

Graduate School of Education
and Allied Professions

Counselor Education Student Handbook

Revised Fall 2015



Fairfield
UNIVERSITY

FAIRFIELD UNIVERSITY

**GRADUATE SCHOOL OF EDUCATION
AND ALLIED PROFESSIONS**

COUNSELOR EDUCATION

STUDENT HANDBOOK

Revised Fall 2015

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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

How Counselors Operate

Professional counselors utilize a wellness model in providing professional services to clients. By wellness we mean that the counseling profession is grounded in the humanistic narrative. Counselors understand that their therapeutic work rests on an appreciation of the counselor/client relationship and on a valuing of the subjective meanings that people construct (see Hansen, 2010). Counselors embrace multiple perspectives and ways of knowing. Counselors carefully assess what works best for their clients.

In following the wellness model, professional counselors first assess a client's level of well-being and then assist the client to reach an optimal level of well-being. Professional counselors view all mental and emotional problems from a developmental perspective in that various stages of life present concerns that must be addressed in order to progress successfully to the next stage of life. In addition, mental health is viewed on a continuum. Individuals are seen as constantly moving along this continuum depending on their life circumstances and emotional states of being. The professional counselor provides mental health services to increase the quality of life for clients, no matter where they are developmentally, taking into account their present emotional states.

Professional counselors often are employed in settings where they work in conjunction with other mental health professionals. All mental health professionals provide mental health services to clients and these services – which include counseling, problem diagnosis, treatment planning, testing, psychoeducation – often seem very similar. However, the wellness-oriented philosophy of helping and the content of the educational preparation programs of professional counselors distinguish them from all other mental health professionals.

A Historical Perspective

A historical perspective may help to convey an understanding of the counseling profession. Society has only recently begun viewing mental disorders as illnesses similar to physical illnesses. Prior to the 19th century, mental illnesses were often seen as conditions that were induced by evil spirits. During that time, persons with mental disabilities were ignored or incarcerated without treatment. The first mental health professions, including psychology, social work, psychiatry, and psychiatric nursing, were created to address the treatment of these mental disorders. Professional counseling, on the other hand, was developed at the turn of the century.

In the beginning, counseling was used to help place individuals in careers for which they were well-suited. Counseling psychology was then developed as a new specialty within psychology, with a focus on assisting basically healthy individuals in living more effective lives. Testing and job placement were also major emphases in counseling psychology. In the 1950s a new profession of master's level professional counselors was created. Counselor preparation programs flourished throughout the United States. State laws were enacted to license professional counselors at the master's level. Professional counselors continue to be the newest mental health professional group and must continue to solidify their professional identity and advocate for their important role in making society a better place.

Hansen, J.T. (2010, October 1). Extending the humanistic vision. *Counseling Today*

ARE COUNSELORS UNIQUE?

Prevention; early intervention; wellness; empowerment; these four concepts remain uppermost in differentiating counselors from other mental health professionals. If 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.

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

The focus on *prevention* distinguishes counseling from other professions. 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 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 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 counselors to work with normal, healthy populations when they are at risk, before mental or emotional problems become severe. From a counselor's perspective, recognizing early warning signs and using effective early interventions can produce long-lasting positive results.

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 counselors from other mental health professionals.

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

Counselors are still searching for answers to the question, "What makes counseling unique?" It is important that scholars and practitioners will 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 school counseling 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 Graduate School of Education and Allied Professions (GSEAP). Degrees are offered in both School and Clinical Mental Health Counseling. Both master 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, and 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, on line discussions through Blackboard, and reflection papers. In the practicum and internship courses we utilize state of the art I Pad technology for instruction and supervision in the Counselor Education Lab and Training Center.

The School Counseling 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) 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 Clinical Mental Health Counseling 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 offering counseling/therapy services, consultation and prevention programs.

Master's degree programs are offered in School and Clinical Mental Health Counseling. The M.A. degree in School Counseling requires the completion of a minimum of 48 semester hours of graduate-level course work. The M.A. degree in Clinical Mental Health Counseling requires the completion of a minimum of 60 semester hours of graduate-level course work. 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.

Students may choose to continue their studies with a Sixth Year Certificate (SYC) in either School or Clinical Mental Health Counseling. The SYC requires students to complete 30 semester credit hours of post-Master's graduate-level coursework.

The Department also offers two 18-credit, 6 course 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 faculty members 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.

As a program within a Jesuit community, we maintain a primary focus on issues of social justice 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.

Fairfield University is located in Fairfield County, Connecticut, a county comprised of diverse communities that span urban, suburban, and rural constituencies, and include neighborhoods of tremendous affluence as well as intense poverty. Our student population consists primarily of individuals residing in the local suburban communities that our diverse location includes. We are committed to training our students to meet the needs of these 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 reflective and critical practitioners as they work with individuals in the pursuit of increased self-awareness and well-being.

DISPOSITION STATEMENT

Education, psychology, and mental health professionals are vested by the public with a trust and responsibility requiring the highest ideals of professional service. Therefore, candidates of the Graduate School of Education and Allied Professions shall be required to adhere to the highest standards of ethical and professional conduct.

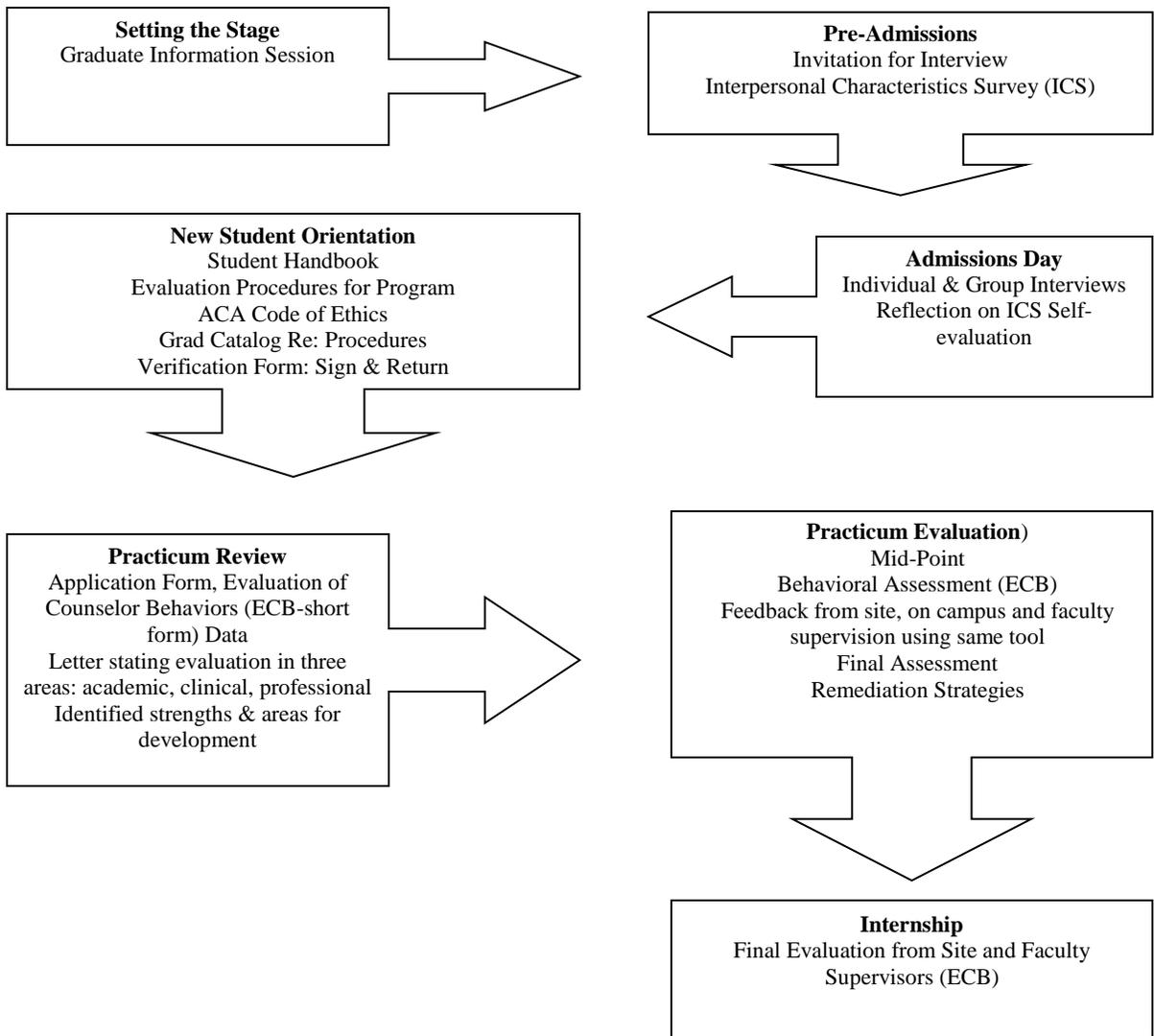
All prospective and admitted candidates of the Graduate School of Education and Allied Professions shall demonstrate personal and professional dispositions that are:

