MEMO

TO: All Prospective Students

FROM: Diana Hulse

RE: Welcome!

Dear Prospective Student,

Welcome to Fairfield University and thank you for your interest in the Counselor Education Department. At Fairfield, we provide our graduate candidates with individual attention and flexible schedules, intriguing and affordable courses, respected and accredited degree programs, and a nationally recognized faculty. We hope this booklet will help answer your questions on our programs and start you on the way to your degree or certificate.

Sincerely,

Diana Hulse, Ed.D.
Professor and Chair
Counselor Education
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

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. Programs throughout the United States flourished preparing master’s level counselors. State laws were enacted to license professional counselors at the master’s level. Professional counselors are the newest mental health professional group and thus forth continue to solidify their professional identity and advocate for their important role in making society a better place.

PROGRAM ACCREDITATION

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; 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 two 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.

The Clinical Mental Health Counseling program is currently accredited under the 2001 standards for Community Counseling programs as a Community Counseling Program. The CACREP 2009 standards combine the Community Counseling and Mental Health Counseling standards into standards for Clinical Mental Health Counseling programs. The counseling program intends to seek accreditation for this program as a Clinical Mental Health Counseling program when it comes up for reaccreditation in March of 2017, as per CACREP guidelines.

BENEFITS OF ACCREDITATION

Accreditation provides many benefits for students, alumni, and the University, including:

- Assurance of high-quality programs
- Easier transfer of credits between institutions, in many cases
- A prerequisite for entering many professions
- Enhanced visibility and recognition of the School

CERTIFICATION

Graduates of the School Counseling Master’s program are eligible to be certified as school counselors in Connecticut. Graduates of both programs are eligible to be certified as National Board Certified Counselors.

LICENSURE

Graduates of both of our master’s programs are prepared to apply for licensure as Professional Counselors in Connecticut. Requirements include:

- A Master’s Degree in either School Counseling or Clinical Mental Health Counseling
- The completion of 60 graduate-level credits
- A passing score on the National Counselor Exam
- The completion of 3000 supervised hours as a license-eligible counselor
PROGRAM HIGHLIGHTS

In addition to our national CACREP accreditation, a Fairfield education provides:

- nationally recognized faculty members
- comprehensive practica and internship opportunities
- three-tiered model of supervision for practicum and internship providing students with excellent support as they enter their field work – the first and only program in the state of Connecticut to implement such a model
- excellent history of job placement

FACULTY HIGHLIGHTS

Our faculty in the Counselor Education Department is second to none, receiving some of the highest accolades in the profession, including:

- authored books and published numerous scholarly journal articles covering topics including group work, addiction and substance abuse, spirituality and multiculturalism
- faculty members have served as presidents of the Association for Specialists in Group Work, the Association for Spiritual, Ethical and Religious Values in Counseling and the North Atlantic Region Association for Counselor Education and Supervision
- the Chair of the Department is a Fellow in the Association for Specialists in Group Work and was also honored as one of four inaugural fellows in the American Counseling Association

STUDENT HIGHLIGHTS

We are extremely proud of our student body in the Counselor Education Department. They are dedicated and consistently achieve at the very highest levels. Counselor Education candidates:

- have authored articles published in peer-reviewed counseling journals
- regularly present at state and local conferences
- consistently score well above the national average on the National Counselor Examination
- participate in numerous outreach projects, collecting food, coats, and money for victims of disasters and individuals in need
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 and 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* and *Making Task Groups Work in Your World*, and *Policing in the 21st Century: Talk Trumps Technology*. In addition Dr. Hulse has published numerous refereed articles and recently gave a webinar 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 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 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 DV, *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 and 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*, past president of the International Association of Addictions and Offender Counselors and the North Atlantic Region of the 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 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 include career counseling and spirituality, of which she has published numerous scholarly articles. She has delivered 20 peer-reviewed presentations. Most recently, 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 and the Board of Directors, Center for Women and Families. 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, 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.

**Dr. Bogusia Skudrzyk** is an associate professor and in the Counselor Education Department. She holds a bachelor’s, master’s, and Ph.D. from Southern Illinois University. Her teaching and research interests include multicultural group work practices that honor cross cultural creative expressions and rituals, counseling individuals in addictions, career decision-making, and strength-based parenting skills. Dr. Skudrzyk’s research has been published in more than six scholarly journals.

