



# **COUNSELING STUDENT HANDBOOK**

College of Education  
Seattle University

*2020-2021*

## Table of Contents

<b>Program Overview.....</b>	<b>2</b>
<b>Clinical Mental Health Counseling Learning Outcomes .....</b>	<b>3</b>
<b>School Counseling Learning Outcomes .....</b>	<b>4</b>
<b>Professional Organizations .....</b>	<b>5</b>
<b>Getting Started .....</b>	<b>6</b>
<b>Counseling Assessment System .....</b>	<b>9</b>
<b>Academic Policies and Code of Ethics .....</b>	<b>12</b>
<b>Comprehensive Examination.....</b>	<b>28</b>
<b>Recommendation of Students for Credentialing and Employment .....</b>	<b>29</b>
<b>Graduation and Commencement.....</b>	<b>30</b>
<b>Core Full-Time Counseling Faculty .....</b>	<b>31</b>

# Program Overview

## Introduction

Welcome to the School Counseling and Clinical Mental Health Counseling CACREP-accredited Master's degree program at Seattle University. This 3-year degree program prepares diverse, ethical, reflective, clinically skilled, and multiculturally competent counselors to become leaders and advocates who confront injustice and provide quality service in diverse communities. Students graduate with a master's degree in counseling. School counseling students also earn an Educational Staff Associate (ESA)/Residency Certificate, allowing them to pursue employment as school counselors in K-12 schools, public and private. This program also prepares graduates to pursue post-master's requirements for the Substance Use Disorder Professional (SUDP) Certification in the state of Washington.

The *Counseling Student Handbook* supports your successful entry, continuance and completion of your master's degree in counseling. The *Handbook* has been designed to provide easy access to information and resources that are essential to your success as a graduate student. This *Handbook* is based on the Seattle University *Graduate Catalog*, the official source of all policies and procedures.

Any discrepancies between this *Handbook* and the *Graduate Catalog* are unintentional and will be resolved using the content of the *Graduate Catalog* as the official and correct statement of policy and procedure. The *Graduate Catalog* may be accessed at: <http://catalog.seattleu.edu/>. Students should obtain and keep a copy of the Graduate Bulletin of Information for the year they first enroll. It contains the specific policies which apply to their program of studies.

## Accreditation

The School and the Clinical Mental Health Counseling Programs are accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) [www.cacrep.org](http://www.cacrep.org). CACREP is the premiere independent accrediting body for graduate counseling programs and is recognized by the Council for Higher Education. The Counseling Programs at Seattle University hold the distinction of being the first CACREP-accredited counseling program in Seattle, WA. Both programs are CACREP-accredited through October 31, 2026.

## Mission Statement

Our mission is to prepare diverse, ethical, reflective, clinically skilled, and multiculturally competent counselors to become leaders and advocates who confront injustice and provide quality service in diverse communities.

## College of Education Mission Statement

- 1) The College of Education strives to be a scholarly learning community of students, staff and faculty characterized by collegiality and collaboration.
- 2) **The College of Education strives to lead by collaboratively serving others from a grounding in the ethics and values of the Jesuit tradition.**
- 3) The College of Education strives to provide a curriculum relevant to the needs of the profession and the greater society and supported by the best practice and research.
- 4) The College of Education strives to welcome and represent the diversity of our society through its teaching, programs, students, and personnel.
- 5) The College of Education strives to produce graduates who are compassionate and effective professionals in their respective areas of preparation.