- Embodied in the mission statement of the Graduate School of Education and Allied Professions;
- Outlined in the ethical codes, rules, policies and procedures, administrative regulations, and laws applicable to their chosen profession; and
- Mandated by their particular graduate programs and departments.

Candidates who fail to adhere to and comply with these personal and professional dispositional requirements may, at the discretion of the Dean of the Graduate School of Education and Allied Professions, be:

- Denied admissions to the Graduate School of Education and Allied Professions;
- Dismissed from the Graduate School of Education and Allied Professions;
- Required to withdraw from Graduate School of Education and Allied professions courses;
- Required to successfully complete academic remediation as required and determined by the Dean of the Graduate School of Education and Allied Professions
- Required to undergo appropriate counseling or other intervention as determined by the Dean of the Graduate School of Education and Allied Professions before being allowed to continue in their program of study.

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 Clinical Mental Health Counseling and School Counseling first received accreditation by the Council for Accreditation of

Counseling and Related Educational Programs (CACREP) in 1986; they were the first counselor education programs in Connecticut to do so. Receipt of this accreditation required meeting a rigorous set of program and faculty standards.

In January, 2009, after a 2008 site visit by an accreditation team, the community counseling and school counseling programs were accredited again for an eight-year period through March 31, 2017. "The two programs at Fairfield University were assessed on 244 standards and met them all. This achievement is a tribute to the excellence of these programs, our students, and our faculty," said Dr. Diana Hulse, chair of the Department of Counselor Education.

Note:

In 2010 the Community Counseling Program transitioned to a 60 hour Clinical Mental Health Counseling program (CMHC). The program is currently accredited under the 2001 standards for Community Counseling programs as a Community Counseling Program. The CMHC program intends to seek accreditation under the 2009 standards as a Clinical Mental Health Counseling program when it comes up for reaccreditation in March of 2017, as per CACREP guidelines.

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 or Counseling Psychology. 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. Diana Hulse is professor and chair of the Counselor Education Department at Fairfield University since 2007. From 1996-2007 she was coordinator of the Counseling Graduate Program at the University of New Orleans (UNO). She holds a B.Mus from the Oberlin Conservatory of Music, as well as an M.S. and an Ed.D. from Indiana University. Her teaching and research interests include group work training and practice, corrective feedback exchange in group settings, process observation as a teaching tool, counseling supervision, and mentoring for professional development. She has co-authored three books: *Critical Incidents in Group Therapy*, *Making Task Groups Work in Your World*, and *Policing in the 21st Century: Talk Trumps Technology*. In addition Dr. Hulse has published numerous referred articles. In 2013, she presented a webinar sponsored by Chi Sigma Iota titled *Preplanning for Feedback: A Key to Effective Supervision*. She has served on the editorial boards of *Journal for Specialists in Group Work* and *Journal of Mental Health Counseling*.

Dr. Hulse is past president of the Association for Specialists in Group Work (ASGW) and the North Atlantic Region Association for Counselor Education and Supervision (NARACES). She served on the Governing Council of the American Counseling Association (ACA) from 1993-1996. She was a trustee and chair of the ACA Foundation. She is a Fellow in ASGW and was the recipient of the 1994 ASGW Eminent Career Award. In 2002, Dr. Hulse received the David K. Brooks, Jr. Distinguished Mentor Award from the ACA Foundation and in 2004 she was honored as one of four inaugural fellows in ACA. In 2003, she was featured on a DVD, *Four Models for Women in Counselor Education*, sponsored by the Association for Counselor Education and Supervision (ACES). In spring 2007, she received the Distinguished Mentor Award from ACES and was selected as a UNO Research Professor. In 2012, she received the Alpha Sigma Nu Graduate Teacher of the Year Award at Fairfield University.

Dr. Hulse has served as both counselor and training faculty member at several university counseling centers. She has been a counselor educator at Ball State University and The University of Maine. She is a National Certified Counselor and a Licensed Professional Counselor in Connecticut.

Dr. Virginia Kelly is an associate professor in the Counselor Education Department. She holds a B.S. Ed. from the State University of New York at Geneseo, a M.Ed. from Pennsylvania State University, and a Ph.D. from the University of North Carolina at Greensboro. Her teaching interests include research methodology and theories of counseling and psychotherapy. Her writing interests have focused on substance abuse and addiction, spirituality, psychological abuse, and program-level assessment.

Dr. Kelly is a past editor of *Journal of Addictions and Offender Counselors*, and past president of both the International Association of Addictions and Offender Counselors and the North Atlantic Region Association for Counselor Education and Supervision. She is co-authored with Dr. Tracey Robert of an edited book titled, *Critical Incidents in Integrating Spirituality into Counseling*.

Dr. Kelly is a Licensed Professional Counselor in Connecticut and maintains a private practice.

Dr. Tracey Robert is an associate professor and she served as the associate dean of the Graduate School of Education and Allied Professions from 2014-2015. She is the director of clinical training in the Counselor Education Department. She holds a B.A. from Dunbarton College, a master's degree 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 and spirituality. She has delivered 20 peer-reviewed presentations. Dr. Robert initiated the development of the Certificate of Completion: Integrating Spirituality and Religion into Counseling and Therapy, a certificate now offered in the Counselor Education Department.

Dr. Robert is past president of the Association for Spiritual, Ethical and Religious Values in Counseling, the Board of Directors, Center for Women and Families, 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, National Association of Specialists in Group Work, the American Counseling Association and Advisory Board, and the Women's Business Development Center. She is lead author with Dr. Virginia Kelly of an edited book titled, *Critical Incidents in Integrating Spirituality into Counseling*.

Dr. Robert is a Licensed Professional Counselor in Connecticut and maintains a private practice providing career counseling and consulting to individuals and organizations.

VISITING INSTRUCTOR

JoAnn O'Connell is a visiting instructor in the Counselor Education Department. She holds a B.A. from Western Connecticut State University, as well as a 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 at Trumbull High School. She is a campus supervisor in the Counselor Education Department at Fairfield University.

Mrs. O'Connell is a Licensed Professional Counselor and has been a school counselor and a counselor educator at University of Bridgeport since 1970.

ADJUNCT FACULTY

Pam Anderson is an adjunct professor 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.