Dr. Skudrzyk is past president of the New England Association for Specialists in Group Work and is an editorial board member for *Journal for Specialists in Group Work*. Other professional affiliations include the American Counseling Association, Counselors for Social Justice, Association for Creativity in Counseling, Association for Multicultural Counseling and Development, and Association for Assessment and Measurement.

Dr. Skudrzyk is a Licensed Professional Counselor in Connecticut.

**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 interest 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 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. 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.

JoAnn O’Connell is an adjunct professor in the Counselor Education Department. She holds a B.A. from Western Connecticut State University and a M.S. and a 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 Counselor Educator at University of Bridgeport and a school counselor since 1970.
FACULTY CONTACT INFORMATION

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JoAnn O’ Connell, MS, 6th Year, NCC, LPC
Adjunct Professor
joconnell@fairfield.edu
## Plan of Study

### M.A. in School Counseling (**48-60 Credits)**

**Student Name:** __________________

**Email:** __________________________

**Phone:** ______________

**Date Admitted:** ___/___/___

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*To be taken in first semester of study

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<thead>
<tr>
<th>Credits</th>
<th>Required Prior to Practicum (30 Credits)</th>
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<tr>
<td>3</td>
<td>CN447 Life-Span Human Development*</td>
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<tr>
<td>3</td>
<td>CN500 Theories of Counseling/Psychotherapy*</td>
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<tr>
<td>3</td>
<td>CN553 Counseling Relationships &amp; Skills*</td>
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<td>3</td>
<td>CN433 Multicultural Issues in Counseling</td>
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<tr>
<td>3</td>
<td>CN455 Group Work: Theory &amp; Practice</td>
<td>CN500, CN553</td>
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<tr>
<td>3</td>
<td>CN457 Career Development: Theory &amp; Practice</td>
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<td>CN467 Assessment in Counseling</td>
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<td>PY436 Psychopathology &amp; Classification I</td>
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<td>CN468 Professional Issues in Counseling</td>
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<tr>
<td>3</td>
<td>CN531 School Counseling: Procedures Organization &amp; Evaluation</td>
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### Practicum and Internship (9-15 Credits):

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<td>CN558 Practicum in Counseling</td>
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<td>6-12</td>
<td>CN590 Internship: School Counseling</td>
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### Required Additional Course Work (9 Credits):

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<th>Credits</th>
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<tr>
<td>3</td>
<td>SE405 Exceptional Learners in the Mainstream</td>
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<td>ED429 Philosophical Foundations of Education</td>
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### Electives, As Needed (6-12 Credits):

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<th>Credits</th>
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Approved:

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**Student**  **Advisor**  **Date**

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**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
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: _______________________ Email: __________________Phone: ______________Date Admitted: ___/____/___ |

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* To be taken in first semester of study

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<th>Credits</th>
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<td>CN 447 Life-span Human Development*</td>
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<td>CN 500 Theories of Counseling/Psychotherapy*</td>
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<td>CN 553 Counseling Relationships &amp; Skills*</td>
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<tr>
<td>3</td>
<td>CN 432 Clinical Mental Health Counseling: Management, Delivery and Evaluation</td>
<td>CN 500, CN 553</td>
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<td>CN 433 Multicultural Issues in Counseling</td>
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<td>CN 455 Group Work: Theory &amp; Practice</td>
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<td>CN 457 Career Development: Theory &amp; Practice</td>
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<td>CN 465 Introduction to Substance Abuse and Addictions</td>
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<td>CN 467 Assessment in Counseling</td>
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<tr>
<td>3</td>
<td>CN 515 Trauma and Crisis Intervention</td>
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<td>PY 437 Psychopathology &amp; Classification II</td>
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**Practicum and Internship (9 Credits):**

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<tr>
<td>3</td>
<td>CN 558 Practicum in Clinical Mental Health Counseling</td>
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**Required Additional Course Work (12 Credits):**

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<td>CN 566 Research Methodology</td>
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<td>PY 480 Consulting Theory and Practice</td>
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<td>FT 550 Introduction to Marriage and Family Therapy</td>
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<td>3</td>
<td>CN 585 Introduction to Clinical Supervision</td>
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**Elective (3 Credits):**

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Student          Advisor               Date

Fairfield University
Students enrolled in a CAS program must complete a total of 30 hours, 18 of which must have a CN prefix.

