forces in counseling theory. Since its beginnings at the turn of the 20th century, the field of professional counseling has flourished. In these early years a professional counselor's work was focused on vocational and school guidance, and evolved into a helping profession as societal needs arose. In the 1950's a new profession of master's level Professional Counselors was created and in the decades to follow state laws were enacted to license Professional Counselors at the master's level across the United States. In the 1990s professional counseling embraced multicultural and social justice perspectives. Professional counseling has grown from a specialty in psychology focused on career counseling to a holistic profession focused on the empowerment of diverse individuals to reach their goals. Today professional counseling leads in efforts to promote multicultural and social justice advocacy and wellness from a developmental perspective.

Constructs relevant to our profession include: prevention, early intervention, wellness, and empowerment. We hold the view that emotional problems are related to client's *development* and that mental health is viewed on a continuum that individuals are constantly moving along depending on life circumstances (Gray & Kozak, 2016). We aim to meet individuals where they are and acknowledge life's barriers that may be keeping them from where they want to be. The goals and treatment of each client is different, as each person is different and unique.

The work we do as counselor educators within our interpersonally focused profession grounded in multiculturalism and social justice animates us on many levels. We cherish the counselor-client relationship which continues to account for the most variance in therapeutic outcomes. We train our students in the School Counseling (SC) and Clinical Mental Health Counseling (CMHC) programs in the competencies to develop and maintain effective therapeutic relationships. Additionally, we give wholehearted attention to helping our students develop a professional identity that accentuates clients' meaning systems. We believe through attention to meaning systems we learn and understand the totality of our clients' needs and concerns (Hansen 2016). The nature of a professional counselor is one of being fully present (Horney 1987). Without this ability to actively *be* with another person, our job cannot be accomplished.

Although professional counseling is relatively new in comparison to other helping professions, its impact is tremendous and the field continues to grow. Professional Counselors can work in a great variety of settings from hospitals, to mental health agencies, to schools. However, no matter where their work is done, the core of our work remains the same: a focus on creating a therapeutic relationship, understanding client's meaning systems and helping individuals achieve their goals within their own values and belief systems.

Gray, N.D., & Kozak, L. (2016). Lifetime achievement in counseling series: An interview with Theodore P. Remley, Jr. *The Professional Counselor*, 6(4), pp. 295-302.

Hansen, J.T. (2016). *Meaning systems and mental health culture*. Lexington Books.

Horney, K., & Ingram, D.H. (1987). *Final lectures*. W.W. Norton & Company, Inc.

ARE COUNSELORS UNIQUE?

Prevention; early intervention; wellness; culture; empowerment; development; these concepts remain uppermost in differentiating Professional Counselors from other mental health professionals. If Professional Counselors are to be successful in gaining societal recognition as a separate profession, it is imperative to continue to discuss, debate, analyze, evaluate, and establish ways to articulate the profession's unique contributions.

Professional Counselors must formulate a common philosophical foundation, different from that of other professionals, yet acceptable to the many specializations. Professional Counselors must develop an identity that both reflects the core beliefs shared by all Professional Counselors and acknowledges the more specific knowledge and skills possessed by specialists within the field.

The focus on *prevention* distinguishes professional counseling from other professions. Professional Counselors offer interventions that equip people to deal successfully with the developmental issues that we all must face. Developing a client's ability to manage problems to his or her own satisfaction grounded in the client's culture is the goal. Preventing a problem before it occurs may not be as dramatic as treating a mental disorder, but it is important to society. Even Professional Counselors who work with seriously mentally ill or severely disabled clients believe that preventing future problems is part of their goal.

A philosophy that embraces *early intervention* leads Professional Counselors to work with normal, healthy populations when they are at risk, before mental or emotional problems become severe. From a Professional Counselor's perspective, recognizing early warning signs and using effective early interventions can produce long-lasting positive results.

Professional Counselors seem to be the only mental health practitioners who emphasize mental *health* rather than mental *illness*. Promoting *wellness* and healthy lifestyles, and helping the clients achieve these goals distinguishes Professional Counselors from other mental health professionals.

Professional Counselors facilitate finding solutions that are *developmental* in nature and appropriate for the client's *culture*. Multicultural understanding, considering client intersectionality, providing culturally responsive and socially just interventions are key to successful goal attainment for clients.

The medical model of mental health treatment relegates clients to being recipients of services rather than acknowledging them as collaborators of their journey. The professional counseling process *empowers* clients to make choices and emphasizes informed participation by clients.

Professional Counselors are still searching for answers to the question, "What makes professional counseling unique?" It is important that scholars and practitioners continue to explore this important question. Looking at the methods we use to help the clients – prevention, early intervention, wellness, and empowerment – would be a good place to start.

Adapted from Theodore P. Remley, Jr.

PROFESSIONAL IDENTITY AND AFFILIATION

Matriculated students in the Counselor Education Department are urged to consider affiliation with a professional association serving the counseling profession. The primary organization within the counseling profession is the *American Counseling Association (ACA)*. Benefits of membership include access to professional journals published by ACA, identification with current professional issues, opportunities to attend state, regional, and national meetings, and the availability of professional liability insurance. In addition, ACA offers the opportunity to join divisions that relate to a wide variety of specialty areas within the counseling profession. Student membership in ACA is available at a reduced membership cost.

Students in the SC program may choose to join the *American School Counseling Association (ASCA)*. ASCA provides benefits similar to ACA and deals more specifically with school counselor issues and content.

Students are also encouraged to join the *Connecticut Counseling Association (CCA)* and/or the *Connecticut School Counseling Association (CSCA)*, or an appropriate specialty division. Announcements for state, regional, and national professional meetings are posted on the Department bulletin board in the faculty corridor on the first floor of Canisius Hall (near CNS 122) and communicated electronically to students through the current student distribution list.

THE COUNSELOR EDUCATION DEPARTMENT

The Counselor Education Department at Fairfield University is a part of the School of Education and Human Development (SEHD). Degrees are offered in both SC and CMHC. Both master's degree programs are accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). A master's degree in counseling represents the terminal degree for practice. The Department strives to create a community of reflective learners who are committed to academic excellence and personal development. The Department fosters students' professional development with opportunities to focus on multicultural dynamics and the role of social justice. Congruent with our Graduate School's Conceptual Framework, our Department emphasizes four theoretical components in our course instruction: Scholar/Practitioner, Developmental Human Growth and Learning, Reflective Practitioner, Culturally Sensitive-Socially Just Advocacy for All Children and Families.

In the core courses, The Counselor Education Department uses a mix of lecture, experiential learning activities, power-point presentations, online discussions through Blackboard, and reflection papers. In the practicum and internship courses we utilize state of the art iPad technology for instruction and supervision in the Counselor Education Lab and Training Center.

The SC program prepares students to work as counselors in elementary, middle, and secondary schools. In addition to general counseling skills, students, congruent with the ASCA (American School Counselor Association) National Model guidelines, learn about skills unique to working in school settings (classroom guidance, teacher/parent consultation regarding developmental issues, implementation of peer facilitated programs). Graduates of the CMHC program are prepared to work in a variety of human service settings, including mental health centers, substance abuse treatment centers, career planning and placement centers, and other clinical mental health agencies and private practice offering counseling services, consultation, and prevention programs.

Master's degree programs are offered in SC and CMHC. The M.A. degree in SC requires the completion of a minimum of 48 semester hours of graduate-level coursework. The M.A. degree in CMHC requires the completion of a minimum of 60 semester hours of graduate-level coursework. Coursework consists of a strong base of theoretical knowledge with a comprehensive experiential component. Students may complete the Master's degree on a part- or full-time basis. However, no student may complete the program in fewer than four academic semesters.

Courses are offered in a variety of formats to accommodate different schedules and needs, and courses are rotated to increase accessibility to students. All content courses are offered in Canisius Hall where faculty offices are located on the Fairfield University campus. The skills courses (Counseling Relationships and Skills, Practicum, and Internship) are held in The Counselor Education Lab and Training Center located in Dolan West on the Fairfield University campus. [During times of COVID, we will mostly be fully online with limited number of hybrid courses.](#)

Students may choose to continue their studies with a Sixth Year Certificate (SYC) in SC or CMHC. The SYC certificate requires students to complete 30 semester credit hours of post-Master's graduate-level coursework.

The Department also offers two Advanced Training Certificates. The Advanced Training Certificate in the Integration of Spirituality and Religion in Counseling is based on the 14 competencies identified by the Association of Spiritual, Ethical and Religious Values in Counseling, a division of the American Counseling Association. The Advanced Training Certificate in Substance Abuse Counseling is based on competencies established by the Connecticut Certification Board for Drug and Alcohol Counseling; the completion of these courses is required in order to sit for the certification exam that leads to licensing as a licensed or certified alcohol/drug abuse counselor.

MISSION STATEMENT

The Counselor Education Department, as a program within a Jesuit community, maintain a primary focus on issues of diversity, equity, and inclusion globally (i.e., social action and advocacy) and the use of Ignatian pedagogy in our pursuit of academic, as well as clinical excellence. We subscribe to a belief in the inherent worth and dignity of each person; to the need to develop throughout the lifespan a greater sense of self-realization; to a commitment to serving a diverse society; to a commitment of service to others both for the prevention and remediation of life's problems; and to the pursuit of the highest standards of excellence in the counseling profession.

We are committed to training our students to meet the needs of diverse communities by including experiences throughout their training that provide exposure to a variety of settings. Within these experiences we provide students with support and opportunities for challenges that encourage them to become compassionate, reflective, and critical advocates and practitioners as they work with individuals and communities in the pursuit of increased self-awareness and well-being.

We as faculty members in Counselor Education acknowledge our obligation as gatekeepers to students who will pursue professional preparation as clinical mental health counselors or school counselors and to the larger public to be served by our graduates. In our role as gatekeepers, we value the need to create a climate of professional care and consistency from a compassionate, supportive view.

DISPOSITION STATEMENT

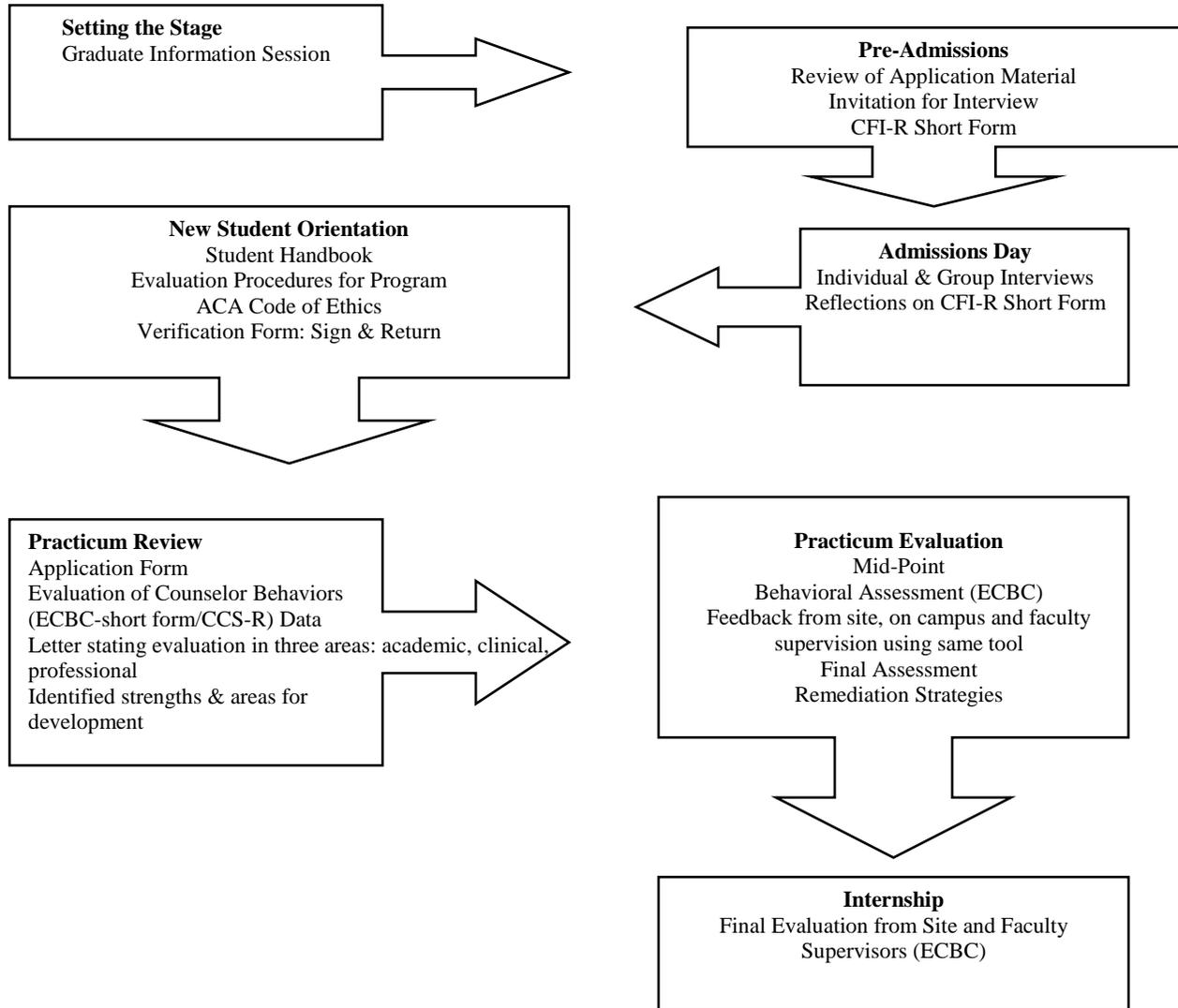
The Counselor Education programs in SC and CMHC at Fairfield University align with the humanistic narrative as well as in the multicultural and social justice narrative influenced by the fourth and fifth forces in counseling theory; a narrative that recognizes the major role that the counselor-client relationship plays in promoting therapeutic change. As such, the program faculty emphasize interpersonal learning that is culturally responsive and socially just as a core competency, along with academic and clinical skill competencies.