Robert Schmidt is an adjunct professor in the Counselor Education Department. He holds a B.S. from the State University at Oswego and a M.S. from Western Connecticut State University. His teaching interests include clinical supervision in practicum and internship.

Mr. Schmidt is the American Counseling Association North Atlantic Regional Chair and has served as past president of the Connecticut Counseling Association and the Connecticut School Counselor Association.

Mr. Schmidt is a Licensed Professional Counselor in Connecticut and retired in 2007 after 40 years in education. He is also a published singer-songwriter who worked in the music business for over 40 years.

Richard Madwid is an adjunct professor in the Counselor Education Department. He holds a B.A. and M.S. from Western Connecticut State University. His teaching and clinical interests include family therapy, treatment issues in children and adolescents, addictions, and community agency management and clinical supervision.

Mr. Madwid has researched and lectured nationally on the effects of contemporary music on youth development.

Mr. Madwid is a Licensed Professional Counselor, Licensed Alcohol and Drug Counselor, and a certified clinical supervisor for the Connecticut Board of Substance Abuse. He is Director of Behavioral Health at Catholic Charities in Bridgeport, CT. He maintains a private practice specializing in adolescents, adults, and families.

FACULTY CONTACT INFORMATION

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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 students not take more than two courses during the summer semester due to the intensity of the course schedule and the coursework requirements. Students must meet with their advisors if they would like to take more than two courses during this time.

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:

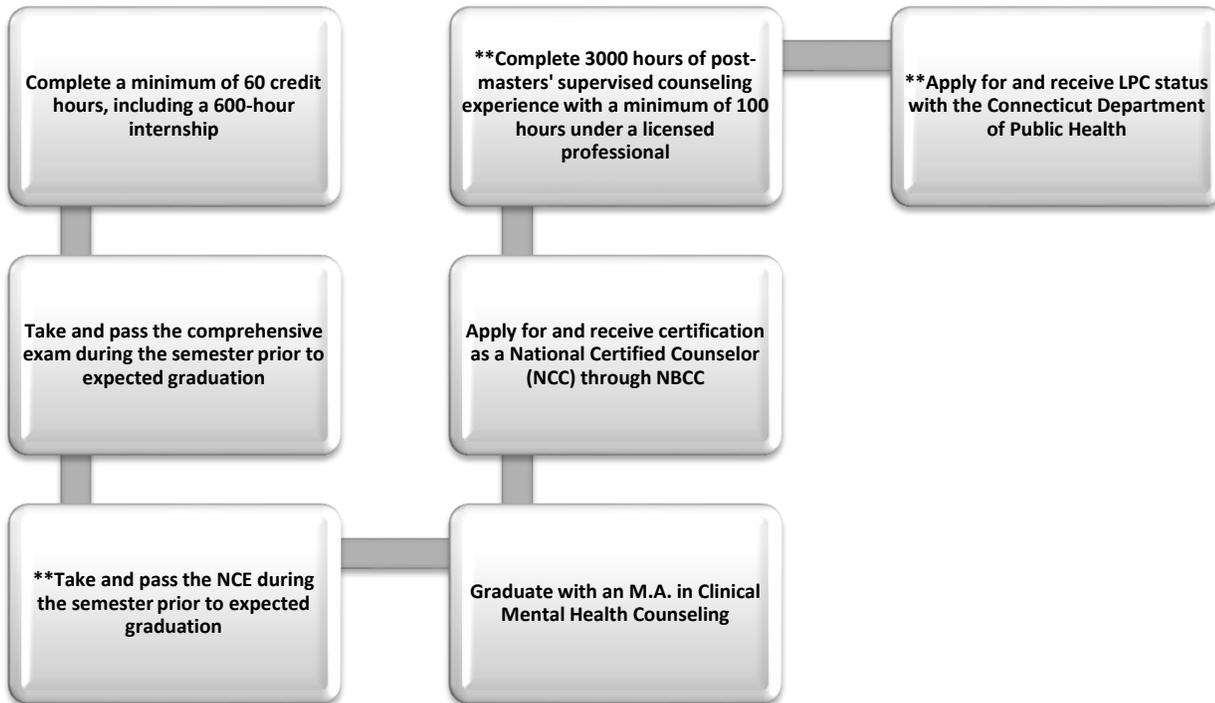
- a. To develop a plan of study with each advisee for timely completion of the degree requirements.
- b. To advise the student each semester about courses to take in the subsequent semester.
- c. To communicate any corrective feedback to the student as a result of faculty evaluations of students.
- d. To review the advisee's records at the time he or she registers 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

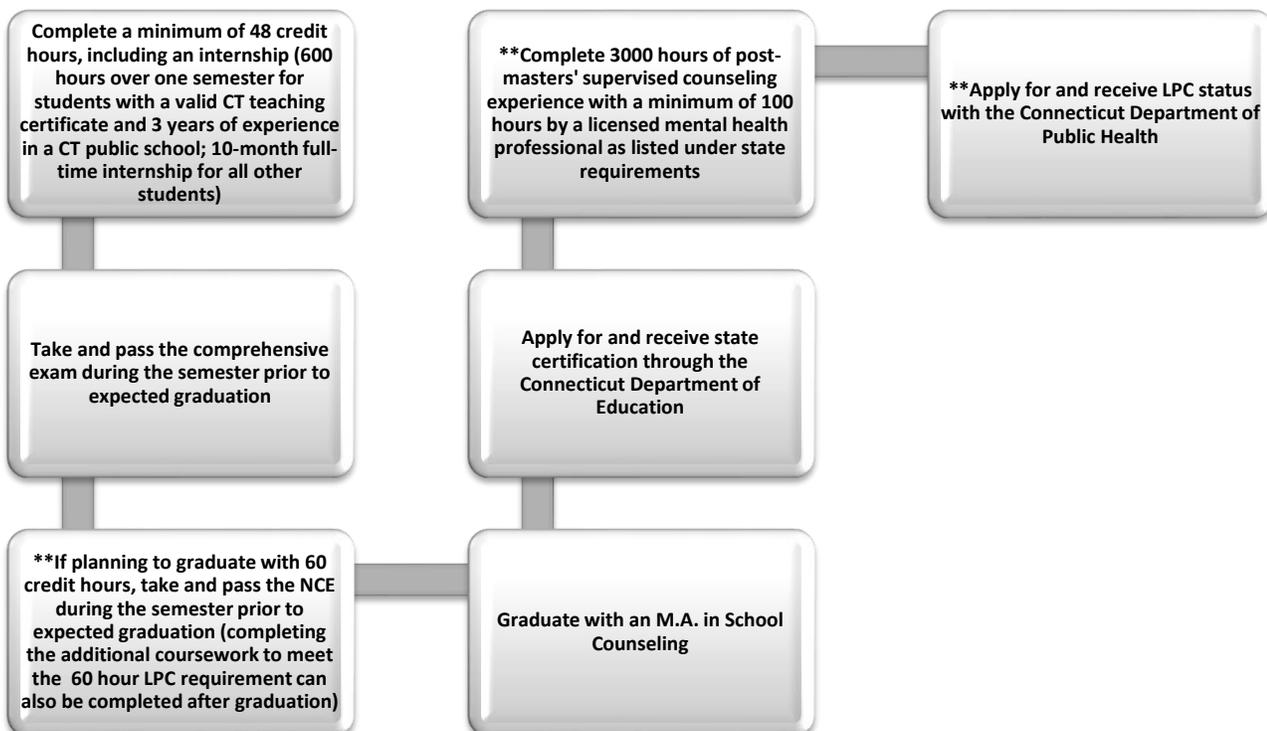
Use of technology (i.e. I Pads, I Phones, laptops) is for learning purposes only.