## Clinical Mental Health Counseling Learning Outcomes

### Master of Arts in Education/Clinical Mental Health Counseling Program

The Clinical Mental Health Counseling program prepares students for work in clinical mental health settings, such as youth service agencies, mental health centers, psychiatric hospitals, and correctional facilities. The program objectives of the clinical mental health counseling program are:

1. To prepare reflective clinical mental health counselors to be technologically competent, professional, ethical decision--makers, and knowledgeable of legal matters.
2. To prepare clinical mental health counselors to be multicultural and social justice competent leaders who tailor their approaches to align with clients' cultural worldview, practice advocacy, value diversity, and promote social justice.
3. To prepare clinical mental health counselors to use knowledge of human growth and development to improve client understanding, addictions, well-being, and to enhance resiliency from a multicultural and social justice framework.
4. To prepare clinical mental health counselors with career development knowledge and skills to help clients make informed career decisions.
5. To prepare clinical mental health counselors to demonstrate understanding and application of established and emerging counseling theories through effective use of empowerment techniques for working with diverse populations.
6. To prepare clinical mental health counselors to demonstrate an understanding of established and emerging group counseling theories through effective use of group techniques for working with diverse populations.
7. To prepare clinical mental health counselors to use their understanding of assessment to assess individuals' abilities, aptitudes, achievements and interests.
8. To prepare clinical mental health counselors to utilize research to evaluate services and make research based professional judgments.
9. To prepare community counselors with the foundation to effectively work in a clinical mental health agency and substance abuse issues.
10. To prepare clinical mental health counselors who understand the role of a clinical mental health agency within the larger community.
11. To prepare clinical mental health counselors with knowledge and skills to provide quality service in clinical mental health settings that lead to a more just and humane world.

A list of Graduate Student Learning Outcomes can be found at <https://www.seattleu.edu/assessment/learning-outcomes/graduate-students/>

## School Counseling Learning Outcomes

### Master of Arts in Education/School Counseling Program

The School Counseling program prepares students for Residency level Educational Staff Associate (ESA) Certification in K-12 settings, public and private. The program objectives of the school counseling program are:

1. To prepare reflective school counselors to be technologically competent, professional, ethical decision-makers, and knowledgeable of legal matters.
2. To prepare school counselors to be multicultural and social justice competent leaders who tailor their approach to align with clients' cultural worldview, practice advocacy, value diversity, and promote social justice.
3. To prepare school counselors to use knowledge of human growth and development to improve client understanding, well-being, addictions, and to enhance resiliency from a multicultural and social justice framework.
4. To prepare school counselors with career development knowledge and skills to help individuals make informed career decisions.
5. To prepare school counselors to demonstrate understanding and application of established and emerging counseling theories through effective use of empowerment techniques for working with diverse populations.
6. To prepare school counselors to demonstrate an understanding of established and emerging group counseling theories through effective use of group techniques for working with diverse populations.
7. To prepare school counselors to use their understanding of assessment to assess individuals' abilities, aptitudes, achievements and interests.
8. To prepare school counselors to utilize research to evaluate services and make research based professional judgments.
9. To prepare school counselors to be change agents who plan, implement, and evaluate a student-centered data-driven school counseling program that advances the mission of the school and to address substance abuse issues in schools.
10. To prepare school counselors to work collaboratively with school staff, families, and community members to achieve common goals for the education of all K-12 students, improvement of schools, and advancement of the larger community.
11. To prepare school counselors with knowledge and skills to provide quality service in K-12 schools that lead to a more just and humane world.

A list of Graduate Student Learning Outcomes can be found at

<https://www.seattleu.edu/assessment/learning-outcomes/graduate-students/>

## Professional Organizations

We encourage you to join a professional counseling organization, nationally, state-wide, and locally as part of your formation as a professional counselor. The benefits to joining a professional organization include:

1. Staying current trends and policy issues in the field
2. Subscription to journals, newsletters, and magazines
3. Networking opportunities with graduate students, faculty, and professionals
4. Opportunities to develop leadership skills and shape the counseling profession
5. Insurance benefits

The following are national and state counseling organizations that we encourage you to join.