Central to the mission of the SEHD are the personal and professional qualities and characteristics of students who aspire to be practicing School and Professional Counselors. Therefore, the Counselor Education Department reviews students' professional dispositions during the application process, in all courses, and in practicum and internship experiences. Faculty factor students' professional dispositions into the awarding of final grades, as noted in all syllabi.

As gatekeepers for the counseling profession, the Counselor Education faculty have adapted items from the Evaluation of Counselor Behavior Checklist (ECBC) and the Counselor Competencies Scale --Revised (CCS-R) to assess counseling students' proficiencies in the following:

- recognizing defensive behavior
- accepting and applying feedback from instructors and supervisors
- exhibiting a balance between self-assurance and awareness of the need for supervision
- recognizing personal feelings while handling them appropriately
- demonstrating awareness about how one's behavior impacts others
- communicating responsibility for self
- behaving in an ethical manner

**GATEKEEPING PROCESS FOLLOWED
BY THE COUNSELOR EDUCATION DEPARTMENT**



PROGRAM ACCREDITATION

Accreditation in the United States is a voluntary process performed by nongovernmental units, such as institutional agencies or professional associations. These organizations establish criteria and procedures for evaluating the quality of education offered by institutions or academic programs.

There are two types of accreditation:

- 1) Institutional Accreditation - This type of accreditation is granted by regional and national accrediting commissions of schools and colleges. It is awarded to total units such as state universities or private colleges.
- 2) Specialized Accreditation - This type of accreditation is awarded to professional programs within institutions, or to occupational schools offering specific training, skills, and knowledge. Often, specialized accrediting bodies are organized by professional associations representing such fields as business, counseling, law, or public health.

BENEFITS OF ACCREDITATION

To the *public*, accreditation provides:

- a. An assurance of external evaluation of the institution or program and an assurance that there is conformity to general expectations in higher education or the professional field;
- b. An identification of institutions and programs which have voluntarily undertaken explicit activities directed at improving the quality of the institution and its professional programs, and are carrying them out successfully;
- c. An improvement in the professional services available to the public, as accredited programs modify their requirements to reflect changes in knowledge and practices generally accepted in the field.

To *students*, accreditation provides:

- a. An assurance that the educational activities of an accredited institution or program have been found to be satisfactory and therefore meet the needs of students;
- b. Assistance in the transfer of credits between institutions, or in the admission of students to advanced degrees, through the general acceptance of credits among accredited institutions when the performance of the student has been satisfactory and the credits to be transferred are appropriate to the receiving institution;
- c. A prerequisite in many cases for entering a profession.

To *institutions* of higher education accreditation provides:

- a. Enhancement of visibility and recognition;
- b. Attraction and recruitment of highly qualified students and faculty;
- c. Clarification of the program's mission and future direction;
- d. A stimulus for self-evaluation and program improvement.

Fairfield University's Counselor Education M.A. Degree programs in SC and CMHC first received accreditation by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) in 1986 becoming the first counselor education programs in Connecticut to receive this accreditation. CACREP accreditation requires meeting a rigorous set of university, program, and faculty standards.

In January, 2017, the SC and CMHC programs were accredited again for an eight-year period through March 31, 2025. "Programs receiving accreditation for an eight-year period deserve to be commended for the work completed throughout the accreditation process. This is indeed a worthy achievement," said Carol Bobby, Ph.D., President and CEO of CACREP.

COUNSELOR EDUCATION LAB AND TRAINING CENTER

The Counselor Education Lab and Training Center is housed in Dolan West on the Fairfield University Campus. This state-of-the-art facility was created with the purpose of training our Counselor Education students.

Our training facility includes an office for the clinical coordinator, two seminar classrooms, an observation room with a two-way mirror, and six rooms equipped with iPad technology allowing faculty to observe and monitor students practicing counseling skills and interventions.



FACULTY

All full-time faculty members within the Counselor Education Department hold doctoral degrees in Counselor Education. Other faculty members who teach required counseling courses are from the disciplines of psychology, marriage and family therapy, and education. In addition, adjunct faculty members are sometimes called upon to teach specialty courses in the theory or practice of counseling.

FULL-TIME FACULTY

Dr. Dilani Perera is the Department Chair and Professor of the Counselor Education Department. She holds a B.A. in Psychology from Eastern Connecticut State University, Connecticut; a M.A. in Guidance and Counseling from Bowling Green State University in Ohio; and a Ph.D. in Counselor Education from The University of Toledo, Ohio. She is a Licensed Professional Counselor and a Licensed Chemical Dependency Counselor in Ohio and Texas. She is also a National Certified Counselor and Master Addiction Counselor. She has been a Counselor Educator for 15 years. Previous to joining higher education, she worked as a Professional Counselor and Substance Abuse Counselor for 10 years in a variety of settings including a minimum-security prison, a hospital, an agency, and a private practice. She has published in the areas of addiction, assessment, multicultural issues, and training of professional counselors and counselor educators. She is the assistant editor for the *Journal of Addiction and Offender Counseling*. She is a member of the International Association for Addiction and Offender Counselor and NAADAC, The Association for Addiction Professionals. She is a naturalized immigrant from Sri Lanka.

Dr. Tracey Robert is a Professor and Co-Director of Clinical Training in the Counselor Education Department. . She holds a B.A. from Dunbarton College, a M.A. in Community Counseling from Fairfield University, and a Ph.D. in Counselor Education from Mississippi State University. Her teaching and research interests, about which she has published numerous scholarly articles, include career counseling, spirituality, and clinical supervision. She has delivered peer-reviewed presentations. Dr. Robert initiated the development of the Advanced Training Certificate: Integrating Spirituality and Religion into Counseling and Therapy, a certificate now offered in the Counselor Education Department. Dr. Robert recently won the 2020 Arthur A. Hitchcock Distinguished Professional Service Award from the American Counseling Association. This award recognizes outstanding service by an ACA member at the local, state, or national level in addressing the issues of the counseling profession and in stimulating future service to promote the well-being of the counseling profession. Dr. Robert is Past-President of the Connecticut Association of Counselor Education, and past president of the Association for Spiritual, Ethical and Religious Values in Counseling, and the North Atlantic Region Association for Counselor Education and Supervision. Dr. Robert also served as an assistant dean for Fairfield University's School of Continuing Education. Other affiliations include the National Career Development Association and the American Counseling Association. She is lead author with Dr. Virginia Kelly of an edited book titled, *Critical Incidents in Integrating Spirituality into Counseling*. Dr. Robert served as the President of the Board of the Center for Women & Families in Bridgeport. Dr. Robert is a Licensed Professional Counselor in Connecticut and maintains a private practice providing career counseling and consulting to individuals and organizations.

Dr. Stephaney S. Morrison is an Associate Professor in the Counselor Education Department. Originally from Jamaica, West Indies she completed her doctorate in Counselor Education and Supervision, with specialization in school counseling at Western Michigan University. She received a M.A. in School Counseling from the University of Wisconsin-Platteville and a B.A. in Theology/Guidance & Counseling from the Jamaica Theological Seminary in Jamaica. Dr. Morrison is formerly an elementary/junior high school counselor in Jamaica, where she developed and implemented the school's first comprehensive developmental school counseling program. As a result of this program, Dr. Morrison received an award for outstanding school counseling and exemplary program from the Ministry of Education and the Jamaican Association of Guidance Counselors in Education. The school was also recognized for its effective parent education program. Formerly, Dr. Morrison was Assistant Professor of Counselor Education, and School Counseling Program Director, at Hunter College-CUNY. She currently works as an Associate Professor of Counselor Education in the School of Education & Human Development, and

she serves as the faculty advisor for Gamma Lambda Chi, the Fairfield Chapter for Chi Sigma Iota, the international counseling honor society. Dr. Morrison has memberships in several professional counseling organizations including American Counseling Association, American School Counselor Association, and Chi Sigma Iota. Previously, she is co-membership chair of wellness for the North Atlantic Region Association of Counselor Education and Supervision. Dr. Morrison's research is focused on issues that impact Caribbean immigrant families and children, focusing on the advocacy and social justice roles of school counselors. Her research area has garnered several articles and two book chapters. In her teaching, Dr. Morrison emphasizes the importance of collaboration, advocacy, and diversity. In utilizing the principles of the American School Counselor Association National Model (ASCA), other counseling approaches, and best practices, students are challenged to be culturally competent leaders, collaborators and advocates- essential for school counselors and mental health counselors.

Dr. Jocelyn Novella is an Assistant Professor in the Counselor Education Department. She holds a B.A. in English from Johns Hopkins University, a M.A in Community Counseling from Fairfield University, and a Ph.D. in Counseling from Oregon State University. Before coming to Fairfield University, she was a University Counselor at Sacred Heart for 24 years, and was the Director of Counseling for the last 3 years. She is a Licensed Professional Counselor, an Approved Clinical Supervisor, and Board Certified in Telemental Health. Her clinical expertise is in the area of emerging adult issues, including treatment of eating disorders, anxiety disorders, and trauma related to gender violence. While working at a college counseling center, she created the Body Image Task Force and Virtual Women's Center on campus. She worked on the Culture of Respect Committee to establish protocols and policies around the reporting of sexual misconduct which led to her being the co-chair for the Connecticut College Consortium to End Sexual Violence (CCESV) from 2012-2015. Dr. Novella's research interest focuses on the efficacy of online counseling for emerging adults, as well as gender and social justice issues. She has published an outcome study comparing online to in-person counseling, an article on body image in college students, and a book chapter on eating disorders, as well as presented at numerous professional conferences on telemental health and best practices in online counselor education. Dr. Novella's emphasis in teaching is in using constructivist and experiential models to encourage self-efficacy in her students. She focuses on preparing counselors for an ever changing, complex mental health market.

REGULAR ADJUNCT FACULTY

Pam Anderson is an adjunct faculty member and clinical coordinator in the Counselor Education Department. She holds a B.S. from Southern Connecticut State University, an M.S. from Southern Connecticut State University, an M.A. from Fairfield University, and a Sixth Year from Southern Connecticut State University. Teaching interests include procedures, organization, and evaluation along with clinical supervision in practicum and internship. Mrs. Anderson is past president of the Connecticut School Counseling Association and board member of the Connecticut Counselor Association. Mrs. Anderson is a Licensed Professional Counselor in Connecticut and has worked as a school counselor for twenty-five years.

JoAnn O'Connell is an adjunct faculty member in the Counselor Education Department. She holds a B.A. from Western Connecticut State University, as well as an M.S. and Sixth Year in Counselor Education from the University of Bridgeport. Her teaching interests include clinical supervision in practicum and internship. Mrs. O'Connell is a retired Guidance Department Chairperson of 35 years, at Trumbull High School. She has been a site supervisor, instructor and a campus supervisor in the Counselor Education Department at Fairfield University for ten years. Mrs. O'Connell is a Licensed Professional Counselor and has been a school counselor and a counselor educator at University of Bridgeport since 1970. Mrs. O'Connell is also an EDON House volunteer at the Clinical Mental Health Fairfield Hills Hospital.

FACULTY CONTACT INFORMATION

Dilani Perera, Ph.D., NCC, LPC (TX/OH/CT), MAC, LICDC (TX/OH)
Professor, Chair, Counselor Education Department
Canisius 122
203.254.4000 x2245
dperera@fairfield.edu

Tracey Robert, Ph.D., NCC, LPC
Professor, Counselor Education Department
Canisius 122
203.254.4000 x2421
trobert@fairfield.edu

Stephaney Morrison, Ph.D., NCC, LPC
Canisius 117
203.254.4000x2137
smorrison@fairfield.edu

Dr. Jocelyn Novella, Ph.D., NCC, LPC, ACS, BC-TMH
Assistant Professor
Canisius 118
203.254.4000
jnovella@fairfield.edu

Pam Anderson, MS, 6th Year Professional Certificate, LPC
Clinical Coordinator and Adjunct Faculty
Dolan West
203.254.4000 x2496
Panderson1@fairfield.edu

ADVISING SYSTEM

When students are admitted into the Counselor Education Department, they are each assigned an academic advisor. Advisors remain in that role to their advisees unless a request to change advisors is made. Although in most cases it is desirable for students to stay with their permanent advisor, the Department supports students' rights to change advisors at any time during their course of study. It is the responsibility of students to make regular contact (usually once a semester) with their advisors regarding courses to be taken and overall progress in the program.