COUNSELOR EDUCATION FLOW CHARTS

M.A. in Clinical Mental Health Counseling



M.A. in School Counseling



**Optional if choosing to complete requirements to become a Licensed Professional Counselor

Note: students who are not teachers will complete the school counseling program with a minimum number of 54 credits.

CERTIFICATION AND LICENSURE

STATE CERTIFICATION AS A SCHOOL COUNSELOR

Upon successful completion of the School Counseling 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, students must obtain an application from the Associate Dean of Education and Allied Professions, Room 102, Canisius Hall. Upon completing the application, students should obtain an official transcript of graduate work from the Registrar's Office, in the Kelley Center, to include with the application. Official transcripts must be in a sealed Fairfield University envelope. Student are then responsible for submitting the certification application, transcript and a personal check made payable to the State Department of Education to the Associate Dean of the GSEAP, Room 102, Canisius Hall. Upon receipt of students' application materials, the Associate Dean will confirm with the Counselor Education Department chair that students 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.

Note: Students wishing to obtain state certification as a school counselor must either have a CT teaching certificate and three years of successful teaching in a CT public school or complete a 10-month, full-time internship in a CT public school.

LICENSURE AS A PROFESSIONAL COUNSELOR

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

1. Accrue 60 graduate semester hours in or related to counseling, including a graduate degree of no less than 42 semester hours.
2. Pass the National Counselor Examination (NCE) produced by the National Board for Certified Counselors (NBCC).
3. 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.
- 4.

Upon successful completion of these requirements, individuals are eligible to apply for licensure.

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). A counselor who is certified by the NBCC becomes a National Certified Counselor (NCC). In addition, the NCE examination serves as the State Licensing examination in the state of Connecticut. The NCE is not required for graduation, but is

highly recommended, as it is one of the requirements to become a Licensed Professional Counselor.

Students in the Clinical Mental Health Counseling and the School Counseling program are eligible to take the National Counselor Examination (NCE) upon completion of the courses focusing on the eight core CACREP areas. The NCE application process varies according to your status as either a Master's degree student or a SYC student. Please be sure to discuss your particular circumstance with your advisor or with the testing coordinator. The exam is administered at Fairfield University around the date of the CPCE during the fall and spring semesters. Students can take both exams, NCE and CPCE, in the same semester if they so choose. Students will be notified of the NCE application deadline and test date via e-mail at the start of each semester. Registration and payment will be processed online. Students will receive their score from the National Board for Certified Counselors 6-8 weeks after taking the exam.

Please see page 39 of this text for more information on instructions for the NCE, 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 using the following link: <http://www.fairfield.edu/lifeatfairfield/healthsafety/counselingpsychologicalservices/forstudents/makeanappointment/>. 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.

PROGRAM OBJECTIVES

The Counselor Education Department at Fairfield University is fully accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). In fully endorsing the 2009 standards adopted by CACREP, the following chart lists the Counselor Education Department's 15 program-level objectives. Objectives 1-5 reflect the department's goal of providing a high-quality program of study to all students that incorporates our commitment to diversity, professional practice, the development of clinical expertise, and the acquisition of dispositional attitudes consistent with our values. Objectives 6-13 reflect section II.G of the 2009 CACREP standards regarding educational experiences that demonstrate knowledge in each of the eight common core curricular areas. Objectives 14 and 15 reflect the 2009 CACREP standards for Clinical Mental Health Counseling and School Counseling.

Objective/Outcome 1 - 5	Related CACREP Standard	Courses/Experiences Where Objectives Are Met
1. to recruit, retain, and successfully train a qualified and diverse student body	Section I: J, K2, K2, K3	GSEAP information sessions; admissions process; all educational experiences
2. to perform as gatekeepers within the counseling profession	Section II: B.1	Admissions Process; Practicum Evaluation Process; faculty meetings; Comprehensive Examination
3. to maintain national accreditation of our counseling programs	All Standards	Comprehensive Program Evaluations; CACREP Self-Studies
4. to provide learning opportunities and experiences that insure the development of increasingly sophisticated clinical skills and expertise	Section III	Clinical coursework (Counseling Relationships and Skills, Practicum, Internship); use of the ECBC (both revised and full) throughout clinical training
5. to insure the acquisition and sustained practice of dispositional characteristics consistent with both the University's Jesuit mission and the counseling profession	Section II: B.1	Admissions Process; Practicum Review Process; faculty meetings; evaluations in Practicum and Internship
Objective/Outcome 6 - 13		
6. to provide educational and practical experiences that foster students' professional identity within the counseling profession	Section II: G.1.a - j	Professional Issues in Counseling (CN 468); School Counseling: Procedures, Organization and Evaluation (CN 531); Clinical Mental Health Counseling: Management, Delivery and Evaluation (CN 432)
7. to provide learning and educational experiences that foster an understanding of relationships, issues and trends in a multicultural society	Section II: G.2.a - f	Multicultural Issues in Counseling (CN 433); infused throughout the curriculum; School Counseling: Procedures, Organization and Evaluation (CN 531); Clinical Mental Health Counseling: Management, Delivery and Evaluation (432); Practicum (CN 558); Internship (CN 590)

8. to provide educational experiences that promote an understanding of the nature and needs of all persons at all developmental levels and across all multicultural contexts	Section II: G.3.a - h	Lifespan Human Development (CN 447); Introduction to Substance Abuse and Addictions (CN 465); Psychopathology and Classification I (PY 436); Psychopathology and Classification II (PY 437); Trauma and Crisis Intervention (CN 515); Practicum (CN 558); Internship (CN 590)
9. to provide educational and practical experiences that promote an understanding of career theory, development, and related life factors	Section II: G.4.a - g	Career Development: Theory and Practice (CN 457); School Counseling: Procedures, Organization and Evaluation (CN 531); Practicum (CN 558); Internship (CN 590)
10. to provide educational and experiential opportunities that promote an understanding of the counseling process in a multicultural society	Section II: G.5.a - g	Theories of Counseling and Psychotherapy (CN 500); Counseling Relationships and Skills (CN 553); Introduction to Clinical Supervision (CN 585); Practicum (CN 558); Internship (CN 590)
11. to provide educational experiences that promote theoretical and experiential understandings of group process, including group purpose, development, dynamics, theories, methods, and skills in a multicultural society	Section II: G.6.a - e	Group Work: Theory and Practice (CN 455); Practicum (CN 558); Internship (CN 590)
12. to provide educational experiences that promote an understanding of individual and group approaches to assessment and evaluation in a multicultural society	Section II: G.7.a - g	Assessment in Counseling (CN 467); Psychopathology and Classification I (PY 436); Psychopathology and Classification II (PY 437); Practicum (CN 558); Internship (CN 590)
13. to provide educational experiences that promote an understanding of research methods, statistical analyses, needs assessment and program evaluation	Section II: G.8.a - f	Research Methodology (CN 566); Practicum (CN 558); Internship (CN 590)
Objective/Outcome 14 - 15		
14. to provide educational and experiential opportunities to students in the Clinical Mental Health Counseling program that promotes the acquisition of the professional knowledge, skills, and practices necessary to address a wide variety of circumstances within the clinical mental health counseling context.	Clinical Mental Health Counseling Standards	Clinical Mental Health Counseling: Management, Delivery and Evaluation (CN 532); Psychopathology and Classification II (PY 437); Practicum (CN 558); Internship (CN 590)
15. to provide educational and experiential opportunities to students in the School Counseling program that promote the acquisition of the professional knowledge, skills, and practices necessary to promote the academic, career, and personal/social development of all K – 12 students	School Counseling Standards	School Counseling: Procedures, Organization and Evaluation (CN 531); Psychopathology and Classification I (PY 436); Practicum (CN 558); Internship (CN 590)