**National:**

American Counseling Association, [www.counseling.org](http://www.counseling.org)

American School Counselor Association: [www.schoolcounselor.org](http://www.schoolcounselor.org)

American Mental Health Counselors Association: [www.amhca.org](http://www.amhca.org)

Counselors for Social Justice: [counseling-csj.org](http://counseling-csj.org)

**State:**

Washington Counseling Association: [www.wacounseling.org](http://www.wacounseling.org)

Washington Mental Health Counseling Association:

<https://wmhca.org/> Washington School Counselor Association:

[www.wa-schoolcounselor.org](http://www.wa-schoolcounselor.org)

## Getting Started

### Advising

All students are assigned to a faculty advisor and to a cohort based on their program track. New students meet with their advisor during New Student Orientation which takes place in the Fall term. Students also formally meet with their faculty advisor during Candidacy, which is a program transition point. Other meetings may be called at the discretion of either the student or the advisor.

### Cohort Model

Students are admitted into the program as a cohort. Students are required to take courses in the sequence corresponding to their cohort and program of study. Taking courses out of the cohort sequence must initially be approved by the faculty advisor. The faculty advisor will bring such requests to the larger counseling faculty for deliberation and decision. Students who take courses outside their program of study without prior approval from their faculty advisor will be dropped from said courses.

### New Student Orientation

All new students are required to attend a departmental New Student Orientation (NSO) on the Seattle University campus. During NSO students will be provided a program of study schedule detailing when courses are offered.

### Campus Card

All new students are required to obtain a campus card. The Campus Card Office (206-296-2273) is found on the third floor of the Engineering Building. Students must be enrolled before they can obtain a card.

### Email Accounts and Computer Literacy

The primary method of relaying important information on an ongoing basis is via a Seattle University email account. All students will be provided a Seattle University e-mail address at the time of registration. Students must activate this account by going to <https://pwreset.seattleu.edu> with their SU ID number and username. University related communications to professors and prospective practicum and internship sites should be through Seattle University email.

All students are expected to be competent with technology. This includes proficiency with using

Microsoft Office (e.g., Word, PowerPoint, and Excel), email, CANVAS and the internet. Contact the Office of Information Services (OIT) Help Desk at (206) 296-5571, e-mail [helpdesk@seattleu.edu](mailto:helpdesk@seattleu.edu) or visit <http://www.seattleu.edu/its/> for new student information and assistance with SU technology.

## Registration

Prior to registration, students will receive, via email from the Registrar, a time to register online. After the first quarter, registration times can be found on SUOnline and in the SU Academic Calendar <https://www.seattleu.edu/redhawk-axis/academic-calendar/> It is the responsibility of the student to register for classes during priority registration. Failure to register at this time may result in the student not being able to register for the class of choice. The *Seattle University Schedule of Classes* is posted online at <https://suonline.seattleu.edu> prior to pre-registration each quarter. At times, the information posted prior to registration may be incorrect. Consult your advisor when in doubt.

## Program of Study and Program Expectations

**Program of Study:** The master's degree in school counseling and clinical mental health counseling are 90-quarter credit degrees. The following courses are required for the degree in school counseling and clinical mental health counseling. All coursework with the exception of electives must be completed prior to beginning internship.

Course	Core Requirements	Credit
COUN 5910	Educational Research	3
COUN 5910	Social Justice in Professional Practice	3
<b>Counseling Core Requirements</b>		
COUN 5070	Counseling Across the Lifespan	4
COUN 5080	Professional and Ethical Issues in Counseling	4
COUN 5100	Fundamental Counseling Skills	4
COUN 5110	Theories of Counseling and Psychotherapy	3
COUN 5120	Career Counseling	3
COUN 5130	Multicultural and Social Justice Counseling	4
COUN 5170	Group Counseling Theory and Practice	4
COUN 5190	Addictions Counseling	4
COUN 5270	Counseling Tests and Measurement	3
COUN 5400	Diagnosis and Assessment	4
COUN 5500	Counseling and Case Management	4
COUN 5510	Counseling Lab	4
COUN 5600	Family Systems	4
COUN 5610	Counseling Children and Adolescents	4
COUN 5700	Crisis Counseling	3
COUN 5800	Psychopharmacology	3
<b>School Counseling Core Requirements</b>		
COUN 5090	Introduction to School Counseling	3
COUN 5140	Consultation, Leadership, and Advocacy	3
COUN 5540	School Counseling Practicum	4
COUN 5550	SC Internship and Advocacy Project, I	4
COUN 5560	SC Internship and Advocacy Project II	4
COUN 5570	SC Internship and Advocacy Project III	4
SPED 5400	Introduction to Special Education	3
<b>CMHC Core Requirements</b>		
COUN 5580	Introduction to CMHC	3
COUN 5590	Consultation and Supervision	3