It is recommended that during full semesters students limit to 2-3 courses to fully benefit from the training. Further, it is recommended that students limit to two courses during the summer semester due to the intensity of the course schedule and the coursework requirements. Students must meet with their advisors to discuss their course scheduling..

Please note: Program faculty are usually unavailable for advising during the summer. If you need to discuss course registration or your plan of study, please contact the Department Chair.

Among the advisor's responsibilities are the following:

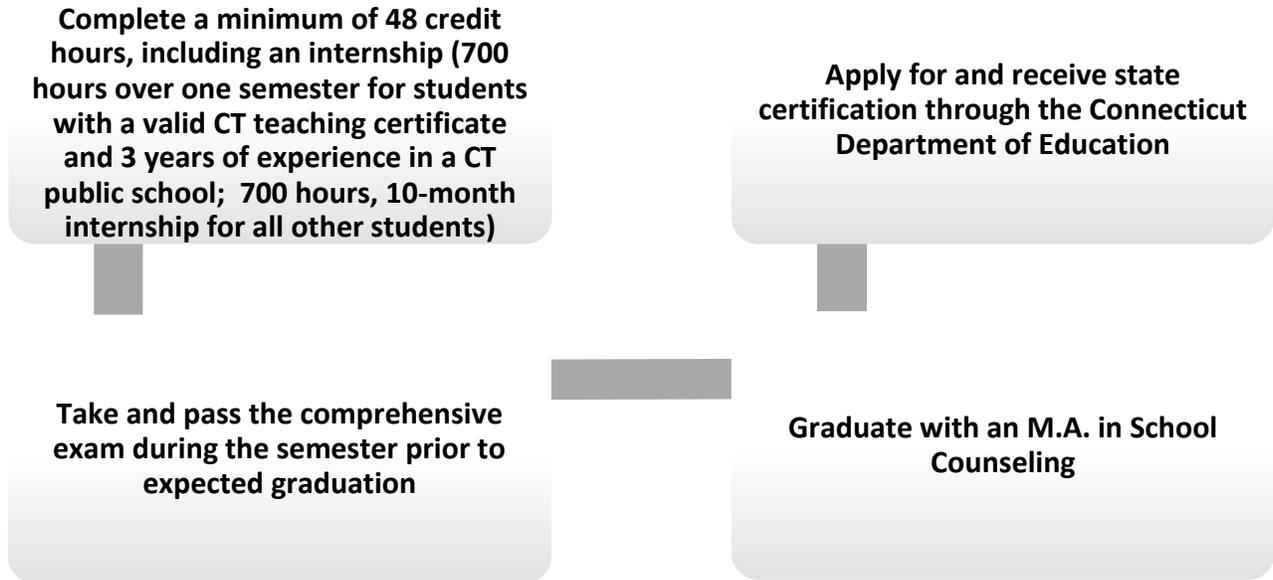
- a. To develop a plan of study with each advisee for timely completion of the degree requirements.
- b. To advise the student each semester about courses to take in the subsequent semester.
- c. To communicate any corrective feedback to the student as a result of faculty evaluations of students.
- d. To review the advisee's records, on Degree Works, at the time they register to graduate in order to determine that the student has met all program requirements.
- e. To serve overall as a liaison between the Department and the advisee.

STATEMENT ON TECHNOLOGY IN THE CLASSROOM

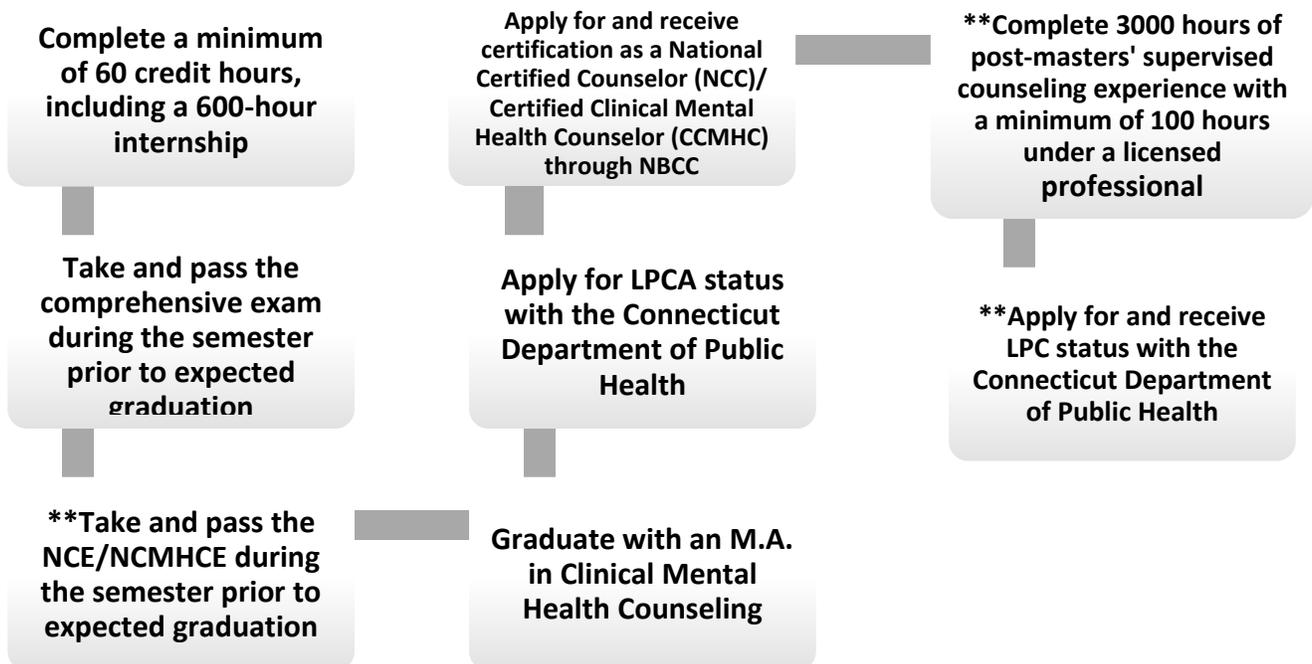
Use of technology (i.e. tablets, phones, laptops) is for learning purposes only.

COUNSELOR EDUCATION FLOW CHARTS

M.A. in School Counseling



M.A. in Clinical Mental Health Counseling



CERTIFICATION AND LICENSURE

STATE CERTIFICATION AS A SCHOOL COUNSELOR

SEHD Certification Application Process (for School Counselors)

Upon successful completion of the SC Master's program, students will be eligible to apply for Connecticut State Certification as school counselors for grades K-12. Certification is granted by the Connecticut State Department of Education.

To apply for state certification, complete the following steps:

1. Meet or contact your advisor about the status of your program plan. Request that an updated program plan be completed and physically available for review with your certification materials.
2. Obtain and complete page one and the top of the second page of the ED170A (CT SDE Form revised 12/18). Currently this is online at <https://www.123formbuilder.com/form-5498042/form>
 - a. *Note:* The 170A form must be done in blue ink.
3. Complete the Verification of Student Teaching/Internship Form with original signatures.
4. Submit the following online
 - a. The 170A form.
 - b. An updated program plan.
 - c. Either a signed copy (or electronic signature) of the Verification of Student Teaching/Internship Form with original signatures or the ED 126 Statement of Professional Experience.
 - d. Original testing score reports (Praxis II, ACTFL, Foundations of Reading, EDTPA, etc.). Please include an electronic copy of your Praxis II scores and/or EDTPA score report with your certification bundle.
 - e. A Memo to Dr. Lolis indicating your preferred email and contact number (phone) and information of whether you are seeking "Interim" (i.e., have not completed all requirements for testing) or standard CT certification.

Certification Officer Steps

The Certification Officer (Dr. Lolis) will review your file and materials for the following:

- a. Transcripts (undergraduate and graduate) demonstrating evidence of the completion of (1) all certification prerequisites, (2) all courses in an approved program plan, and (3) all relevant degrees.
- b. Evidence of Praxis II, ACTFL, CT Foundations of Reading, EdTPA, and all other relevant passing test scores,
- c. Evidence of a completed supervised clinical experience or equivalent experience.

Note: If your file is complete, the Certification Officer will finish completing the ED 170A (questions 1b through the bottom of page 2) and will include your recommendation for certification to the Round 1 list for submission to CSDE.

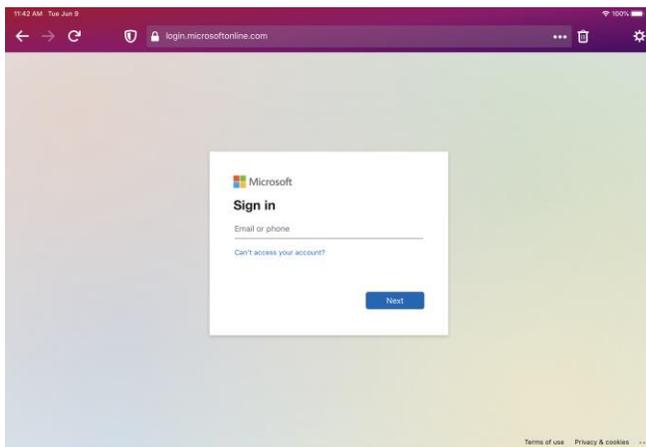
If your file is not complete, someone from the Dean's Office will contact you. No file will be reviewed until it is complete.

Timeline: Per CSDE, there will be only one (1) round of certification recommendations that will be provided in a summary format to the state; this is the case for all CT universities. The deadline for this will be determined shortly but no sooner than mid/late July.

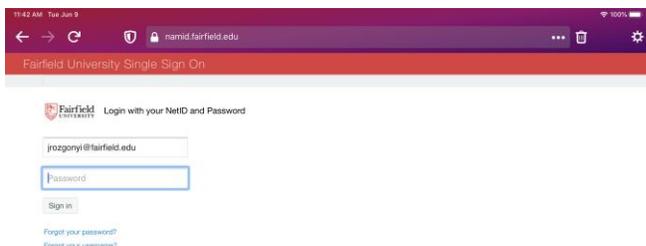
**The application fee and official transcript are sent directly to the state. You may be able to make the payment through the certification portal once you set up your account. See instructions below.

Certification Portal Log In Instructions

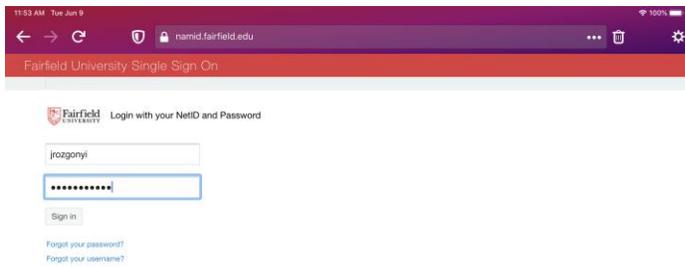
- Go to <https://bit.ly/2AgZ1HO> in a web browser Enter



- Enter your Fairfield University email address and click **Next**



Remove the @fairfield.edu or @student.fairfield.edu portion of the address from the portion of the address from the username box, enter your password, and click Sign in



This should bring you to the form (faculty and staff will have to do the extra step of getting a Duo message on their phone).

If you have any further questions contact the SEHD Dean Office at graded@fairfield.edu

CONNECTICUT STATE LICENSURE AS A PROFESSIONAL COUNSELOR **Applicants Matriculating After July 1, 2017**

Connecticut's counselor licensure law (PL 97-311) became effective on October 1, 1997, providing eligible individuals accessibility to Licensed Professional Counselor (LPC) status.

Applicants who matriculated into a degree program on or after July 1, 2017 shall have:

Earned a graduate degree in CMHC as part of a program of higher learning accredited by the Counsel for Accrediting of Counseling Related Education Programs;

OR

Completed at least sixty graduate semester hours in counseling or a related mental health field at a regionally accredited institution of higher education that included coursework in each of the following areas: Human growth and development; social and cultural foundations; counseling theories; counseling techniques; group counseling; career counseling; appraisals or tests and measurements to individuals and groups; research and evaluation; professional orientation to mental health counseling; addiction and substance abuse counseling; trauma and crisis counseling; and diagnosis and treatment of mental and emotional disorders.

Earned from a regionally accredited institution of higher education or a graduate degree in counseling, social work, marriage and family therapy or psychology;

Completed a one-hundred-hour practicum in counseling taught by a faculty member licensed or certified as a professional counselor or its equivalent in another state;

Completed a six-hundred-hour CMHC internship taught by a faculty member licensed or certified as a professional counselor or its equivalent in another state;

AND

Acquired three thousand hours of postgraduate experience under professional supervision, including a minimum of one hundred hours of direct professional supervision, in the practice of professional counseling, performed over a period of not less than two years;

“Under professional supervision” means the practice of professional counseling under the supervision of a licensed professional counselor, a physician licensed pursuant to chapter 370, who is certified in psychiatry by the American Board of Psychiatry and Neurology, an advanced practice registered nurse licensed pursuant to chapter 378, who is certified as a psychiatric and mental health clinical nurse specialist or nurse practitioner by the American Nurses Credentialing Center, a psychologist licensed pursuant to chapter 383, a marital and family therapist licensed pursuant to chapter 383a or a licensed clinical social worker licensed pursuant to chapter 383b.