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<tr>
<th>Credits</th>
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<th>Plan</th>
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Student  Advisor  Date
## COURSES REQUIRED FOR ADVANCED TRAINING CERTIFICATES

<table>
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<th>Advanced Training Certificate in Spirituality and Religion in Counseling</th>
<th>Course Number</th>
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<tr>
<td>CN 410</td>
<td>Grief and Loss Counseling</td>
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<tr>
<td>CN 446</td>
<td>Spirituality and Counseling</td>
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<td>CN 515</td>
<td>Trauma and Crisis Intervention</td>
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<tr>
<td>CN 533</td>
<td>Advanced Multicultural Counseling Strategies and Skills</td>
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<td>CN 520</td>
<td>Spiritual Interventions: Tools for Competent Practice</td>
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<td>CN 525</td>
<td>Spirituality and Wellness</td>
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### 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 in 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, hardness, 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

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<tr>
<th>Course Number</th>
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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.
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 554  Group Facilitation
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.
IMPORTANT WEBSITES

FAIRFIELD UNIVERSITY/GRADUATE STUDIES FINANCIAL AID

www.fairfield.edu/admissionaid/financialaidtuition/graduatefinancialaidtuition/

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

https://ccacounseling.com/

CONNECTICUT SCHOOL COUNSELOR ASSOCIATION

www.ctschoolcounselor.org

STATE LICENSURE

CT DEPARTMENT OF PUBLIC HEALTH

www.ct.gov/dph/ and follow links

INFORMATION ON PUBLIC SCHOOLS

CT STATE DEPARTMENT OF EDUCATION

www.sde.ct.gov
FORMAL ADMISSION APPLICATION

The formal admission application is a three step process:

1. **Paper Application Review**
   - A **Completed Application**.
   - A **Non-refundable $60 Application Fee** paid by credit card.
   - A **Professional Resume**. Applicants are required to submit a current resume that includes employment and education history.
   - An **Admission Essay**. Students should describe why they want to undertake graduate studies in Counselor Education.
   - **Official Transcripts** verifying completion of an undergraduate degree. (All foreign transcripts must be evaluated by an approved evaluating service.)
   - **School Counseling only** - Passing scores for the PRAXIS I test requirement or have this requirement waived based on appropriate SAT, ACT, GRE or PAA scores.
   - **Two Recommendation Forms and Letters**, one of which must be, preferably, from a current employer or supervisor.

2. **Mandatory Participation in Admissions Day**
   - Applicants will interact with small and large groups, and will participate in a face-to-face individual interview. We are an interpersonal profession and thus, the emphasis on interviews is central to the admissions decision-making process.

3. **Mandatory Participation in a New Student Orientation**
   - Applicants recommended for admission will be required to attend a new student orientation where they meet their advisors and receive important information about the program’s policies and procedures.
FREQUENTLY ASKED QUESTIONS
Non-Matriculated Students

1. Where can I find the application for a non-matriculated student?

   The application for a non-matriculated student can be found on Fairfield University’s Web site. Go to Admissions & Aid → Graduate Admission → Apply → Non-Matriculated Student.
   The URL link for the application login is: https://app.applyyourself.com/AYApplicantLogin/t/fl_ApplicantConnectLogin.asp?id=fairfieldg

2. If I am a non-matriculated student, do I pay the same tuition as a matriculated student?

   Yes.

3. Where do you register as a non-matriculated student?

   As a non-matriculated student, you have to register in person.

4. How many credits can I take as a non-matriculated student?

   As a non-matriculated student, you are able to take up to six (6) credits in the school counseling program and up to nine (9) credits in the clinical mental health counseling program before being accepted.

5. When are applications due?

   Applications are due on October 1 or January 15.

Praxis Information

1. How do I register for the Praxis?

   Go to www.ets.org. Then click on ThePraxisSeriesTests → Register for a Test.

2. Where do I get my PAA scores and where do I have them sent?


3. How do I get a Praxis waiver?

   You must first send your SAT, ACT, GRE, or PAA scores to the Connecticut State Department of Education. Then, complete a Praxis waiver application form found at http://www.sde.ct.gov/sde/lib/sde/PDF/Cert/certform/ed_192.pdf Once the State Department of Education receives your scores and approves the waiver, they will send the waiver to Fairfield University.
a. Where do I get my SAT scores?

If you tested before October 2002, your scores are archived. You can request archived SAT scores using this form: http://www.collegeboard.com/prod_downloads/sat/sat-archived-score-report-order-form.pdf

If you tested after October 2002, then you can request your SAT scores using this form: http://www.collegeboard.com/prod_downloads/sat/sat-additional-score-report-order-form.pdf

Additional information on SAT scores can be found at www.collegeboard.com.

b. Where do I get my ACT scores?