COUN 5640	CMHC Practicum	4
COUN 5650	CMHC Internship and Advocacy Project I	4
COUN 5660	CMHC Internship and Advocacy Project II	4
COUN 5670	CMHC Internship and Advocacy Project III	4
COUN Elective	To be determined	3

### Class Times

Typically, classes begin at 4pm or 5pm one day per week (with some exceptions). When classes are offered in weekend, hybrid, or online formats it will be noted on SUOnline. Days and times listed in the schedule of classes are not accurate until the first day of registration.

### Attendance Policy

Due to the experiential nature of counseling courses attendance is required for all classes. In clinical courses, attendance is critical because students depend on each other for observation, feedback and consultation. In non-clinical courses, classroom activities and instruction necessarily contribute to the learning objectives of the respective courses. Students who miss two classes in a course will be required to repeat the course. Repeating a course may delay a student's program of study.

### Grades

A grade of B or better is required to pass a course. Students who earn less than a B will be required to repeat the course. Repeating a course may delay a student's program of study.

### APA Style 6<sup>th</sup> Edition

For all formal scholarly papers, independent studies, and graduate projects, students are expected to follow the style presented in the sixth edition of the *Publication Manual of the American Psychological Association* unless otherwise instructed by the professor.

## Counseling Assessment System

Student progress is determined by their ability to meet Academic Standards (i.e., knowledge and skills) and demonstrate Professional Dispositions (i.e., conduct) expected of beginning counselors. The Counseling Assessment System (CAS) is used to evaluate student's ability to meet these knowledge, skills, and dispositions.

### Academic Standards

Summative assignments are used to measure student knowledge and skills. A total of 17 summative assignments must successfully be completed to progress through the program. These assignments are used to determine student's knowledge and skills around the CACREP curricular and specialty areas. Summative assignments are sequenced to allow students to acquire knowledge, practice skills, and finally apply them in the field during practicum and internship. The Counselor Preparation Comprehensive Exam (CPCE) serves as the culminating exam to determine student acquisition of CACREP knowledge and skills. Since the CPCE is a pass/no pass option, passing score on the CPCE leads to automatic scores of "4".

CACREP Curricular and Specialty Areas	Course	Summative Assignment
Professional Counseling Orientation & Ethical	C5080	Ethical Decision-Making



Practice		
Social and Cultural Diversity	C5130	Cultural Interview & Immersion
Human Growth and Development	C5070	Final Paper
Career Development	C5120	Career Assessment Interview
Counseling and Helping Relationships	C5100	Clinical Assessment I
	C5510	Clinical Assessment II
Group Counseling and Group Work	C5170	Group Proposal
Assessment and Testing	C5270	Test Interpretation
Research and Program Evaluation	E5000	Research Design
Foundations of CMHC	C5580	CMHC Observation. & Interview
Contextual Dimensions of CMHC	C5650-5670	Advocacy Project
Practice of CMHC	C5640 & 5650	Clinical Assessment III & IV
Foundations of School Counseling	C5090	SC Observation & Interview
Contextual Dimensions of School Counseling	C5550-5570	Advocacy Project
Practice of School Counseling	C5540 & 5550	Clinical Assessment III & IV
CACREP Areas	Exam	CPCE