“Direct professional supervision means face-to-face consultation between one supervisor, who is a professional counselor described above, and one person receiving supervision that consists of not less than a monthly review with a written evaluation and assessment by the supervisor of such person’s practice of professional counseling.

Successfully completed the National Counselor Examination for Licensure and Certification (NCE) or the National CMHC Examination (NCMHCE) administered by the National Board for Certified Counselors.

If an applicant has not successfully completed the NCE or NCMHCE and wishes to sit for the examination for purposes of obtaining a Connecticut license, you need to register online via NBCC's website at <http://www.nbcc.org/>. Choose the 'ProCounselor Login' tab in the upper right-hand corner of the page. Select 'Register to Take a State Licensure Exam.'

***Effective 10/1/19, in order to practice professional counseling, a counselor must have one of the following licenses issued from the CT Department of Public Health: Licensed Professional Counselor Associate (LPCA) OR Licensed Professional Counselor (LPC)**

In sum, graduates wishing to apply for licensure must:

1. Accrue 60 graduate semester hours in or related to counseling, and a degree in counseling with specific coursework. Coursework must include Professional Orientation to Clinical Mental Health, Human Growth and Development, Social and Cultural Foundations, Counseling Theories and techniques, Group Counseling, Addiction and Substance Abuse Counseling, Diagnosis and Treatment of Mental and Emotional Disorders, Trauma and Crisis Counseling, Career Counseling, Appraisals or Tests and Measurements for Individuals and Groups, Research and Evaluation, as well as a 100 hour Practicum and 600 hour Internship in Clinical Mental Health.
2. Pass the National Counselor Examination (NCE) or the National Clinical Mental Health Counselor Exam (NCMHCE) produced by the National Board for Certified Counselors (NBCC).
3. Apply for LPCA status with the Connecticut Department of Public Health AND apply for and receive certification as a National Certified Counselor (NCC) through NBCC.
4. Complete 3,000 hours of post-degree *supervised* counseling experience, with accompanying evidence of at least 100 hours of supervision by a licensed mental health professional as listed under state requirements.
5. Upon successful completion of these requirements, individuals are eligible to apply for licensure (LPC).

NATIONAL COUNSELOR EXAM

The National Board for Certified Counselors (NBCC) is an independent, not-for-profit organization whose primary purposes are to establish and monitor a national certification system, to identify to professionals and the public those counselors who have voluntarily sought and obtained generic counselor certification, and to maintain a registry of these counselors. This process grants recognition to counselors who have met predetermined NBCC standards in their training, experience, and performance on the National Counselor Examination (NCE) or National Clinical Mental Health Counselor Exam (NCMHCE). A counselor who is certified by the NBCC becomes a National Certified Counselor (NCC) or Certified Clinical Mental Health Counselor (CCMHC). In addition, the NCE/NCMHCE examination serves as the State Licensing examination in the state of Connecticut. The NCE/NCMHCE is not required for graduation, but is highly recommended, as it is one of the requirements to become a Licensed Professional Counselor-Associate (LPC-A) and fully Licensed Professional Counselor (LPC).

Students in the SC and the CMHC program are eligible to take the National Counselor Examination (NCE) upon completion of the courses focusing on the eight core CACREP areas. The NCE/NCMHCE application process varies according to your status as either a Master's degree student or a Sixth Year Certificate (SYC) student. Please be sure to discuss your particular circumstance with your advisor or with the testing coordinator. The exam is administered at a Pearson Vue Test Center off campus during the fall and spring semesters. Students can take both exams, NCE and Comps, in the same semester if they so choose. Students will be notified of the NCE/NCMHCE application deadline and test date via e-mail at the start of each semester. Registration and payment will be processed by NBCC online. Students will receive their score from the National Board for Certified Counselors 6-8 weeks after taking the exam.

Please see page 47 of this text for more information on instructions for the NCE/NCMHCE, as well as other testing instructions. Further information about the NCE as well as study materials can be found on the NBCC website and at <http://www.nbcc.org/Certification/StudentInformation> .

PERSONAL COUNSELING SERVICES FOR GRADUATE STUDENTS

Graduate students seeking counseling services at Fairfield University are able to make appointments from the Counseling and Psychological Services webpage under [Make An Appointment](#). Graduate students are offered a single counseling session free of charge. If necessary, a referral is made to a mental health professional in the student's geographical area. Currently, Fairfield University provides free counseling services for graduates through <https://www.fairfield.edu/graduate-and-professional-studies/student-life-and-resources/health-and-wellness/uwill/index.html>

PROGRAM OBJECTIVES

The following program objectives denote what our curriculum will provide in terms of educational experiences to our students. They reflect the 2016 standards outlined by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP). Individual course syllabi will specify expected student outcomes.

Program objectives for our curriculum are:
1. To provide educational and practical experiences that foster students' professional counseling orientation and ethical practice
2. To provide learning and educational experiences that promote an understanding of, and support for, social and cultural diversity
3. To provide educational experiences that cover human growth and development across the lifespan
4. To provide educational and practical experiences that promote an understanding of career theory, development, and related life factors
5. To provide educational and experiential opportunities that cover both the theoretical and practical information relevant to counseling and helping relationships
6. To provide educational experiences that promote theoretical and experiential understandings of group counseling and group work
7. To provide educational experiences that cover assessment and testing
8. To provide educational experiences that cover research and program evaluation
9. To provide educational and experiential opportunities to students in the Clinical Mental Health Counseling program that promote the acquisition of the knowledge and skills necessary to address a wide variety of circumstances within the context of clinical mental health counseling
10. To provide educational and experiential opportunities to students in the School Counseling program that support the acquisition of professional knowledge and skills necessary to promote the academic, career, and personal/social development of all P-12 students through data-informed school counseling programs

CURRICULAR REQUIREMENTS

COMMON CORE CURRICULAR EXPERIENCES

COUN 5468:	Professional Issues in Counseling
COUN 5433:	Multicultural Issues in Counseling
COUN 5447:	Lifespan Human Development
COUN 5457:	Career Development: Theory and Practice
COUN 5501:	Theories of Counseling and Psychotherapy
COUN 5553:	Counseling Relationships and Skills
COUN 6455:	Group Work: Theory and Practice
COUN 6467:	Assessment in Counseling
COUN 6566:	Research Methodology
COUN 6950:	Counseling Practicum
COUN 6981:	Counseling Internship

SPECIALTY CURRICULAR EXPERIENCES

For Clinical Mental Health Counseling Program:

COUN 5432:	Introduction to Clinical Mental Health Counseling (New Title, Fall 2021)
COUN 5350:	Introduction to Substance and Process Addictions (New Title and Course No., Fall 2021)
COUN 6515:	Trauma and Crisis Intervention
COUN 6585:	Introduction to Clinical Supervision
COUN 6250:	Diagnosis and Treatment Across the LifeSpan (New Title, Number, Fall 2021)
MFTH 5550:	Introduction to Marriage and Family Therapy

For School Counseling Program:

COUN 5531:	Introduction to School Counseling (New Title, Fall 2021)
COUN 6250:	Diagnosis and Treatment Across the LifeSpan (New Title, Number, Fall 2021)
SPED 5403:	Foundations in Psychoeducational Issues*

** Course required by the Connecticut State Department of Education for certification as a school counselor*

PLANS OF STUDY

To ensure that all students complete all of the program requirements in a systematic, well-defined manner, an individualized plan of study must be developed in cooperation with the student's academic advisor. The advisor's role is to guide the student throughout their program of study. It is in the student's best interest to utilize the advisor's knowledge and resources. The plan of study represents a map for the completion of program requirements that takes into account a logical sequencing of courses, the student's desired timeline, and programmatic expectations. Use of this structure is designed to enhance the student's graduate studies at Fairfield and provide for the optimal learning experience. The student's plan of study also appears in degree works which is available through my.fairfield.edu. Students are encouraged to monitor their plan in degree works for accuracy.

*to be taken in the first semester of study

**required for all school counseling students

***required for all clinical mental health counseling students

Suggested courses to complete early in the program:

- **COUN 5447* Lifespan Human Development
- **COUN 5501* Theories of Counseling and Psychotherapy
- **COUN 5553* Counseling Relationships and Skills
- COUN 5433* Multicultural Issues in Counseling
- ***COUN 5531* Introduction to School Counseling (New Title, Fall 2021)
- ****COUN 5432* Introduction to Clinical Mental Health Counseling (New Title, Fall 2021)

Suggested courses to complete midway through the program:

- COUN 5457* Career Development: Theory and Practice
- COUN 6467* Assessment in Counseling
- COUN 5468* Professional Issues in Counseling
- ****COUN 5350* Introduction to Substance and Process Addictions (New Title, Number, Fall 2021)
- ****COUN 6515* Trauma and Crisis Intervention
- COUN 6455* Group Work: Theory and Practice

Suggested courses to complete toward the end of the program:

- COUN 6566* Research Methodology
- COUN 6950* Practicum in Counseling
- COUN 6981* Internship in Counseling
- COUN 6999C* Comprehensive Exam in Clinical Mental Health Counseling
- COUN 6999S* Comprehensive Exam in School Counseling
- COUN 6250* Diagnosis and Treatment Across the LifeSpan

Courses suggested to be taken at any time during the program:

- ***SPED 5403* Foundations in Research and Evaluation of Psychoeducational Issues in Special Education
- ****MFTH 5550* Introduction to Marriage and Family Therapy

Courses suggested to be taken post or concurrent with fieldwork:

- ****COUN 6585* Introduction to Clinical Supervision

Electives:

- COUN 5410* Grief and Loss Counseling
- COUN 5446* Spirituality & Counseling
- COUN 5454* Introduction to Counseling Children and Adolescents
- COUN 6525* Spirituality & Wellness
- COUN 6533* Advanced Multicultural Counseling Strategies and Skills
- COUN 6555* Substance Abuse Counseling: Skills and Strategies
- COUN 6557* Co- Occurring Disorders in Substance Abuse and Addiction Counseling
- COUN 6566* Substance Abuse and the Family

NOTE: Above is a suggested sequence of classes to consider when determining your plan of study. Please be advised that the program does not offer practicum or school sections of internship during the summer term. Clinical mental health internship is offered during the summer term.

Academic Load and Standards

Academic Load per [Graduate Catalog](#): A full-time graduate student will normally carry nine credits during the fall or spring semester. Twelve credits is the maximum load permitted. During summer sessions, full-time students are permitted to carry a maximum load of 12 credits. *Students who work full time or attend another school may not be full-time students.* Such individuals are ordinarily limited to six credits during the fall and spring semesters and nine credits during summer sessions.

In the Counselor Education program we consider nine credits as a fulltime load. No student is permitted to register for more than 9 credits without written consent by the advisor and program chair.

Academic Standards per [Graduate Catalog](#): Students are required to maintain satisfactory academic standards of scholastic performance. Candidates for a master's degree, doctoral degree, or graduate-level certificate must maintain a 3.00 grade point average. Attending and participating appropriately in classes is both an academic requirement and a professional responsibility. *Instructors may assign a failing grade if a student misses too many classes or does not participate appropriately.*

Counselor Education Department
Plan of Study
M.A. in Clinical Mental Health Counseling (60 Credits)

Student Name: _____
 Phone: _____

Email: _____
 Date Admitted: ___/___/___

Credits	Required Prior to Practicum (39 Credits)	Typically Offered	Plan	Taken
3	COUN 5553 Counseling Relationships & Skills* Complete Skills Application Form	F/Sp		
3	COUN 5501 Theories of Counseling/Psychotherapy*	F/Sp		
3	COUN 5447 Life-span Human Development*	F/Sp		
3	COUN 5433 Multicultural Issues in Counseling	F/Sp		
3	COUN 5457 Career Development: Theory & Practice	F/Sp		
3	COUN 5468 Professional Issues in Counseling	F/Sp		
3	COUN 6250 Diagnosis and Treatment Across the Lifespan	F/Sp		
3	COUN 5350 Introduction to Substance and Process Addictions	S/F		
3	COUN 5432 Introduction to Clinical Mental Health Counseling	F/Sp		
3	COUN 6455 Group Work: Theory & Practice- Complete Group Application Form	F/Sp		
3	COUN 6467 Assessment in Counseling	S/Sp		
3	COUN 6515 Trauma & Crisis Intervention	F/S		
3	COUN 6568 Research Methodology**	F/Sp		

Practicum Internship 9 Credits

3	COUN 6950 Practicum – Complete Practicum Application Form	F/Sp		
3	COUN 6981C - Internship	S/F/Sp		
3	COUN 6981C - Internship	S/F/Sp		
0	COUN 6999 - Register for COMP exam as course COUN 6999	F/Sp		

Required Additional Coursework (6 Credits)

3	COUN 6585 Introduction to Clinical Supervision	F/Sp		
3	MFTH 5550 Introduction to Marriage and Family Therapy	S/F/Sp		

Electives (6 Credits)

Elective:		S/F/Sp		

* To be taken during first term of study

** Recommended before Practicum, but can be taken with Practicum or Internship

Counselor Education Department Plan of Study M.A. in School Counseling (48 Credits)

Student Name: _____
Phone: _____

Email: _____
Date Admitted: ____/____/____

Credits	Required Prior to Practicum (33 Credits)	Typically Offered	Plan	Taken
3	COUN 5553 Counseling Relationships & Skills* Complete Skills Application Form	F/Sp		
3	COUN 5447 Life-span Human Development*	F/Sp		
3	COUN 5501 Theories of Counseling/Psychotherapy*	F/Sp		
3	COUN 5433 Multicultural Issues in Counseling	F/Sp		
3	COUN 5457 Career Development: Theory & Practice	F/Sp		
3	COUN 5468 Professional Issues in Counseling	F/Sp		
3	COUN 5531 Introduction to School Counseling	F/Sp		
3	COUN 6250 Diagnosis and Treatment Across the Lifespan	F/Sp		
3	COUN 6455 Group Work: Theory & Practice Complete Group Application Form	F/Sp		
3	COUN 6467 Assessment in Counseling	S/Sp		
3	COUN 6568 Research Methodology**	F/Sp		

Practicum Internship 9 Credits

3	COUN 6950 Practicum Complete Practicum Application Form	F/Sp		
3	COUN 6981S	F/Sp		
3	COUN 6981S	F/Sp		
0	COUN 6999 - Register for COMP exam as course COUN 6999	F/Sp		

Required Additional Coursework (3 Credits)

3	SPED 5403 Foundations in Research & Evaluation/Spec Ed	S/F/Sp		
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Electives (3 Credits)

	Elective:			
	Elective:			
	Elective:			

* To be taken during first term of study

** Recommended before Practicum, but can be taken with Practicum or Internship

Counselor Education Department
Plan of Study 2020-2021
Sixth Year Certificate in School Counseling or Clinical Mental Health Counseling (30 Credits)

Student Name: _____ E-mail: _____ Phone: _____ Date admitted _____

Students enrolled in a SYC program must complete a total of 30 hours, 18 of which must have a COUN prefix.