CURRICULAR REQUIREMENTS

COMMON CORE CURRICULAR EXPERIENCES

- CN 468: Professional Issues in Counseling
- CN 433: Multicultural Issues in Counseling
- CN447: Lifespan Human Development
- CN 457: Career Development: Theory and Practice
- CN 500: Theories of Counseling and Psychotherapy
- CN 553: Counseling Relationships and Skills
- CN 455: Group Work: Theory and Practice
- CN 467: Assessment in Counseling
- CN 566: Research Methodology
- CN 558: Counseling Practicum
- CN 590: Counseling Internship

SPECIALTY CURRICULAR EXPERIENCES

For Clinical Mental Health Counseling students:

- CN 432: Clinical Mental Health Counseling: Management, Delivery and Evaluation
- CN 465: Introduction to Substance Abuse and Addictions
- CN 515: Trauma and Crisis Intervention
- CN 585: Introduction to Clinical Supervision
- PY 437: Psychopathology and Classification II
- PY 480: Consulting Theory and Practice
- FT 550: Introduction to Marriage and Family Therapy

For School Counseling Students:

- CN 531: School Counseling: Procedures, Organization and Evaluation
- PY 436: Psychopathology and Classification I
- SE 405: Exceptional Learners in the Mainstream*
- ED 429: Philosophical Foundations of Education*

** courses 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 his or her 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 following is a suggested sequence of classes to consider when determining a plan of study. Please be advised that the program does not offer practicum or either sections of internship (school and clinical mental health counseling) during the summer term. It is important to work with the clinical coordinator to identify an agency that either requires continuous fieldwork to be completed in consecutive semesters or an agency that allows for a break in fieldwork during the summer. If your fieldwork requires two consecutive semesters then taking practicum in the spring term and completing two semesters of internship the following fall and spring terms would be the suggested sequence. If you are planning to complete your fieldwork in an agency setting that approves interruption between semesters of fieldwork, Clinical Mental Health Counseling students can enroll in practicum in the fall semester and complete fieldwork the following spring and fall terms.

SUGGESTED COURSE SEQUENCE

*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:

- **CN 447* Lifespan Human Development
- **CN 500* Theories of Counseling and Psychotherapy
- **CN 553* Counseling Relationships and Skills
- CN 433* Multicultural Issues in Counseling
- CN 455* Group Work: Theory and Practice

Suggested courses to complete midway through the program:

- CN 457* Career Development: Theory and Practice
- CN 467* Assessment in Counseling
- CN 468* Professional Issues in Counseling
- ****CN 465* Introduction to Substance Abuse and Addictions
- ****CN 515* Trauma and Crisis Intervention
- ***CN 531* School Counseling: Procedures, Organization and Evaluation
- ****CN 432* Clinical Mental Health Counseling: Management, Delivery and Evaluation

Suggested courses to complete toward the end of the program:

- CN 566* Research Methodology
- CN 558* Practicum in Counseling
- CN 590* Internship in Counseling
- CN 99-01* Comprehensive Exam in Clinical Mental Health Counseling
- CN 99-02* Comprehensive Exam in School Counseling
- **PY 436** Psychopathology and Classification I
- ***PY 437** Psychopathology and Classification II

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

- **SE 405** Exceptional Learners in the Mainstream
- **ED 429** Philosophical Foundations of Education
- ***FT 550** Introduction to Marriage and Family Therapy

Courses suggested to be taken post or concurrent with fieldwork:

- ***PY 480** Consulting Theory and Practice
- ***CN 585** Introduction to Clinical Supervision

Electives:

- CN 410* Grief and Loss Counseling
- CN 446* Spirituality & Counseling
- CN 454* Introduction to Counseling Children and Adolescents
- CN 466* Substance Abuse Interventions
- CN 520* Spiritual Interventions: Tools for Competent Practice
- CN 525* Spirituality & Wellness
- CN 533* Advanced Multicultural Counseling Strategies and Skills
- CN 555* Substance Abuse Counseling: Skills and Strategies
- CN 557* Co- Occurring Disorders in Substance Abuse and Addiction Counseling
- CN/FT 565* 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 either sections of internship (school and clinical mental health) during the summer term.

Fairfield University
Graduate School of Education and Allied Professions
Counselor Education Department
Plan of Study
M.A. in Clinical Mental Health Counseling (60 Credits)

Student Name: _____
 Phone: _____

Email: _____
 Date Admitted: ____/____/____

<u>Credits:</u>	<u>Required Prior to Practicum (39 Credits):</u>	<u>Prerequisites</u>	<u>Plan</u>	<u>Taken</u>
3	CN 432 Clinical Mental Health Counseling: Management, Delivery and Evaluation		_____	_____
3	CN 433 Multicultural Issues in Counseling		_____	_____
3	PY 437 Psychopathology & Classification II		_____	_____
3	CN 447 Life-span Human Development*		_____	_____
3	CN 455 Group Work: Theory & Practice	CN 500, CN 553	_____	_____
3	CN 457 Career Development: Theory & Practice		_____	_____
3	CN 465 Introduction to Substance Abuse and Addictions		_____	_____
3	CN 467 Assessment in Counseling	CN 553	_____	_____
3	CN 468 Professional Issues in Counseling		_____	_____
3	CN 500 Theories of Counseling/Psychotherapy*		_____	_____
3	CN 515 Trauma and Crisis Intervention		_____	_____
3	CN 553 Counseling Relationships & Skills*		_____	_____
3	CN 566 Research Methodology**		_____	_____
	**Not required for Practicum, but must be completed before Internship			
	<u>Practicum and Internship (12 Credits):</u>			
3	CN 558 Practicum in Clinical Mental Health Counseling		_____	_____
3	CN 585 Introduction to Clinical Supervision		_____	_____
6	CN 590 Internship: Clinical Mental Health Counseling		_____	_____
	CN 99(01) Counselor Preparation Comprehensive Examination (CPCE)		_____	_____
	<u>Required Additional Course Work (9 Credits):</u>			
3	PY 480 Consulting Theory and Practice		_____	_____
3	FT 550 Introduction to Marriage and Family Therapy		_____	_____
3	Elective: _____		_____	_____

* To be taken in first semester of study

Approved:

Student

Advisor

Date

Fairfield University
Graduate School of Education and Allied Professions
Counselor Education Department
Plan of Study
M.A. in School Counseling (minimum of 48 Credits)

Student Name: _____
 Phone: _____

Email: _____
 Date Admitted: ____/____/____

<u>Credits:</u>	<u>Required Prior to Practicum (33 Credits):</u>	<u>Prerequisites</u>	<u>Plan</u>	<u>Taken</u>
3	CN 433 Multicultural Issues in Counseling		_____	_____
3	PY 436 Psychopathology & Classification I		_____	_____
3	CN 447 Life-span Human Development*		_____	_____
3	CN 455 Group Work: Theory & Practice	CN 500, CN 553	_____	_____
3	CN 457 Career Development: Theory & Practice		_____	_____
3	CN 467 Assessment in Counseling	CN 553	_____	_____
3	CN 468 Professional Issues in Counseling		_____	_____
3	CN 500 Theories of Counseling/Psychotherapy*		_____	_____
3	CN 531 School Counseling: Procedures Organization & Evaluation		_____	_____
3	CN 553 Counseling Relationships & Skills*		_____	_____
3	CN 566 Research Methodology**		_____	_____
	** Not required for Practicum, but must be completed before Internship			
	<u>Practicum and Internship (9-15 Credits):</u>			
3	CN 558 Practicum in Counseling		_____	_____
6-12	CN 590 Internship: School Counseling		_____	_____
	CN 99 (02) Counselor Preparation Comprehensive Examination (CPCE)		_____	_____
	<u>Required Additional Course Work (6 Credits):</u>			
3	SE 405 Exceptional Learners in the Mainstream		_____	_____
3	ED 429 Philosophical Foundations of Education		_____	_____
	<u>Electives, As Needed (6-12 Credits):</u>			
3	_____		_____	_____
3	_____		_____	_____
3	_____		_____	_____
3	_____		_____	_____