### Professional Dispositions

Professional dispositions are used to determine a student's fit for the profession. CACREP defines dispositions as "commitments, characteristics, values, beliefs, interpersonal functioning, and behaviors that influence the counselor's professional growth and interactions with clients and colleagues" (CACREP, 2015). Students are evaluated along 12 professional dispositions to determine whether a student's attitudes and behaviors are ethical, professional, and if they promote multiculturalism and social justice:

1. **Self-Expression:** Expresses self effectively and appropriately
2. **Listening:** Listens to others
3. **Cooperativeness:** Cooperates with others
4. **Feedback:** Able to receive and integrate feedback
5. **Respect:** Demonstrates respect for others in a non-judgmental way.
6. **Self-awareness:** Awareness of own impact on others
7. **Conflict:** Appropriately handles conflict with others
8. **Personal responsibility:** Takes personal responsibility
9. **Professional:** attitudes and behaviors are professional and aligns with *ACA Code of Ethics*
10. **Motivation:** Takes initiative to complete tasks
11. **Multiculturalism:** Accepting of social and cultural diversity
12. **Social Justice:** Attitudes and behaviors promote a just world

### Evaluation of Academic Standards and Professional Dispositions

Formative and summative evaluations of academic standards and professional dispositions are conducted throughout a student's time in the program. Summative evaluations occur along four transition points: admission, candidacy, completion, and follow up. Formative evaluations can be initiated at any time by faculty or site supervisor. Academic standards and professional dispositions are rated on the following scale: 0= Inadequate, 1 = Beginning, 2 = Developing, 3 = Proficient, 4 = Mastery. A minimum score of "3" is required to progress through the program. If a student does not meet the minimum expectations for summative assignments and professional dispositions the faculty member will create a corrective action plan. Failure to follow and complete the agreed upon corrective action plan in the agreed upon time frame may result in probation or dismissal.

### Summative Evaluation

1. *Transition Point I - Admission:* Is the applicant ready for graduate level study?  
New students are introduced to the CAS system during New Student Orientation (NSO). An email is sent welcoming students to the program and directing students to read the CAS framework attached to the email prior to NSO. At NSO students are re-introduced to the CAS framework and asked to sign them, indicating they are both aware and willing to adhere to this assessment system.
2. *Transition Point II - Candidacy:* Is the candidate fit to continue in the program?  
Upon completion of their first year in the program student can earn candidacy status by attaining the following:
  - Quarter GPA of 3.0 or better.
  - Cumulative GPA of 3.0 or better.
  - Completion of summative assignments with scores of 3 or higher; and
  - Completion of professional dispositions with scores of 3 or higher

All faculty review each student for candidacy. After a faculty review, the student is sent a letter stating candidacy status. The student will also receive a candidacy form, if applicable. If approved for candidacy, it is the student's responsibility to complete the form, schedule an appointment with their advisor and return the candidacy form to the advisor. It is at this point that the student and advisor will discuss:

1. the student's progress to date on Academic Standards (knowledge and skills) and Professional Dispositions (conduct)
2. the student's plans for completing a degree program, and.
3. the student's plan to start practicum and internship.

Candidacy meetings take place with the assigned faculty advisor during the Fall term of the candidate's 2<sup>nd</sup> year in the program. This meeting is required to progress in the program. During the candidacy meeting the faculty advisor and student review student's progress with academic standards and professional dispositions to determine progress in the program. At this evaluation point a student may either continue in the program, be placed on a developmental plan, or be removed from the program.

3. *Transition Point III - Completion:* Is the candidate ready for the field?  
Faculty advisor reviews candidate progress on academic standards and professional dispositions to determine readiness for the field. Students must also receive a passing score on the Counselor Preparation Comprehensive Exam (CPCE). The CPCE can only be taken when a student is in internship, which is during the last year of the program. Students are allowed to take the CPCE a total of 3 times. Failing the CPCE a third time will result in no degree being awarded.
4. *Transition Point IV - Follow-up:* Did the program prepare professional counselors with knowledge, skills, and dispositions for the field?  
Upon graduation both employer and graduate surveys are distributed. These surveys explore student acquisition of CACREP core and specialty area knowledge, skills and professional dispositions.