<u>Credits</u>	<u>Course Number and Title</u>	<u>Plan</u>	<u>Taken</u>
3	_____	_____	_____
3	_____	_____	_____
3	_____	_____	_____
3	_____	_____	_____
3	_____	_____	_____
3	_____	_____	_____
3	_____	_____	_____
3	_____	_____	_____
3	_____	_____	_____
3	_____	_____	_____

Approved:

Student **Advisor** **Date**

COURSES BY SEMESTER

The following course listings by semester are presented below to help students plan their program curriculum with their advisor.

Please note that selected courses in the ATC programs in Spirituality and Religion in Counseling and Substance Abuse Counseling will be offered each semester as the need arises.

FALL SEMESTER

Course	Title
COUN 5350	Introduction to Substance and Process Addiction
COUN 5432	Introduction to Clinical Mental Health Counseling
COUN 5447	Lifespan Human Development
COUN 5457	Career Development: Theory and Practice
COUN 5465	Introduction to Substance and Process Addictions
COUN 5501	Theories of Counseling and Psychotherapy
COUN 5531	Introduction to School Counseling
COUN 5553	Counseling Relationships and Skills
COUN 6455	Group Work: Theory and Practice
COUN 6467	Assessment in Counseling
COUN 6568	Research Methodology
COUN 6950	Counseling Practicum
COUN 6981 (C)	Internship – Clinical Mental Health Counseling
COUN 6981 (S)	Internship – School Counseling
COUN 6999 (C)	Comprehensive Exam in School Counseling
COUN 6999 (S)	Comprehensive Exam in Clinical Mental Health Counseling
MFTH 5550 (C)	Introduction to Marriage and Family Therapy
COUN 6250	Diagnosis Across the LifeSpan
SPED 5403 (S)	Foundations in Research and Evaluation of Psychoeducational Issues in Special Education

SPRING SEMESTER

Course	Title
COUN 5432	Introduction to Clinical Mental Health Counseling
COUN 5433	Multicultural Issues in Counseling
COUN 5447	Lifespan Human Development
COUN 5457	Career Development: Theory and Practice
COUN 5350	Introduction to Substance and Process Addictions
COUN 5501	Theories of Counseling and Psychotherapy
COUN 5553	Counseling Relationships and Skills
COUN 6250	Diagnosis and Treatment Across the LifeSpan
COUN 6455	Group Work: Theory and Practice
COUN 6568	Research Methodology
COUN 6568 (C)	Introduction to Clinical Supervision
COUN 6950	Counseling Practicum
COUN 6981 (C)	Internship – Clinical Mental Health Counseling
COUN 6981 (S)	Internship – School Counseling
COUN 6999 (C)	Comprehensive Exam in Clinical Mental Health Counseling
COUN 6999 (S)	Comprehensive Exam in School Counseling
MFTH 5550 (C)	Introduction to Marriage and Family Therapy
SPED 5403 (S)	Foundations in Research and Evaluation of Psychoeducational Issues in Special Education

Note: Selected courses in the ATC programs in Spirituality and Substance Abuse will be offered each spring semester.

SUMMER SESSION

Course	Title
COUN 5350	Introduction to Substance and Process Addictions
COUN 5410	Grief and Loss Counseling
COUN 6467	Assessment in Counseling
COUN 6515	Trauma and Crisis Intervention
COUN 6981 (C)	Internship – Clinical Mental Health
MFTH 5550 (C)	Introduction to Marriage and Family Therapy
SPED 5403 (S)	Foundations in Research and Evaluation of Psychoeducational Issues in Special Education

Note: Selected courses in the ATC programs in Spirituality and Substance Abuse will be offered as need arises. Other electives may be offered as needed.

COURSES REQUIRED FOR ADVANCED TRAINING CERTIFICATES

Advanced Training Certificate in Spirituality and Religion in Counseling	
Course Number	Course Title
COUN 5410	Grief and Loss Counseling
COUN 5446	Spirituality and Counseling
COUN 6515	Trauma and Crisis Intervention
COUN 6525	Spirituality and Wellness

COUN 5410 Grief and Loss Counseling

An introductory course in the exploration of conceptual models and clinical interventions related to grief and loss. The focus of this course is on developing sensitivity, knowledge, and practical skills working with grief, bereavement, and end of life issues in counseling and cross-cultural approaches. It is designed to inform students how loss is a pervasive, natural process of life and with skilled understanding and intervention can provide healing, meaning and transformation to self and others. The impact of religious and spiritual belief systems on bereavement, grief, and loss will be covered. Family interventions and conceptualizing grief and loss from a systems perspective will be discussed. Three credits.

COUN 5446 Spirituality and Counseling

An introductory course in the exploration of developmental models and clinical interventions related to the interface of spirituality and counseling. The focus of this course is on developing knowledge and practical skills in working with spiritual and religious issues in counseling. Three credits.

COUN 6515 Trauma and Crisis Intervention

This course addresses current history, research, and models relevant to trauma and crisis intervention. Specific focus will be placed on understanding the role of spirituality, across cultures, in counseling children, men, women, and families. In addition, skills essential for response to trauma while working with groups will be addressed. Conceptualization from a systems perspective will be addressed. Forgiveness, hardiness, resiliency, and the dynamics of violence, religious and political, will be discussed. Emphasis will be placed on understanding the role of spirituality while working with individuals and groups. An overview of the affective, behavioral, cognitive, and neurological sequelae in response to trauma and crisis will be discussed, with emphasis on skills essential for crisis intervention, including assessment of safety and security concerns, triage, lethality, mass disaster, death notification, suicide, murder, and natural disaster. In addition, models essential for the care of the caregiver will be identified. The course's instructional format will combine experiential, demonstration, and discussion methods. Active learning is essential to continued development. Three credits.

COUN 6525 Spirituality and Wellness

This course provides a holistic approach to wellness integrating mind, body, and spirit interventions into the counseling process. An overview of wellness models, assessment tools, and spiritual practices as strength resources will be explored. Students will explore lifespan and cross cultural influences on wellness. Development of wellness and prevention plans and research on health and spirituality will be a focus. Three credits.

COURSES REQUIRED FOR ADVANCED TRAINING CERTIFICATES

Advanced Training Certificate in Substance Abuse Counseling	
Course Number	Course Title
COUN 5350	Introduction to Substance and Process Addictions
COUN 6566	Substance Abuse and the Family
COUN 6557	Co-occurring Disorders in Substance Abuse and Addictions Counseling
COUN 6455	Group Work: Theory and Practice (2 HOUR MODULE)
COUN 6555	Substance Abuse Counseling: Skills and Strategies

COUN 5465 Introduction to Substance and Process Addictions

This course includes the history and other related issues of substance use and process addiction including the neurobiological and medical foundation and etiology of addiction and co-occurring disorders; process addictions counseling including but not limited to gambling, sex, food, alcohol, or drug; and basic concepts of terminology, models, ethical issues, substance classifications, effects and associated dangers, assessment, diagnosis, and treatment planning with both adults and children. Previously CN 0465 Three credits.

COUN 6566 Substance Abuse and the Family

This course brings together substance abuse studies and family systems approaches. Students are presented with a knowledge base of skills and methods for assessing and treating family systems. The course identifies the addictive and intergenerational patterns with families. Students are encouraged to reflect upon the theoretical frameworks to understand and create interventions for alcoholic and substance-abusing family systems. Relational clinical models including developmental, systemic, solution-focused, and narrative approaches are reviewed and evaluated. The course examines the history and methods of treatment models. Issues of social justice are emphasized in a review of socio-cultural and social policy that influence family behaviors and treatment. Cross referenced as MFTH 6566. (Prerequisite: COUN 5465). Three credits.

COUN 6557 Co-Occurring Disorders in Substance Abuse and Addictions Counseling

This course will introduce students to major concepts in the treatment of co-occurring substance use disorders and mental health disorders. Students will develop an awareness of the unique challenges that face clients who are struggling with multiple diagnoses. Students will practice conducting assessments, recovery plans, counseling skills and continuum of care issues relevant to the recovery process for this special population. Combines didactic and experiential learning opportunities (Prerequisite: COUN 5465). Three credits.

COUN 6455 Group Work: Theory and Practice

This course focuses on the broad methodology of group work and theories and tasks in interpersonal and multicultural contexts. Candidates observe the nature of their interactions with others and enhance their knowledge about the nature of groups and the current theories and models. Understanding of group work with substance abusers will be explored. (Prerequisites: matriculation in the counselor education program and either COUN 5501 and COUN 5553 for counselor education candidates; or permission of the instructor). Three credits.

COUN 6555 Substance Abuse Counseling: Skills and Strategies

This course focuses on learning, practice and developing counseling skills and strategies as it relates to substance abuse counseling. An overview of assessment, treatment planning, relapse prevention and recovery will be explored. The course addresses theories that are fundamental to addiction counseling with emphasis on the relationship between theory and the practice of effective skills. Candidates will reflect on their roles as counselors and define the qualities, knowledge and essential skills to becoming a competent, ethical, culturally aware counselor in training specific to the treatment of substance abuse. (Prerequisite: COUN 5465). Three credits.

EVALUATION OF STUDENTS

Students must maintain an overall GPA of 3.0 to remain in the Counselor Education program. In addition, students must receive a grade of B or better in clinical courses (Counseling Relationships and Skills, Practicum, and Internship) in order to proceed to the next course within the clinical sequence. Please read through the [Academic Policies and General Regulations](#) for more information on GPA requirements, student rights, and other expectations of graduate students.

Students are evaluated informally on an ongoing basis at faculty meetings. If a concern arises regarding a student's academic or clinical performance, the student's faculty advisor will be asked to meet with the student to share the faculty concerns. In the event that the faculty is not satisfied with the resolution of a particular issue, more formal means of evaluation may ensue. These more formal means are described below.

Students are advised to take the Counseling Relationships and Skills course during their first semester in the Master's program. This course is used to assist in the screening of students based on clinical skills. Toward the end of this course, students will be evaluated on clinical and professional skills using a modified version of the Evaluation of Counselor Behaviors Checklist. In the event that students do not receive a grade of B or better in this course, they will be required to repeat the course before continuing in the program.

Every semester, the Counselor Education faculty meets to evaluate the overall progress of matriculated students who have applied for Practicum during the subsequent semester. Each student who applies for Practicum will receive a letter stating the faculty decision regarding entrance into practicum. This correspondence will also include an overall rating of student progress in academic, clinical and professional areas as determined by the faculty. These ratings will range from above target to below target. The Department Chair will collect relevant feedback from the faculty about a particular student, and students will be encouraged to schedule a meeting with their advisor to discuss this feedback and the student rating.

Students will be evaluated at the mid-semester point during the semester in which they are enrolled in Practicum. This evaluation will include a comprehensive assessment of each student's clinical and professional skills using the full version of the Evaluation of Counselor Behaviors Checklist. The same evaluation tool will be utilized at the end of the same semester. It is the expectation of the faculty that students will use the feedback they receive at the mid-semester evaluation and work toward improving their clinical and professional skills throughout the remainder of the semester. These evaluations will include input from the student's practicum instructor, the student's on-site supervisor and the student's on-campus supervisor.

Students are continually evaluated by site and faculty supervisors using the Evaluation of Counselor Behavior Checklist during their internship experience.

In the event that a student's progress is rated as below target on academic, clinical, or professional criteria, the student may be placed on probation. The following process will occur for each of the three levels designating lack of progress or lack of competence:

Level I: The first level deals with less serious issues that typically may be resolved in the course of one semester.