If you tested after October 1, 1996, you can request your ACT scores using this form: http://www.actstudent.org/pdf/asrform.pdf

c. Where do I get my GRE scores?

Information on how to get your GRE scores can be found at www.gre.org

Program and Class Information

1. What are the prerequisites for entering the program?

Applicants for the Master of Arts degree must hold an earned Bachelor's degree from a regionally accredited college or university. A minimum cumulative undergraduate grade point average of 2.67 is strongly recommended. Applicants for the Certificate of Advanced Study must hold an earned Master's degree from an accredited college or university, completed with a minimum cumulative grade point average of 3.00.

2. 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.

3. Can I transfer my undergraduate credits?

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

4. How many graduate credits can be transferred in?

Up to 6 credits.

5. Can I waive a course?

Yes, if you have taken a similar graduate level course at another university and earned a 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.
6. 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.

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

No.

8. 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://identity1.fairfield.edu/user/login.jsp → “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 into my.Fairfield?

Go to: http://cas.fairfield.edu/cas/login → Enter your NetID and password → login

3. What is my.Fairfield?

My.Fairfield is used to register for courses, look up your schedule, see student news, view final grades, and check your financial aid status, among others.

4. How do I register for courses?

Log onto my.Fairfield → 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

*Payment for Summer courses is due immediately; payment for Fall/Spring courses follow due date
*If you are paying for your tuition in full online, proceed to “Finalize Registration”
*If you are paying for your tuition in an alternate way, you must go in person to the Registrar’s Office in the Kelley Center on the same day you submitted the CRN online or it will be lost.
Please note! If you have student loans, you must contact the Financial Aid Office to fill out the paperwork necessary for the Bursar to disburse your loans. This must be done at least 48 hours before registering.

5. How do I log onto my Fairfield Gmail?

Log onto my.Fairfield at http://my.fairfield.edu → Enter your NetID and password → login → Select the Gmail icon on the left.

6. What is Gmail used for at Fairfield?

Gmail is your student email system at Fairfield University. The University and your professors will use this email to contact you.

Practicum and Internship

1. How do I find a practicum and internship site?

The program's Clinical Coordinator will assist you in finding a practicum and internship site.

To begin the practicum process, you must first turn in a completed, signed, application for practicum to the Clinical Coordinator by the date indicated on the Departmental Calendar. Then, you and the Clinical Coordinator will arrange to meet to discuss your career objectives and the availability of practicum sites within your area of interest. Once the availability of a practicum site is confirmed, you will be asked to contact the site to arrange an interview.

For internships, some students will stay at their practicum sites. In other cases, students will have identified sites through contacts that they have made during practicum experiences. Others will require assistance from the Clinical Coordinator in finding and securing an internship site. In all of these cases it is the student's responsibility to take the appropriate steps to secure a site within a timely manner, which will require meeting with or contacting the Clinical Coordinator to ascertain that a particular course of action or setting is appropriate.

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

No.

3. Are internships one semester or a full year?

School Counseling internships are a two-semester, full-time commitment for those students who do not hold a Connecticut Teaching Certificate but wish to be certified as school counselors. For School Counseling students who do hold a Connecticut Teaching Certificate and for Clinical Mental Health Counseling students, the internship will consist of a 600-hour experience that is completed preferably in two semesters.
4. If I am a certified teacher, is a full year internship required?

If you are a certified teacher and have completed 3 years of successful elementary, middle, or secondary public school teaching, a full year internship is not required. What you are required to complete to be eligible for certification as a school counselor in Connecticut is a 600-hour full-time internship in a public school which can be completed in one semester.

Licensure and Certification

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

You do not need to be licensed to work at a clinical mental health agency. You only need to be license-eligible, which you will be after completing the program. Licensure is also not required to work as a school counselor, but you do need to be certified as a school counselor which you will be upon completing the program.

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

Upon successful completion of the 48-credit Master's program, passing the comprehensive exam and receiving formal faculty endorsement, a student will be eligible to apply for Connecticut State Certification as a school counselor, grades K-12. Certification is granted by the Connecticut State Department of Education. To apply for state certification, the student must submit a completed application from the Associate Dean of Education and Allied Professions, an official transcript of graduate work from the Registrar's Office, and a personal check made payable to the State Department of Education to the Associate Dean of the GSEAP. Upon receipt of the student's application materials, the Associate Dean will confirm with the Counselor Education Department chair that the student has 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.

Certificate of Advanced Study

1. How many credits do I need to complete?

Students enrolled in a CAS program 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; at least one of these elective courses must have a CN prefix.