## **Formative Evaluation**

At any point faculty may initiate concern regarding a student's progress around academic standards and professional dispositions. When concern is related to a academic standard or professional disposition, the *Notification of Academic Standards and Professional Disposition Concern* protocol is used.

## Academic Policies and Code of Ethics

### Personal Disclosure

Student self-disclosure of a personal nature may be requested in some courses. Seattle University faculty members abide by the ethical codes of the American Counseling Association (ACA), the American School Counselor Association (ASCA), the Association for Counselor Education and Supervision (ACES) and the American Psychological Association (APA) regarding student personal disclosure and by allowing students to set limits on the content of their disclosure. Such limits will be respected by faculty and other students.

### Seattle University Student Handbook and other publications

The Seattle University Student Handbook is available online at <http://www.seattleu.edu/deanofstudents/policies/> then click the downloadable 'Student Handbook' in the left-hand column.

Other forms, policies and publications are available at [www.seattleu.edu/registrar](http://www.seattleu.edu/registrar).

### Seattle University Academic Integrity Code and Codes of Ethics

All students, in all counseling courses, are expected to read, understand, and follow the [Seattle University Academic Integrity Policy](#) and adhere to the codes of ethics of the following professional organizations, at the following respective websites:

[American Counseling Association:](#)

[American Mental Health Counseling Association](#)

[American School Counselor Association](#)

### The Seattle University Code of Conduct Policy

All students should be familiar with the [Seattle University Student Code of Conduct Policy](#)

### Academic Grading Grievance

The [academic grade grievance policy](#) for graduate students defines the policies and outlines the processes that govern in those cases when a student wishes to grieve a final course grade. The student's advisor is available to explain the grade grievance policy. Consult the department chair if the advisor and instructor is the same person.

### Academic Probation

The following constitute grounds for academic probation:

- a. the student's cumulative grade point average falls below the level required for graduation.
- b. the student earned a grade lower than a B for any required academic course, internship, practicum, or clinical placement.
- c. the student is admitted to the school or college immediately following dismissal from another Seattle University school or college.

- d. the student received a failing grade for any graduate course in the prior quarter.
- e. the student's quarter GPA falls below 3.0 (or the minimum GPA required by the graduate program), even if the student's cumulative GPA is above the GPA required for graduation.
- f. the student's record shows course repetitions, incompletes, and/or withdrawals exceeding those allowed by the policy of the course.
- g. the student has an excessive number of unexcused absences allowed in a course; or
- h. the student is not making satisfactory progress in program required academic standards and professional dispositions.

A student may not register for Practicum or Internship while on academic probation.

### **Academic Dismissal**

The Counseling Programs may recommend dismissing a student for academic reasons under any of the following conditions:

- a. if a student receives a grade of "B-" or lower for more than one required academic course in a graduate program.
- b. if a student is unable to meet program academic standards for continuation in a graduate program or is denied program candidacy.
- c. if a student does not successfully pass (achieving the minimum acceptable grade within the maximum number of allowed attempts as defined by a graduate program) a required course, internship, clinical exam, thesis, dissertation, or comprehensive exam.
- d. If a student fails to achieve a required minimum grade in a program-required course within the permitted number of attempts, as stipulated by the graduate program.
- e. if a student on probation does not complete any of the three program-required (not elective) courses (or the minimum number of courses required in the notice of probation) during the quarter(s) when those courses are taken. Appropriate exceptions will be made for internships, graduate projects, practicums, independent studies, theses, and dissertations. Students must also maintain the minimum grade in each course as described in that graduate program's policies. [Note: It is not required that all probation-required courses be taken during the same quarter. For example, the probation-required courses could be taken during three different quarters unless there is a quarter course load requirement of the graduate program or of the probation.] Withdrawals and incompletes are not allowed for the probation-required courses during the probation period; or
- f. if a student does not successfully pass with a B or above any required course after two attempts; the comprehensive exam (i.e., CPCE) after three attempts; or fails to successfully complete all requirements for practicum and internship.