- a. The student will receive a letter from his or her advisor (following the evaluation meeting) outlining the faculty's concerns and stating that the student has been put on probation.
- b. The letter will delineate what conditions the student must meet to be removed from probationary status. In addition, the student will be informed of the consequences should the faculty's conditions not be met, including the possibility that the student will be dismissed from the Department.

- c. Finally, the letter will state how long the probationary period is to last. Usually, a probationary period is one semester. Subsequently, at the end of the probationary period, the faculty will again assess the student and the advisor will inform the student (in writing) of the faculty's evaluation. Usually, a student is either reinstated fully or is dismissed from the Department at this time. However, it is possible for probation to be extended if the student has met prior conditions outlined by the faculty but has shown evidence of new deficits, or has not met conditions at a satisfactory level.

Level II: Issues at the second level are more serious and require more careful planning on the part of the faculty and student in order to address the problem.

- a. Student will be encouraged to meet with the faculty to discuss the lack of progress or competence. This meeting is devoted to working on a remediation plan that would include some actions as well as outcomes so that all parties may be able to judge that the deficiency has been remediated.
- b. A letter from the faculty will describe the problem that needs to be remediated, the actions that need to be taken to remediate the problem, and the outcomes that will be assessed to determine changes in the student's performance.

Level III: The third level involves chronic unresponsiveness to remediation plans or egregious violations that might include issues such as academic or professional dishonesty, or serious ethical violations.

- a. If a student is determined by faculty to be chronically unresponsive to remediation plans, then the problem is considered serious and one that might result in termination from the program.
- b. In cases where the problem involves a serious lack of progress or lack of competency in coursework, research and scholarship, comprehensive examinations, clinical work, professional behavior, personal behavior, or adherence to the program's mission, or in cases of serious ethical or legal violations, the faculty will initially seek professional consultation within the university, and in some cases outside the university, to determine a course of action, one of which would be termination from the program.

Adapted from the University of Notre Dame Counseling Psychology Program Policies, 2007

PROFESSIONAL DISPOSITIONS AND ETHICAL BEHAVIOR

Students are expected to demonstrate the personal and professional dispositions and ethical behaviors that are embodied in the mission statement of the SEHD, outlined in the professional Code of Ethics, stipulated by the department, and expected of all professionals. This includes interacting professionally and ethically with agency, school, and university staff, clients, parents, students, and others in the school. Please review the rubric for attendance, participation, and dispositional behavior for specific criteria from your instructors, as well as the list of standards on the SEHD website.

Instructors will evaluate students' dispositional proficiencies in the following areas and factor this evaluation into the awarding of final grades:

- Behaving in an ethical manner
- Accepting and applying feedback from instructors and supervisors
- Exhibiting a balance between self-assurance and awareness of the need for feedback
- Recognizing defensive behavior
- Recognizing personal feelings while handling them appropriately
- Demonstrating awareness about how one's behavior impacts others
- Communicating responsibility for self

ENDORSEMENT

Students who successfully complete all requirements for the Master of Arts degree in Counselor Education Department will receive formal endorsement in their area of specialization by the faculty of the training program. Formal endorsement includes recommendation for state certification and employment for those students successfully completing the program in SC, or recommendation for employment as a Professional Counselor in a setting consistent with the training provided by each program. Students will receive formal program endorsement only in that program for which they have met training requirements.

Successful completion of a program means the completion of all didactic and experiential course work, including practicum and internship, and marked by performance sufficient to insure that the candidate possesses the skills and competencies necessary for ethical provision of services to clients in the setting for which endorsement is made. For the M.A. degree in SC, candidates must complete a minimum of 48 semester hours of graduate-level course work. For the M.A. degree in CMHC, candidates must complete a minimum of 60 semester hours of graduate-level course work. Candidates must maintain a 3.0 (B) average throughout the program. Students whose grade point average falls below a 3.0 will be placed on academic probation. For more information please consult the [Academic Policies and General Regulations](#) page on the Fairfield University website.

Students in the SC and CMHC programs should read about their options under "Certification and Licensure."

COMPREHENSIVE EXAMINATION

Students pursuing a M.A. degree in the Counselor Education Department **must complete and pass a Comprehensive Examination** near the end of their academic program. It is highly recommended that students plan to complete their comprehensive exam during the semester prior to the one in which they plan to graduate.

The Counselor Education Comprehensive Exam (CECE) is a standardized multiple choice exam with a total of 120 questions focused around the eight core CACREP areas. A grade of 60% is needed to pass. The student will be informed by the Department within 10 days of their Pass/Fail status.

If a student does not pass the CECE with a minimum score of 60% the program will provide an alternative assessment in order for the student to demonstrate competency. **Graduation is contingent upon a passing grade on the CECE.**

EXAM REGISTRATION PROCEDURES

There are TWO DIFFERENT exams that require TWO DIFFERENT registration and application processes. **Each exam is offered once a semester** in the fall and in the spring. Students must create a Pearson VUE account, for the NCE. The password lasts 30 days. You must change your password every 30 days.

CECE (also known as COMPS): Required for Graduation

1. **Register online** through the university registrar. There are two courses listed, one for Clinical Mental Health Counseling (COUN 6999C) and one for School Counseling (COUN 6999S). Please register for the correct section.
2. After registration, students will receive an email from the Comps Coordinator confirming your registration and location. This exam is a paper and pencil exam and there is no fee charged for this exam. Opscan sheets are provided with the exam booklet.
3. On the exam date, be at the site (TBA) no later than 8:30am. Students must bring their Fairfield ID to the test.

NCE or NCMHCE: Required for licensure

NBCC Exam Registration Link: <https://www.nbcc.org/licensure/examregistration>

1. An **application link** for the NCE will be emailed directly from NBCC to students, often 4 months in advance of the exam.
2. Students should watch for email from NBCC and check their junk mail folder. Students must **register and meet ALL the deadlines** (no exceptions will be made).
3. **Payment** is made according to NBCC instructions.

If you have any questions regarding the COMPS or NCE/NCMHCE, please contact Dr. Jocelyn Novella, the Testing Coordinator, at jnovella@fairfield.edu

GRADUATION

Please Note:

All students must register for graduation during the final semester of their program. The date by which a student must register to graduate is available through the graduate catalog and calendar - <https://wiki.fairfield.edu/display/OUR/Calendars>

Graduation occurs three times per year in January, May, and August, and students may walk in the annual commencement ceremony in May. Students must complete an application found on the registrar's site at Fairfield University through [my.fairfield](https://www.fairfield.edu/registrar/student-faqs/index.html), and pay a fee of \$200. More information about graduation is available at <https://www.fairfield.edu/registrar/student-faqs/index.html>. If payment is not made on time, students will have to graduate the subsequent semester. *It is the student's responsibility* to be aware of the deadline for graduation and to register; however, students will be notified via the current student distribution list of the deadlines during each semester.

COUNSELOR EDUCATION DEPARTMENT GRADUATION CEREMONY

All students who have graduated over the course of the academic year (summer to spring) are invited to attend the Counselor Education Department Graduation Celebration in addition to the University Graduation. The Counselor Education Department Celebration is a special event in which graduates are recognized and celebrated for their hard work and determination while studying at Fairfield. The graduates' on-campus and on-site supervisors are invited to attend the event as well as the graduates' family and friends.

The annual Counselor Education Department Graduation Celebration is held on the first Friday each May and is sponsored by Gamma Lambda Chi Chapter of Chi Sigma Iota. Graduates and their guests join with faculty, students, alumni, and supervisors to celebrate the start of their journeys as certified counselors.

Three graduates are selected by the faculty to receive awards for the following:

Outstanding Clinical Mental Health Counseling Graduate

Criteria include evidence of outstanding academic and clinical performance throughout the program

Outstanding School Counseling Graduate

Criteria include evidence of outstanding academic and clinical performance throughout the program

Outstanding Service

Criteria include evidence of outstanding service to the Department, which can extend to contributions to SEHD, the larger campus, and the Gamma Lambda Chi Chapter of Chi Sigma Iota

Department Chair's Award (selected by the Chair)

Criteria include evidence of strong academic and clinical performance and demonstration of citizenship within the Department and in the surrounding community

PREREQUISITES FOR PRACTICUM AND INTERNSHIP

Students must have the faculty's permission to enroll in Counseling Practicum. For your information, the following courses must have been COMPLETED prior to receiving permission to take Counseling Practicum:

Clinical Mental Health Counseling:

COUN 5350	Introduction to Substance and Process Addictions
COUN 5432	Introduction to Clinical Mental Health Counseling
COUN 5433	Multicultural Issues in Counseling
COUN 5447	Lifespan Human Development
COUN 5457	Career Development: Theory and Practice
COUN 5468	Professional Issues in Counseling
COUN 5501	Theories of Counseling/Psychotherapy
COUN 5553	Counseling Relationships and Skills
COUN 6455	Group Work: Theory and Practice
COUN 6467	Assessment in Counseling
COUN 6515	Trauma and Crisis Intervention

School Counseling:

COUN 5433	Multicultural Issues in Counseling
COUN 5447	Lifespan Human Development
COUN 5457	Career Development: Theory and Practice
COUN 5468	Professional Issues in Counseling
COUN 5501	Theories of Counseling/Psychotherapy
COUN 5531	Introduction to School Counseling
COUN 5553	Counseling Relationships and Skills
COUN 6455	Group Work: Theory and Practice
COUN 6250	Diagnosis and Treatment Across the LifeSpan
COUN 6467	Assessment in Counseling

TEVERA

All Counselor Education students are required to purchase the online platform, Tevera. Tevera is platform that allows for easier and more efficient paperwork collection throughout the program. From the beginning, it allows students to plan their programs of study. They will also apply for COUN 6455 Group Work: Theory and Practice and Practicum courses through Tevera. It will allow students to track their clinical hours from practicum into their professional counseling career.

Students will be the owner of their account throughout their time in the program and will have access to it after graduation, as they apply for licensure, and if they choose to pursue a doctoral degree or licensure in another state.

There is a one-time, all-inclusive technology charge of \$208.00 for access to Tevera. Students may be eligible to use their financial aid for this education related cost.

PRACTICUM

In addition to the academic program objectives established by CACREP, the Counselor Education Department at Fairfield University adheres to CACREP's standards for clinical instruction. Didactic instruction and pre-practicum training (Counseling Relationships and Skills and Group Work) are intended to prepare the student to be placed in a counseling setting (school or agency) that matches the student's career objectives. The following guidelines are important to adhere to regarding practicum:

COURSE REQUIREMENTS

- a. The student must commit 100 clock hours to the site to meet the requirements of practicum.
- b. Of these 100 hours, forty (40) must be direct service hours. Direct service hours involve "face-to-face" interaction with clients which includes the application of counseling, consultation, or human development skills.
- c. The student **MUST** be allowed to audio (or video) record the direct service hours (individual counseling) for the purposes of supervision. (For supervision expediency, all students are required to use an approved digital recorder.)
- d. In addition to the above-mentioned requirements, additional course requirements will be listed on your practicum syllabi and are at the discretion of individual faculty members.

SUPERVISION

Because practicum represents the first opportunity for the student to engage in direct service with "real" clients, the faculty assumes primary responsibility for the student's supervision. This allows the faculty the opportunity to tie in didactic instruction and pre-practicum (Counseling Relationships and Skills) preparation with the counseling process itself. Intensive individual and group supervision of practicum will occur on campus. The site supervisor, therefore, is not expected to provide intensive supervision during practicum. Rather, the Department requests that the site supervisor:

- a. Organize the practicum experience and assure that the student will have an opportunity to work with appropriate clients in both individual and group counseling. The site must allow the student to audio (or video) record direct service hours for the purposes of supervision.
- b. Help orient the student to the site.
- c. Provide appropriate space for the student to meet with clients.
- d. Monitor the practicum generally in order to determine that the student's needs and the clients' needs are being met.
- e. Provide the faculty supervisor with evaluation of the student's overall performance and professionalism during the practicum.
- f. Be available to the student in case of emergency.
- g. Provide any additional supervision for reasons of necessity or preference. (In other words, the university faculty welcomes the site supervisors' involvement in supervision above and beyond the minimum expectations listed above).

EARLY PLANNING FOR PRACTICUM

This is the first field experience course that requires a significant time commitment. At the time of matriculation into the program, when the student first meets with their advisor, it is appropriate to begin planning for the approximate time of practicum. Later, after the student has taken several prerequisite courses, more deliberate planning should begin to take place. Students must submit an Application for Practicum form to the Clinical Coordinator during the semester prior to actual enrollment in the course. Deadline dates for turning in applications for practicum are listed on the calendar and reminders are e-mailed to all students. In addition, for SC students, at least one semester of clinical instruction (during either Practicum or Internship) must take place within a school in an urban setting. This may require advanced planning on the part of the student.