* To be taken in first semester of study

Credit Hours Required for Connecticut Certification

- 48 credits required for teachers with 3 years experience; SE405 and ED429 may be waived; in which case, 2 additional courses will be required for the plan of study
- 54 credits required for non-teachers

Credit Hours Required for Licensure

- 60 credits required for licensure

Approved:

Student

Advisor

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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
CN 99 (sec 1)	Comprehensive Exam in Clinical Mental Health Counseling
CN 99 (sec 2)	Comprehensive Exam in School Counseling
CN 433	Multicultural Issues in Counseling
CN 447	Lifespan Human Development
CN 455	Group Work: Theory and Practice
CN 465	Introduction to Substance Abuse and Addictions
CN 468	Professional Issues in Counseling
CN 500	Theories of Counseling and Psychotherapy
CN 553	Counseling Relationships and Skills
CN 558	Counseling Practicum
CN 566	Research Methodology
CN 590 (C)	Internship – Clinical Mental Health
CN 590 (S)	Internship – School Counseling
PY 437 (C)	Psychopathology and Classification II
SE 405 (S)	Exceptional Learners in the Mainstream
ED 429 (S)	Philosophical Foundations of Education
FT 550 (C)	Introduction to Marriage and Family Therapy

SPRING SEMESTER

Course	Title
CN 99 (sec 1)	Comprehensive Exam in Clinical Mental Health Counseling
CN 99 (sec 2)	Comprehensive Exam in School Counseling
CN 432	Clinical Mental Health Counseling: Management, Delivery and Evaluation
CN 433	Multicultural Issues in Counseling
CN 447	Lifespan Human Development
CN 455	Group Work: Theory and Practice
CN 457	Career Development: Theory and Practice
CN 465	Introduction to Substance Abuse and Addictions
CN 467	Assessment in Counseling
CN 500	Theories of Counseling and Psychotherapy
CN 531	School Counseling: Procedures, Organization and Evaluation
CN 553	Counseling Relationships and Skills
CN 558	Counseling Practicum
CN 566	Research Methodology
CN 585 (C)	Introduction to Clinical Supervision
CN 590 (C)	Internship – Clinical Mental Health
CN 590 (S)	Internship – School Counseling
PY 436 (S)	Psychopathology and Classification I
SE 405 (S)	Exceptional Learners in the Mainstream
ED 429 (S)	Philosophical Foundations of Education
FT 550 (C)	Introduction to Marriage and Family Therapy

SUMMER SESSION

Course	Title
CN 433	Multicultural Issues in Counseling
CN 447	Lifespan Human Development
CN 465	Introduction to Substance Abuse and Addictions
CN 467	Assessment in Counseling
CN 500	Theories of Counseling and Psychotherapy
CN 515	Trauma and Crisis Intervention
PY 436 (S)	Psychopathology and Classification I
SE 405 (S)	Exceptional Learners in the Mainstream
ED 429 (S)	Philosophical Foundations of Education
FT 550 (C)	Introduction to Marriage and Family Therapy
PY 480 (C)	Consulting Theory and Practice

COURSES REQUIRED FOR ADVANCED TRAINING CERTIFICATES

Advanced Training Certificate in Spirituality and Religion in Counseling	
Course Number	Course Title
CN 410	Grief and Loss Counseling
CN 446	Spirituality and Counseling
CN 515	Trauma and Crisis Intervention
CN 533	Advanced Multicultural Counseling Strategies and Skills
CN 520	Spiritual Interventions: Tools for Competent Practice
CN 525	Spirituality and Wellness

CN 410 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.

CN 446 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.

CN 515 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.

CN 533 Advanced Multicultural Counseling Strategies and Skills

This course provides in-depth opportunities for students to deepen and expand their multicultural competencies and counseling skills for working with diverse belief systems and populations. Exploration of diverse spiritual, religious, ethnic, and systemic belief systems will allow students to develop cross-cultural competencies and understanding of the impact of the cultural context on the therapeutic process. Topics included will be pedagogy of the oppressed, religious violence and trauma, refugee and immigration concerns. (Prerequisite: CN 433 or equivalent and CN 553). Three credits.

CN 520 Spiritual Interventions: Tools for Competent Practice

Spiritual interventions tap into the affective domain and provide counselors and clients with the opportunity to explore their creativity, self-expression, and drive to be fully human. This course will allow counselors to learn the therapeutic benefits and process of using spiritual interventions in counseling that inform the process of healing and transformation. Interventions will include mindfulness meditation, creative mandalas, and guided imagery. Counselors will learn competencies for effective use of integrating spirituality into the counseling process, conceptualizing from a systems perspective and explore several spiritual interventions to enhance self-awareness and improve their ability to be present and attend to their clients. (Prerequisites: CN 446, CN 553). Three credits.

CN 525 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
CN/FT 465	Introduction to Substance Abuse and Addictions
CN 466	Substance Abuse Interventions
CN/FT 565	Substance Abuse and the Family
CN 557	Co-occurring Disorders in Substance Abuse and Addictions Counseling
CN 455	Group Work: Theory and Practice 2 HOUR MODULE
CN 555	Substance Abuse Counseling: Skills and Strategies

CN/FT 465 Introduction to Substance Abuse and Addictions

Candidates explore basic information about the history and current use and abuse of various drugs and alcohol. Topics include addiction, 12-step programs, physiological effects, FAS, COAs, and family systems, as well as culturally relevant prevention, intervention and treatment strategies for individuals and families. Cross-referenced as FT 465. Three credits.

CN 466 Substance Abuse Interventions

This course uses didactic and experiential techniques to understand and facilitate interventions with substance abusers and their families. Topics include the role of motivational counseling and techniques developed by the Johnson Institute. (Prerequisite: CN 465 or a basic understanding of the addictions field). Three credits.

CN/FT 565 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 FT 566. (Prerequisite: CN 465). Three credits.

CN 557 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: CN 465). Three credits.

CN 455 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 a counselor education or applied psychology program and either CN 500 and CN 553 for counselor education candidates or PY 435 and PY 471 for applied psychology candidates; or permission of the instructor). Three credits.

CN 555 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: CN 465). 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.

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 academic, clinical or professional criteria, she or he 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

STUDENT EXPECTATIONS

The Interpersonal Characteristics Survey outlines many of the professional competencies that will be assessed on a continual basis as students progress through their program of study.