The Counseling Programs may recommend dismissing a student for conduct reasons when the program faculty determine that a student's behavior is a gross violation of the University Student Code of Conduct, Academic Integrity Policy, the Program's Professional Dispositions, or the American Counseling Association, American Mental Health Counseling or American School Counseling Association Code of Ethics.

### **Appeals**

Appeal procedures are outlined [in Redhawk Axis.](#)

## Regular Letter Grades

A	4.0	Superior Performance
A-	3.7	
B+	3.3	
B	3.0	Good Performance
B-	2.7	
C+	2.3	
C	2.0	Minimal Performance in graduate course
C-	1.7	Courses graded C- (1.7) or below will not count toward graduate degree
D+	1.0	Poor Performance
D-	0.7	
F	0.0	Failing

### *Credit/fail courses*

The following clinical courses are graded CR/F (Credit/Fail) instead of using the above system: COUN 5510 Counseling Lab, and all practicum and internship courses.

### *"I" (incomplete) grades*

"I" grades are reserved for extraordinary and unexpected personal or family situations. This is distinguished from an "N" grade (see below). A grade of "I" must be arranged with the instructor prior to the completion of the quarter. The work required to remove the "I" grade must be completed within six weeks of the beginning of the next academic quarter; for the Spring quarter the student must complete the requirements within six weeks of the beginning of Fall quarter. The instructor will list the grade earned to date if the incomplete is not cleared by this time.

### *"N" (work in process) grades*

"N" grades are reserved for independent studies, practicum and internship courses should they not be completed by the end of a quarter. A grade of "N" is valid through four consecutive quarters; if the course work is not completed in four quarters, the credits are lost. When completed within the four-quarter limit, there is no fee for the "N" removal. Upon the student's submission of the completed work, his or her instructor evaluates it and submits the "N" removal form.

## **Quality of Student Writing**

The quality of the student's writing constitutes part of the grade. Correct grammar and spelling are expected, along with a clear and organized presentation of ideas. The Writing Center (206-296-6239) and the Learning Center (206-296-4450) are resources that can aid students in their writing.

## **Transfer of Credits**

**A maximum of 10 quarter-hours of graduate level credit with a grade of B (3.0) or above may be transferred from another accredited institution to count toward the 90-credit requirement. Transfer course can be no more than six years old by the time the student graduates. Once the six-year limit has been exceeded, additional course work is required to replace the older credit. No clinical classes are transferable and other didactic classes are at the discretion of the relevant course instructor. If the student completed any courses as a non-matriculated student at Seattle University, the student must petition to have these courses counted toward graduation requirements. Graduate level courses taken while the student was working toward an undergraduate degree cannot be transferred.**

## Waiver Policy

It is possible for the student to waive some courses. Clinical courses (COUN 5100, 5510, practicum and internships) cannot be waived.

To waive other courses, the student must receive a written statement from the instructor of the course the student wishes to waive and present a typed petition form to the student's advisor giving the rationale for the waiver with the course instructor's recommendation. When the student meets with the course instructor to discuss waiving a course, the following information may be needed:

- 1) A transcript and course description of an equivalent (contact hours and content) course at the graduate level. The course(s) must be graded B or higher.
- 2) Documentation of the teaching or facilitation of a course/group that is similar in contact hours and content.

Courses are generally not waived for experience. Any exception to this must show that the experience is equivalent to the respective course content and that a supervisory or evaluation process of the experience was completed.

While courses can be waived, credits cannot be waived. A waiver is not the same as "transfer of credit." Equivalent elective credits of the student's choice (with advisor's agreement) are substituted for the waived course. The student is encouraged to submit, to an advisor or appropriate faculty member, any possible waiver documents during the first quarter of attendance.