FINDING A PRACTICUM SITE

1. Students must turn in a completed, signed, Application for Practicum to the Clinical Coordinator by the date indicated on the Departmental Calendar.
2. Students must contact the Clinical Coordinator and arrange to meet. This meeting should include:
 - a. Discussion around the student's career objectives and the availability of practicum sites within the student's area of interest.
 - b. Formulation of a plan for the Clinical Coordinator to identify appropriate sites.
3. Clinical Coordinator contacts students and provides final site placement information.
4. Students must go to the interview at the site with a completed Practicum Agreement Form. This form should be signed by the Practicum on-site Supervisor and returned to the Clinical Coordinator by the date indicated on the Departmental Calendar.

Note: *Practicum is not offered in the summer.*

Failure to meet the appropriate deadlines with respect to submitting both the practicum application and/or the practicum agreement form may result in the student's inability to enroll in Counseling Practicum during the desired semester.

APPLICATION FOR PRACTICUM (in TEVERA)
 Counselor Education Department
 Fairfield University

Name: _____ Phone: _____

Address: _____

Email: _____ Program: _____

Practicum prerequisites: _____ **Advisor:** _____

School Counseling

Class Semester taken Grade

COUN 5433 _____ _____
 Multicultural Issues in Counseling

COUN 5447 _____ _____
 Lifespan Human Development

COUN 6455 _____ _____
 Group Work: Theories & Practice

COUN 5457 _____ _____
 Career Development: Theories & Practice

COUN 6467 _____ _____
 Assessment in Counseling

COUN 5468 _____ _____
 Professional Issues in Counseling

COUN 5501 _____ _____
 Theories of Counseling & Psychotherapy

COUN 5531 _____ _____
 Introduction to School Counseling

COUN 5553 _____ _____
 Counseling Relationships & Skills

COUN 6250 _____ _____
 Diagnosis & Treatment Across the LifeSpan

Clinical Mental Health Counseling

Class Semester taken Grade

COUN 5432 _____ _____
 Introduction to CMHC

COUN 5433 _____ _____
 Multicultural Issues in Counseling

COUN 5447 _____ _____
 Lifespan Human Development

COUN 6455 _____ _____
 Group Work: Theories & Practice

COUN 5457 _____ _____
 Career Development: Theories & Practice

COUN 5465 _____ _____
 Introduction to Substance & Process Addictions

COUN 6467 _____ _____
 Assessment in Counseling

COUN 5468 _____ _____
 Professional Issues in Counseling

COUN 5501 _____ _____
 Theories of Counseling & Psychotherapy

COUN 6515 _____ _____
 Trauma & Crisis Intervention

COUN 5553 _____ _____
 Counseling Relationships & Skills

COUN 6250 _____ _____
 Diagnosis & Treatment Across the LifeSpan

Preferred practicum site/s (Please specify specific type of setting, target group)

1. _____
2. _____
3. _____

Student signature: _____ Date: _____

- Please attach a copy of your course **transcript** to date. This can be obtained from my.fairfield.
- Please submit a **current résumé** that reflects valid counseling training experience to date. Please refer to the attached résumé templates.
- All documents and application form are **due to the Clinical Coordinator**.

PRACTICUM APPLICATION EVALUATION

Student Name: _____ Program: _____ Date: _____

Assessment of academic skills/potential:

Overall GPA to date: _____

Above Target: _____ Target: _____ Below Target: _____

Assessment of clinical skills/potential:

Grade in Relationships and Skills course: _____

Score on the clinical portion of the modified version of the Evaluation of Counselor Behaviors Checklist

Above Target: _____ Target: _____ Below Target: _____

Overall Clinical Rating:

Above Target: _____ Target: _____ Below Target: _____

Assessment of professional skills/potential:

Score on the professional portion of the modified version of the Evaluation of Counselor Behaviors Checklist

Above Target: _____ Target: _____ Below Target: _____

Overall Professional Rating:

Above Target: _____ Target: _____ Below Target: _____

Overall Strengths:

Areas to focus on for future development:

RÉSUMÉ TEMPLATE

SCHOOL COUNSELING

Name (Bold)
Address
Phone
E-mail

PROFILE

Connecticut state certified school counselor. License eligible. Nationally certified counselor. Strengths in developmental guidance, assessment, group and individual counseling. (Add any unique skills such as language, etc.)

EDUCATION

M.A., School Counseling, Fairfield University, Fairfield, CT 2011
Member, Chi Sigma Iota, International Counseling Honor Society
Courses included:
Multicultural Counseling, Lifespan/Human Development, Psychopathology of Children and Adolescents, Assessment, Professional Issues in Counseling (you can select)
G.P.A., 3.8/4.0

B.A., French literature, cum laude, Smith College, Northampton, MA 1985

PROFESSIONAL EXPERIENCE

School Counseling Intern 2003-2004
Rippowam Middle School
Stamford, CT

- *Provided academic, career and personal counseling for 6th grade students, class of 250.
- *Delivered developmental guidance units on bullying, healthy relationships, and career decision-making.
- *Designed and facilitated a divorce support group.
- *Attended and organized PPT meetings for case load of ___students.
- *Administered and coordinated Connecticut Mastery testing.
- *Presented at CSCA conference on group work with children experiencing loss.

School Counseling Practicum Student 2003
Hurlbutt School (K-5)
Weston, CT

- *Provided academic, career, and social counseling for six students.
- *Co-facilitated friendship group for second grade girls.
- *Participated as part of team for students at-risk.
- *Planned transition program for fifth graders.

Name, Page 2

Volunteer 2001-2003
Infoline (crisis intervention)
Stamford, CT

- *Attended 85 hour training for crisis intervention services.
- *Delivered public seminars on community mental health resources.

PRIOR EXPERIENCE

This would include work experience other than in not for profit or helping fields. Use the same format as above.

Account Coordinator

Dates

Company name, Inc., Stamford, CT

- Coordinated national radio media tour for Ultra Slim Down national product launch and organized satellite media tours
- Compiled 325-page media coverage report for 2002 Johnson & Johnson national SAFE KIDS campaign
- Wrote 5-10 weekly new business pitches and contributed to new business proposals and participated in strategic planning client meetings
- Updated editorial calendars for client companies
- Wrote press release for Connecticut Technology Council
- Researched and coordinated company-wide continuing education program
- Tracked and monitored media coverage for 20+ domestic and international clients

PROFESSIONAL ASSOCIATIONS

Membr, American School Counseling Association, 2018-present

Member, Connecticut School Counseling Association, 2018-present

Member, Association for Spiritual, Ethical, Religious Values in Counseling, 2018-present

COMMUNITY ACTIVITIES

Member, Board of Directors, Center for Women & Families, Bridgeport, CT

RÉSUMÉ TEMPLATE

CLINICAL MENTAL HEALTH COUNSELING

Name (Bold)

Address

Phone

E-mail

PROFILE

Connecticut license-eligible professional counselor. Nationally certified counselor. Strengths in assessment, group and individual counseling, and diagnosis and treatment planning. (Add any unique skills such as language, etc.)

EDUCATION

M.A., Clinical Mental Health Counseling, Fairfield University, Fairfield, CT 2011

Member, Chi Sigma Iota, International Counseling Honor Society

Courses included:

Multicultural Counseling, Lifespan/Human Development, Psychopathology, Professional Issues in Counseling (you can select)

G.P.A., 3.8/4.0

B.A., Political science, Brandeis University, Waltham, MA 1983

PROFESSIONAL EXPERIENCE

Counseling Intern 2003-2004
Child Guidance Clinic
Stamford, CT

- *Provided individual counseling for children, ages 4-16, referred by Department of Children & Families. Caseload of 8.
- *Designed and facilitated psychoeducational groups on healthy relationships, divorce, bullying, and anger management.
- *Attended and coordinated meetings with DCF, community agencies and parents.
- *Conducted forensic interviews for children who were victims of sexual abuse.
- *Presented at CSCA conference on group work with children experiencing loss.

Counseling Practicum Student 2003
Hall Brook Hospital
Westport, CT

- *Provided intake, assessment and group counseling for substance abuse clients in a day treatment program. Caseload of 8 clients.
- *Co-facilitated recovery, relapse prevention, and interpersonal skills groups for adult men and women.
- *Participated and presented at case conference meetings weekly.
- *Participated in DBT training for use with inpatient population.

Volunteer 2001-2003
Infoline (crisis intervention)
Stamford, CT

- *Attended 85 hour training for crisis intervention services.
- *Delivered public seminars on community mental health resources.

PRIOR EXPERIENCE

This would include work experience other than in not for profit or helping fields. Use the same format as above.

Account Coordinator

Dates

Company name, Inc., Stamford, CT

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- Wrote 5-10 weekly new business pitches and contributed to new business proposals and participated in strategic planning client meetings
- Updated editorial calendars for client companies
- Wrote press release for Connecticut Technology Council
- Researched and coordinated company-wide continuing education program
- Tracked and monitored media coverage for 20+ domestic and international clients

PROFESSIONAL ASSOCIATIONS

Member, American Counseling Association, 2018- present

Member, American Mental Health Counseling Association, 2018- present

Member, Connecticut Counseling Association, 2018- present

Member, Association for Spiritual, Ethical, Religious Values in Counseling, 2018- present

COMMUNITY ACTIVITIES

Member, Board of Directors, Center for Women & Families, Bridgeport, CT

INTERNSHIP

Following successful completion of the counseling practicum, students must complete a counseling internship in a site appropriate to their major. This internship is a 700-hour, 10-month commitment for those SC students who do not hold a Connecticut Teaching Certificate but wish to be certified as school counselors. For CMHC students, the internship will consist of a 600-hour experience that can be completed in two semesters (20 hours per week).

Note: SC interns cannot maintain full time employment throughout their internship experience.

COURSE REQUIREMENTS

There are five requirements for internship that are necessary to consider in identifying an appropriate site.

- a. The student must commit to a minimum of 600 or 700 clock hours to the site to meet the requirement of internship.
- b. Of these 600 or 700 hours, 240 must be direct service hours. Direct service hours involve face-to-face interaction with clients, which includes the application of counseling, consultation, or human development skills. The student is expected to engage in both individual and group counseling.
- c. The site must allow the intern to audio (or video) record direct service hours for the purposes of supervision.
- d. The site (school or agency) must provide supervision by a supervisor deemed qualified by the Counselor Education Department. The identified site supervisor must hold a minimum of a Master's Degree in the program emphasis area and possess appropriate certifications and/or licenses. In addition, the site supervisor must have a minimum of two years of experience as a professional counselor.
- e. The site must permit the student intern to participate in a variety of professional activities in addition to direct service work. These activities should be those that a regularly employed staff member in the setting would be expected to perform. In addition, SC interns are expected to conduct classroom lessons from the site's Developmental Counseling Curriculum Guide.
- f. In addition to the above-mentioned requirements, additional course requirements will be listed on your internship syllabi and are at the discretion of individual faculty members.

SUPERVISION

The site supervisor is the primary supervisor for the student intern and must commit a minimum of one hour weekly of individual supervision to the intern. Clinical supervision should include supervision of counseling cases and related professional activities. It is **HIGHLY RECOMMENDED** that site supervisors make use of the intern's audio recorded counseling sessions for supervision. The site supervisor will be asked to provide the Counselor Education Department with evaluations of the student intern's overall performance and professionalism during the internship.

EARLY PLANNING FOR INTERNSHIP

Few internship sites are ideal. The search for an acceptable site involves a number of variables including the mission of the site, whether the site will fulfill the Department's diversity requirement, qualifications of the site supervisor, availability of experiences that will enhance the intern's professional growth, and physical proximity of the site to the intern's residence and to the university. Sometimes a site will appear acceptable to the intern but not to the Coordinator; at other times the intern may find the site unacceptable, or the site supervisor will not find the intern to be a good fit for the site. Considering all of these variables, it is important that the student not delay the search for the best-fitting site. Preparing for the

internship to begin is equally as important as planning when other required courses will be taken. Early in the program, with an advisor's help, students should identify approximately when they will reach the internship. Internship can never be earlier than the latter part of a student's second year of the program. In the first month of practicum, students should inform the Clinical Coordinator of their plans for internship (expected semester to start internship, sites under consideration, deadline for informing the Clinical Coordinator, etc.) In other words, if you are beginning practicum in the fall semester, you should make contact with the Coordinator in September to discuss your internship experience.

FINDING AN INTERNSHIP SITE

1. The Clinical Coordinator meets with the practicum student to review appropriate sites.
2. Ultimately, students must submit the Internship Agreement Form to the Clinical Coordinator by the date indicated on the Departmental Calendar.

Failure to meet the appropriate deadlines with respect to submitting both the internship application and/or the internship agreement form may result in the student's inability to enroll in the Internship course during the desired semester.

CREDIT HOURS FOR CLINICAL INSTRUCTION

Students will complete 9 credit hours of clinical instruction (practicum and internship). The precise number of hours will be dependent upon the student's program (school or clinical mental health) and the student's prior experience and credentials. For the purposes of registration, Practicum will always be worth three credits. A full-time internship will be worth six credit hours. It is expected that CMHC students can complete the 600-hour internship requirement in two semesters and School students can complete the 700-hour internship requirement in two semesters.