Interpersonal Characteristics Survey

Strongly Disagree 1	2	3	4	5	6	
Strongly Disagree 1	Disagree 2	Slightly Disagree 3	Slightly Agree 4	Agree 5	Strongly Agree 6	
1	2	3	4	5	6	1. Student shows willingness to appropriately self-disclose personal concerns that may affect performance as a professional counselor.
1	2	3	4	5	6	2. Student demonstrates willingness to engage in professional interactions with persons from diverse cultures.
1	2	3	4	5	6	3. Student exhibits flexibility when scheduling appointments with others.
1	2	3	4	5	6	4. Student conveys feedback to others in an appropriate manner.
1	2	3	4	5	6	5. Student exhibits growth in willingness and ability to share knowledge of resources with others.
1	2	3	4	5	6	6. Student exhibits cooperative behavior as evidenced by a willingness to give others time and space to articulate their views.
1	2	3	4	5	6	7. Student understands and recognizes the limits of power in the counseling relationship.
1	2	3	4	5	6	8. Student conveys an interest in the welfare of others.
1	2	3	4	5	6	9. Student acknowledges feedback from professors, supervisors, and peers as evidenced by listening to, clarifying, evaluating, and implementing the feedback of others.
1	2	3	4	5	6	10. Student shows a respect for individual differences.
1	2	3	4	5	6	11. Student demonstrates a willingness to address personal prejudices and biases.
1	2	3	4	5	6	12. Student expresses appropriate empathy for clients without over-identifying on a consistent basis.

- | | | | | | | |
|---|---|---|---|---|---|--|
| 1 | 2 | 3 | 4 | 5 | 6 | 13. Student addresses issues of conflict that arise in counseling sessions and supervision. |
| 1 | 2 | 3 | 4 | 5 | 6 | 14. Student recognizes that conflict may be an area of growth. |
| 1 | 2 | 3 | 4 | 5 | 6 | 15. Student appears to maintain a balance in his or her life. |
| 1 | 2 | 3 | 4 | 5 | 6 | 16. Student appears to be alert to signs of stress. |
| 1 | 2 | 3 | 4 | 5 | 6 | 17. Student recognizes the causal link between his or her personal behaviors and their consequences. |
| 1 | 2 | 3 | 4 | 5 | 6 | 18. Student demonstrates an openness to take interpersonal risks. |
| 1 | 2 | 3 | 4 | 5 | 6 | 19. Student respects self and possesses an awareness of strengths and limitations. |
| 1 | 2 | 3 | 4 | 5 | 6 | 20. Student demonstrates a willingness to respect viewpoints which differ from his or her own. |
| 1 | 2 | 3 | 4 | 5 | 6 | 21. Student maintains client/colleague/peer confidentiality as defined by the ACA Code of Ethics. |

Adapted from the University of New Orleans

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 school counseling, or recommendation for employment as a clinical mental health 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 School Counseling candidates must complete a minimum of 48 semester hours of graduate-level course work. For the M.A. degree in Clinical Mental Health Counseling 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.

Students in the School and Clinical Mental Health Counseling 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 Preparation Comprehensive Exam (CPCE) is a standardized multiple choice exam with a total of 160 questions focused around the eight core CACREP areas. Only 136 questions contribute to the final score and a grade of 60% is needed to pass. Students will be informed via email of their Pass/Fail status 4-6 weeks after taking the exam. Also, students will receive a letter from the Department chair detailing the breakdown of the scores in the eight core areas. Students' scores will be compared to their peers and the national average in the analysis.

If a student does not pass the CPCE with a 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 CPCE.** (Further information on the CPCE can be found at <http://www.cce-global.org/Org/CPCE>.)

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.

In advance of the exam, students will receive an email through their STAGWEB account requesting a response to sign up for the exam(s) – responding to this email is mandatory. Later on, students will also be contacted through email regarding methods for studying, possible review sessions, and the on-campus location and time of the exam(s).

CPCE (also known as COMPS): Required for Graduation

1. **Register online** through the university registrar. Clinical Mental Health and Community Counseling students register for CN99-01. School Counseling students register for CN99-02.
2. **Payment** can be made by **bank check OR money order** in the **amount of \$50.00**. Checks may be payable to **CCE**. Payment is due on the day of the exam.
3. On the exam date, be at the site (TBA) no later than 8:30am.

NCE: Required for licensure

1. An **application link** for the NCE will be emailed directly from NBCC to students.
2. Students must **register and meet ALL the deadlines** (no exceptions will be made).
3. Payment is made according to NBCC instructions.
4. On the exam date, be at the site (TBA) no later than 8:30am.

If you have any questions regarding the COMPS or NCE, please contact JoAnn O'Connell, the testing coordinator, at joconnell3@fairfield.edu.

GRADUATION

Please Note:

All students must register for graduation early in the final semester of their program. The date by which a student must register to graduate is printed in the course catalog of the Graduate School of Education and Allied Professions. The deadline is also posted on the yearly academic calendar, which can be found on the Fairfield University website. Graduation occurs three times per year in January, May, and August. Students may walk in the annual commencement ceremony in May. Students must complete the graduation application online using the link below, and pay a fee of \$150.

Link to graduation application:

<http://www.fairfield.edu/academics/schoolscollegescenters/graduateschoolofeducationalliedprofessions/alumnistudents/graduationinformation/>

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 apply; however, students will be notified of the deadlines via email during each semester.

GRADUATION CEREMONY

All students who have graduated over the course of the academic year (summer to spring) are invited to attend the Counselor Education Graduation Celebration in addition to the University Graduation. The Counselor Education 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 Graduation Celebration is held on the first Friday each May and is sponsored by Gamma Lambda Chi 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 GSEAP, the larger campus, and the Fairfield Chapter of Chi Sigma Iota

Department Chair's Award

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:

CN 447	Lifespan Human Development
CN 500	Theories of Counseling/Psychotherapy
CN 553	Counseling Relationships and Skills
CN 432	Clinical Mental Health Counseling: Management, Delivery and Evaluation
CN 433	Multicultural Issues in Counseling
CN 455	Group Work: Theory and Practice
CN 457	Career Development: Theory and Practice
CN 465	Introduction to Substance Abuse and Addictions
CN 467	Assessment in Counseling
CN 468	Professional Issues in Counseling
CN 515	Trauma and Crisis Intervention
CN 566	Research Methodology
PY 437	Psychopathology and Classification II

School Counseling:

CN 447	Lifespan Human Development
CN 500	Theories of Counseling/Psychotherapy
CN 553	Counseling Relationships and Skills
CN 433	Multicultural Issues in Counseling
CN 455	Group Work: Theory and Practice
CN 457	Career Development: Theory and Practice
CN 467	Assessment in Counseling
PY 436	Psychopathology and Classification I
CN 468	Professional Issues in Counseling
CN 531	School Counseling: Procedures, Organization and Evaluation
CN 566	Research Methodology

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 his or her 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 school counseling 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
 Counselor Education Department
 Fairfield University

Name: _____ Phone: _____

Address: _____

Email: _____ Program: _____

Practicum prerequisites:

School Counseling

Class Semester taken Grade

CN 433	_____	_____
	Multicultural Issues in Counseling	
CN 447	_____	_____
	Lifespan Human Development	
CN 455	_____	_____
	Group Work: Theories & Practice	
CN 457	_____	_____
	Career Development: Theories & Practice	
CN 467	_____	_____
	Assessment in Counseling	
CN 468	_____	_____
	Professional Issues in Counseling	
CN 500	_____	_____
	Theories of Counseling & Psychotherapy	
CN 531	_____	_____
	School Counseling: Procedures, Organization & Evaluation	
CN 553	_____	_____
	Counseling Relationships & Skills	
PY 566	_____	_____
	Research Methodology	
PY 436	_____	_____
	Psychopathology & Classification I	

Clinical Mental Health Counseling

Class Semester taken Grade

CN 432	_____	_____
	Community Counseling: Management, Delivery, & Evaluation	
CN 433	_____	_____
	Multicultural Issues in Counseling	
CN 447	_____	_____
	Lifespan Human Development	
CN 455	_____	_____
	Group Work: Theories & Practice	
CN 457	_____	_____
	Career Development: Theories & Practice	
CN 467	_____	_____
	Assessment in Counseling	
CN 468	_____	_____
	Professional Issues in Counseling	
CN 500	_____	_____
	Theories of Counseling & Psychotherapy	
CN 553	_____	_____
	Counseling Relationships & Skills	
CN 566	_____	_____
	Research Methodology	
PY 437	_____	_____
	Psychopathology & Classification II	

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.