- a. To be eligible for Certification as a School Counselor in Connecticut, students who are pursuing a Master's degree in SC and who have not completed three years of successful elementary, middle, or secondary school teaching must complete a 700-hour Internship over two semesters in a public, charter, or private school as long as a certified school counselor is available for site supervision. These students do not have the option of completing their Internship in one semester.
- b. Students who are pursuing a Master's degree in SC and who have a valid Connecticut teaching certificate and have completed three years of successful elementary, middle, or secondary school teaching must complete a 700 hour Internship in a public, charter, or private school to be eligible for Certification as a School Counselor in Connecticut. These students would be able to complete this requirement in one semester.
- c. Students who are pursuing a Master's degree in CMHC must complete a 600 hour Internship in a setting appropriate to the career objectives of the student, as well as program requirements. This should be done in two semesters of 300 hours each.

Note: It is the faculty's prerogative to require any student to repeat Practicum for credit if it is the faculty's judgment that the student has not demonstrated mastery of skills, professional behavior, or academic progress.

INTERNSHIP CREDITS

At Fairfield, we must meet the requirements of the CT State Department of Education as well as the requirements of CACREP.

CACREP requires that ALL students complete one 600-hour internship experience. Of the 600 total hours, 240 of those hours must be direct service (direct counseling) hours.

The State Department of Education in CT mandates that SC students who are not certified teachers with at least 3 years of teaching experience in a school complete a 10-month 700-hour internship in a school. This requirement exceeds the CACREP standards.

DIRECTIONS FOR ENROLLING IN INTERNSHIP CREDITS

Your Situation	The number of hours you will be putting in at your site per week	The number of hours you should expect to complete in one semester	The number of credits you should register for per semester
You are a CMHC student completing your internship over two semesters	20 hours per week	300 hours, 120 of which MUST be direct counseling hours	3
You are a SC student who is not a certified teacher with three years of teaching experience in a school	20 hours per week	350 hours, 120 of which MUST be direct counseling hours	3
You are a SC student who is a certified teacher with three years of teaching experience in a school who wishes to complete the internship experience in one semester	35 – 40 hours per week	700 hours, 240 of which MUST be direct counseling hours	6
You are a SC student who is a certified teacher with three years of teaching experience in a public school who wishes to complete the internship experience in two semesters	20 hours per week	350 hours, 120 of which MUST be direct counseling hours	3

Please be advised that completing a 700-hour SC internship in one academic semester is difficult. Students who wish to choose this option must make sure that they can obtain a caseload quickly and have access to clients such that they can obtain 240 direct hours in a 15–16 week period.

LIABILITY INSURANCE

All students are required to obtain liability insurance prior to entering the practicum course. It **must be maintained** during practicum and internship. This means you must resubmit proof of insurance each semester of internship. A copy of liability insurance will need to be submitted to the clinical coordinator at the beginning of practicum and internship for inclusion in a student's clinical file. While lawsuits involving student counselors are relatively uncommon, any service provided the public by a professional (or a professional in training) is vulnerable to the threat of lawsuit. Liability insurance is included in the student membership rates for ACA and ASCA. Therefore, we highly recommend that you become an ACA or ASCA member while you are enrolled in the program. The information on becoming an ACA or ASCA member and obtaining liability insurance can be found through the American Counseling Association Web site at www.counseling.org or American School Counselor Association at www.schoolcounselor.org

TENTATIVE CALENDAR

SPRING

Registration for fall courses

Registration for NCE exam for fall semester

SEPTEMBER

Internship/practicum orientation meeting

Registration for COMPS for fall semester

Practicum applications due the last Tuesday

OCTOBER

COMPS and NCE exams

Admissions applications due October 1

Admissions Day

NOVEMBER

Signed contracts for practicum/internship due third Monday

New Student Orientation

Registration for spring courses

DECEMBER

Advisory Board meeting

Registration for NCE exam for spring semester

Exit interviews for graduating students

JANUARY

Applications due January 15

Internship/practicum orientation meeting

Registration for COMPS exam for spring semester

Practicum applications due the last Tuesday

FEBRUARY

Admissions Day

New Student Orientation

Registration for Summer courses

APRIL

COMPS and NCE exams

Signed contracts for practicum/internship due first Monday

Exit survey for graduating students

Registration for Fall courses

MAY

Graduation

Gamma Lambda Chi Chapter of CHI SIGMA IOTA INTERNATIONAL HONOR SOCIETY

Chi Sigma Iota is the international counseling academic and professional honor society with over 100,000 individual members and 373 chapters. Fairfield's Gamma Lambda Chi chapter invites qualified candidates who are advanced counselor education students to become members each spring. The Gamma Lambda Chi chapter provides a forum for professors, students, alumni, and local professionals to interact, discuss issues, and share professional concerns. Information is available on the first floor of Canisius Hall (near CNS 120).

The requirements for Chi Sigma Iota are as follows:

- a. Minimum GPA of 3.5
- b. At least one full term of graduate study as a matriculated student
- c. At least nine (9) credits completed
- d. A commitment to professional counseling

The application deadline is during the spring semester, and students will be notified via Student G-mail. The National Chapter Membership Fee is \$50 annually in addition to Fairfield University Lifetime Chapter Membership Fee of \$25. Students interested in serving as members of the executive committee should express their interest to the coordinating professor.

In the past, Gamma Lambda Chi chapter has participated in service activities, the planning of the annual induction ceremony, coordination of workshops hosted by the Department, hosting a discussion symposium, and sponsoring the Graduation Celebration each May for the Counselor Education Department.

COURSE WAIVERS/TRANSFER OF CREDITS

In conformance to CACREP Standards, the Counselor Education Department requires that only graduate level courses be used to meet program curriculum requirements. Students who have taken a graduate level course similar to a Fairfield required course, and earned a grade of B+ or better may be allowed to waive the course requirement. Students need to petition the faculty to request such a waiver. Once the decision has been made that the waiver is appropriate, his/her faculty advisor must submit a "Request for Waiver from Approved Curriculum" on the student's behalf to the Associate Dean of SEHD.

Students are permitted to transfer in up to 6-9 credits of graduate study toward their Fairfield degree, depending on the program. Again, the student must petition the faculty for approval to transfer specific courses. If the course transfer is approved, both content and credit transfer to Fairfield University.

GRADUATE ASSISTANTSHIPS

The Counselor Education Department typically receives 30 hours of graduate assistantship per semester. Graduate Assistants work under the supervision of the Department Chair. Applications are available on the Fairfield University Web site under Financing Your Studies; however, if you are interested in being considered for the Counselor Education Department assistantship, please notify the Department Chair.

In addition, there are occasional assistantships available in other departments campus-wide. Students are encouraged to look at the following link to the Fairfield University website for a listing of opportunities in other departments. [Graduate Assistantships](#).

GRIEVANCE PROCEDURE

If a student believes that they have been treated unjustly, either in a particular course or as a result of the formal evaluation process, it is the student's right to initiate a formal grievance process. The grievance process is explained fully in the [School of Education and Human Development catalog](#) and should be followed in the event of such an occurrence.

FREQUENTLY ASKED QUESTIONS

Transcripts and Financial Aid

1. Where do I get a transcript from Fairfield University? How long does the Registrar's office keep transcripts?

Fairfield University transcripts can be requested from the Registrar's office. All transcripts are kept with the Registrar's office since their inception.

2. I have a question about financial aid.

For financial aid questions, please go to Fairfield University's website and click on Admissions Graduate Tuition and Financial Aid.

Program and Class Information

1. How long will it take to complete the program?

Students cannot complete the program in less than 2 years. On average, it takes our students approximately 2.5 to 3 years to complete the program.

2. Can I transfer my undergraduate credits?

No. Only credits from graduate courses can be transferred in toward your Fairfield University graduate degree.

3. How many graduate credits can be transferred in?

Up to 6 credits for certification programs and 9 credits for other programs. To do so, a specific form is to be completed by the student and advisor.

4. Can I waive a course?

Yes, if you have taken a similar graduate level course at another university and earned a grade of B+ or better. However, please note that when you waive a course, you will still need to earn the credits to complete your degree by taking another graduate course at Fairfield University.

5. Will I have the opportunity to take elective classes outside of my required classes?

Elective classes are offered in the program; however, depending on your plan of study, you may or may not have an opportunity to take them.

6. Will elective classes I take to earn a Master's degree count toward a Certificate of Advanced Study?

No.

7. Are classes offered on the weekends or at night?

Classes are offered with the graduate student's schedule in mind. We offer weekday classes at night from 4:55-6:55 p.m. and from 7:15-9:15 p.m., as well as occasional weekend classes. Summer courses typically run for one month from 4:00-8:00 p.m. two evenings per week.

Fairfield Accounts

1. How do I set up my NetID?

Go to: <https://sspr.fairfield.edu:8443/sspr/private/Login> “Click Here to Claim Your Account”
After reading the Policies and Regulations, check the box saying you have done so Continue You must fill in the fields for First Name, Last Name, Home Zip Code, Date of Birth, and Fairfield University ID Continue following instructions through completion.

For more information on your NetID visit:

<http://www.fairfield.edu/its/its4uhelpdesk/netidresettingyourpassword/netidservices>.

If you need assistance, contact the Computing & Network Services Help Desk at (203) 254-4000 ext. 4069.

2. How do I log onto my Fairfield?

Go to <http://cas.fairfield.edu/cas/login> enter your Net ID and Password login

3. How do I register for courses?

Log onto my.Fairfield Select Course Registration Select Register for Classes Select term Continue Select subject, or enter course number Search Select class and click add button Under Summary section, make sure that “registered” is selected Click Submit when all classes for the semester are selected.

*Payment for summer courses is due immediately; payment for fall/spring courses follow due date

*If you are paying for your tuition in full online, proceed to “Finalize Registration”

*If you are paying for your tuition in an alternate way, you must go in person to the Registrar’s Office in the Kelley Center on the same day you submitted the CRN online or it will be lost.

Please note! If you have student loans, you must contact the Financial Aid Office to fill out the paperwork necessary for the Bursar to disburse your loans. This must be done at least 48 hours before registering.

4. How do I log onto my Fairfield G-mail?

Log into my.Fairfield at <https://namid.fairfield.edu:8443/nidp/saml2/sso> Enter your NetID and password Select Student Email icon.

5. What is G-mail used for at Fairfield?

G-mail is your student e-mail system at Fairfield University. The University and your professors will use this e-mail to contact you.

Practicum and Internship

1. Can I take practicum or internship during the summer?

Currently, internship 1 and 2 are offered over the summer for CMHC students only. Practicum is not offered over the summer for either program.

2. Are internships one semester or a full year?

SC internships are a two-semester, 10-month commitment for those students who do not hold a Connecticut Teaching Certificate but wish to be certified as school counselors. For SC students who do hold a Connecticut Teaching Certificate, internship can be taken full-time in one semester to complete 700-hours of clinical training. For CMHC students, the internship will consist of a 600-hour experience that is completed over two semesters.

Licensure and Certification

1. Is licensure required to work at a clinical mental health agency or as a school counselor?

You do need to be a licensed associate to work at a clinical mental health agency. Upon graduation, you must apply for the LPC-A. Licensure is also not required to work as a school counselor, but you do need to be certified as a school counselor which you will be upon completing the program.

2. What is the process for securing certification as a school counselor?

Upon successful completion of the 48-credit Master's program, passing the comprehensive exam and receiving formal faculty endorsement, a student will be eligible to apply for Connecticut State Certification as a school counselor, grades K-12. Certification is granted by the Connecticut State Department of Education. To apply for state certification, the student must submit a completed application, an official transcript of graduate work from the Registrar's Office, and a personal check made payable to the State Department of Education. Upon receipt of the student's application materials, the certification officer will confirm to you if you have met all state of Connecticut and University requirements for school counselor certification and will forward the application to the Certification Office of the State Department of Education. The official transcript and payment go directly to the State Department of Education.

Certificate of Advanced Study (CAS)

1. How many credits do I need to complete the Sixth Year in Counseling (SYC) program?

Students enrolled in a SYC program must complete a total of 30 hours, 18 of which must have a COUN prefix.

2. Can I only take the elective courses listed at the bottom of the plan of study?

No. Consult with your faculty advisor for other options.

IMPORTANT WEBSITES

FAIRFIELD UNIVERSITY

FINANCIAL AID & ASSISTANTSHIPS

<https://www.fairfield.edu/graduate-and-professional-studies/admission-and-financial-aid/financial-aid-and-tuition/graduate-assistantships/>

CAMPUS MAP AND DIRECTIONS

<https://www.fairfield.edu/directions/>

GRADUATE STUDENT LIFE & RESOURCES

<https://www.fairfield.edu/graduate-and-professional-studies/student-life-and-resources/>

NATIONAL ORGANIZATIONS

AMERICAN COUNSELING ASSOCIATION

www.counseling.org

AMERICAN SCHOOL COUNSELOR ASSOCIATION

www.schoolcounselor.org

NATIONAL BOARD FOR CERTIFIED COUNSELORS

www.nbcc.org

STATE ORGANIZATIONS

CONNECTICUT COUNSELING ASSOCIATION

www.ccacounseling.com

CONNECTICUT SCHOOL COUNSELOR ASSOCIATION

www.ctschoolcounselor.org

STATE LICENSURE

CT DEPARTMENT OF PUBLIC HEALTH

www.ct.gov/dph/site/default.asp and follow links

INFORMATION ON PUBLIC SCHOOLS

CT STATE DEPARTMENT OF EDUCATION

www.sde.ct.gov