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

ACA
ASCA
CSCA
ASERVIC

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
Infoline (crisis intervention)
Stamford, CT

2001-2003

*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

Member, American Counseling Association, 2002- present

Member, AMCHA (spell out professional associations)

CCA

ASERVIC

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 two semester (10-month) full-time commitment for those school counseling students who do not hold a Connecticut Teaching Certificate but wish to be certified as school counselors. For clinical mental health counseling students, the internship will consist of a 600-hour experience that can be completed in two semesters (20 hours per week). Students must inform the Clinical Coordinator of their proposed site in a timely manner.

COURSE REQUIREMENTS

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

- a. The student must commit a minimum of 600 clock hours to the site to meet the requirement of internship.
- b. Of these 600 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, school counseling majors must be able to complete a 10-week teaching experience using a Developmental Guidance instructional unit.
- 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.
3. Summer internship for CMHC students is a 3-credit, one-semester course lasting 10 weeks that meets once each week for 2.5 hours.

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 anywhere from 9 to 15 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 experience (approximately 40 hours/week) will be worth six credit hours. It is expected that students can complete the 600-hour internship requirement in two semesters of full-time experience.

- a. To be eligible for Certification as a School Counselor in Connecticut, students who are pursuing a Master's degree in School Counseling and who have not completed three years of successful elementary, middle, or secondary public school teaching must complete a full year's (10 month) Internship 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 School Counseling and who have a valid

Connecticut teaching certificate and have completed three years of successful elementary, middle, or secondary public school teaching must complete a 600 hour full-time Internship in a public 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 Clinical Mental Health Counseling 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 school counseling students who are not certified teachers with at least 3 years of teaching experience in a public school complete a 10-month full time internship in a public 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 clinical mental health counseling student who faculty recommend to complete your internship over two semesters	20 hours per week	300 hours, 120 of which MUST be direct counseling hours	3
You are a school counseling student who is not a certified teacher with three years of teaching experience in a public school	35 – 40 hours per week	You must complete 600 hours over the course of the 10-month internship	6
You are a school counseling student who is a certified teacher with three years of teaching experience in a public school who wishes to complete the internship experience in one semester	35 – 40 hours per week	600 hours, 240 of which MUST be direct counseling hours	6

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 school counseling 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	300 hours, 120 of which MUST be direct counseling hours	3

Please be advised that completing a 600-hour 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 340 direct counseling hours in a 15–16 week period.

Note: If students are in the school counseling program and are required to complete a 10-month full-time internship, they must enroll in 6 hours of CN 590S for each semester.

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.

CALENDAR

SUMMER

Registration for fall courses
Registration for NCE exam for fall semester

SEPTEMBER

Practicum applications due third Monday
Internship/practicum orientation meeting
Registration for CPCE for fall semester

OCTOBER

CPCE and NCE exams
Admissions applications due October 1
Admissions Day

NOVEMBER

Signed contracts for practicum/internship due third Monday
New Student Orientation

DECEMBER

Advisory Board meeting
Registration for NCE exam for spring semester
Exit interviews for graduating students
Registration for spring courses

JANUARY

Applications due January 15
Practicum applications due fourth Monday
Internship/practicum orientation meeting
Registration for CPCE exam for spring semester

MARCH

Admissions Day
New Student Orientation

APRIL

CPCE and NCE exams
Signed contracts for practicum/internship due first Monday
Exit interviews for graduating students
Registration for summer courses

MAY

Graduation

BECOMING A LICENSED PROFESSIONAL COUNSELOR IN CONNECTICUT

Once you graduate with a master's degree and pass the National Certification Exam (NCE), you can begin to accrue hours for licensure. You must have completed 60 graduate credits before you can be licensed.

School Counseling Master's Students with a Connecticut Teaching Certificate

1. Take 12 additional credits, 4 elective courses, while a master's student in the program, ultimately graduating with 60 credits. This choice will mean that once you pass the NCE, graduate, and complete the 3,000 supervised hours, with evidence of at least 100 hours of supervision by a licensed professional, you will be eligible to apply for licensure.

If you decide to graduate with 60 credits in your master's program you will not be able to count any hours beyond the 48 required credits for the school counseling master's degree towards the SYC.

Electives in the departments of Counselor Education, Psychological and Educational Consultation, and Marriage and Family Therapy will count toward the LPC.

2. Obtain the additional 12 credits, post-graduation, as part of the 30-credit SYC in School Counseling. Some school districts in the State of Connecticut offer a higher pay grade for credits obtained past a master's degree. If you are considering a SYC based on the possibility of a higher salary, you should research the pay scale systems in various districts and also consider the work required to obtain 30 extra credits, before enrolling in a SYC.

School Counseling Master's Students without a Connecticut Teaching Certificate

1. Take 6 additional credits, 2 elective courses, while a master's student in the program, ultimately graduating with 60 credits. This choice will mean that once you pass the NCE, graduate, and complete the 3,000 supervised hours, with evidence of at least 100 hours of supervision by a licensed professional, you will be eligible to apply for licensure.

If you decide to graduate with 60 credits in your master's program you will not be able to count any hours beyond the 54 required credits for the school counseling master's degree towards the SYC.

Electives in the departments of Counselor Education, Psychological and Educational Consultation, and Marriage and Family Therapy will count toward the LPC.

2. Obtain the additional 6 credits, post-graduation, as part of the 30-credit SYC in School Counseling. Some school districts in the State of Connecticut offer a higher pay grade for credits obtained past a master's degree. If you are considering a SYC based on the possibility of a higher salary, you should research the pay scale systems in various districts and also consider the work required to obtain 30 extra credits, before enrolling in a SYC.

3. Obtain the additional 6 credits, post-graduation, as a non-matriculated student. However, if you were a non-matriculated student before entering the School Counseling Program, you cannot take post-master's courses as a non-matriculated student. You will need to apply to the SYC.

Clinical Mental Health Counseling Students

The Clinical Mental Health Counseling Program will automatically meet the 60-credit requirement. Once you pass the NCE, graduate, and complete the 3,000 supervised hours, with evidence of at least 100 hours of supervision by a licensed professional, you will be eligible to apply for licensure.

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 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, Chi Sigma Iota 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 GSEAP.

Students are permitted to transfer in up to nine credits of graduate study toward their Fairfield degree. 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 25 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 Graduate Assistantships page on the Fairfield University website using the following link for a listing of opportunities in other departments.
<http://www.fairfield.edu/admissionaid/financialaidtuition/graduatefinancialaidtuition/graduateassistantships/>

GRIEVANCE PROCEDURE

If a student believes that she or he has 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 Graduate School of Education and Allied Professions 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.

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.

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 → Go to Student Menus – Main Portal Homepage → Click Student at the top → Select Registration → Select Add/Drop classes → Click on student tab → Registration → Select term → Submit → Look up classes → Select term → Select Counseling → Select Course Search → Select class

Next Steps:

*FOR FALL AND SPRING: Click “Finalize Registration.” You will be emailed a bill.

*FOR SUMMER ONLY: 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 → 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 → Enter your NetID and password → Select Gmail icon on the left

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.

Certificate of Advanced Study

1. How many credits do I need to complete?

Students enrolled in a SYC must complete a total of 30 hours, 18 of which must have a CN prefix. Therefore, students must take an additional 12 hours of elective coursework beyond the required courses listed below; at least one of these elective courses **must** have a CN 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 WEB SITES

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