## Leave of Absence

In order to take a leave of absence, a student must be registered in the quarter preceding the application for a leave. See "[Student Leave of Absence](#)" policy. If a student needs to take a leave of absence from the program for a quarter or more, the student must inform their advisor in writing. The letter will be placed in the student's file. The student may take a leave for up to three quarters. Beyond this time, the student will be administratively withdrawn and must reapply to the program.

## Exceptions to Policy

In the event students have serious reason to seek an exception to any of the policies and/or procedures listed in the *Student Handbook* or *Graduate Bulletin*, they must petition the graduate faculty by using a petition form (Petition for Exception to Policy – PEP) available from the administrative assistant or the registrar.

See the [Redhawk Axis](#) for further information regarding policies, procedures and forms.

## Time Restrictions

Per [Degree Requirement Policy for Graduate Students](#), all requirements for the master's degree including transfer courses must be completed within six years after course work has begun. In those unusual circumstances where students cannot complete the degree requirements within the six-year limit, the student must file a petition for exception to policy with the program advisor and receive approval at least one quarter prior to the expiration of the six-year limit to request an extension of up to one year. The petition must be approved by the Department Chair and Dean and accepted by the Registrar.

## Students with Disabilities

If a student has, or thinks that he or she may have, a disability (including an 'invisible disability' such as a learning disability, a chronic health problem, or a mental health condition) that interferes with

performance as a student in a class, the student is encouraged to discuss individual needs and arrange support services and/or accommodations through [Disabilities Services](#), Loyola 100 (206- 296-5740). No accommodations will be provided without a letter from Disabilities Services.

## Practicum, Internship and Graduate Project

### Overview

The practicum and internship represent the culminating experience in a student's program of study. Practicum precedes internship. Students begin internship after: (1) successful completion of all coursework described in the first two years of the program of study with a B or better grade, and (2) successful evaluation of student knowledge, skills, and dispositions described in the Counseling and Assessment System. Students in the school counseling program begin practicum winter/spring term of the 2<sup>nd</sup> year in the program. Clinical mental health counseling students begin practicum in the Fall term of their 3<sup>rd</sup> year in the program. Internships can be completed at a distance but must be within the United States. Students will still be required to participate in weekly group supervision.

### Pre-Practicum Requirements

Students must complete all of the following prior to enrollment in practicum:

1. Attend the practicum/internship orientation meeting held in September for School Counseling students and in late Fall for Clinical Mental Health Counseling students. The Clinical Placement Coordinator will announce specific dates and times for the orientation via email and faculty will notify students in their classes.
2. Complete the *Practicum and Internship Intent* form. This form will be emailed to students after completion of their first year in the program. The purpose of this form is to identify potential practicum and internship sites for students.
3. Students in the Counseling Practicum and Internship have developed skills in counseling and related work in graduate classes and in supervised counseling situations. To be eligible to begin internship, students must have already completed all of their coursework except electives. The practicum and internship are an opportunity for the student to continue with the process of putting counseling skills into practice in a real situation with weekly supervision. Seattle University faculty hope that students will refine and consolidate their knowledge and counseling approaches during this time as well as contribute to the setting in which they work. It is important that students have experience with diverse populations, and it is incumbent on the internship site supervisor to provide the counseling intern with opportunities to work with diverse populations.
4. School counseling observation (school counseling students only):  
All school counseling program students are required to complete 21 hours of direct observation of school counselors. Students must observe at least three school counselors – at least one at each of these three levels: elementary, middle or junior high school, and high school. This requirement will be reviewed with the student's advisor during the candidacy meeting and its completion will be verified by the COUN 5540 instructor. Students are encouraged to begin these observations at their earliest convenience, though they must be completed by the end of COUN 5540. A time sheet is available in the department office to keep track of hours. This time sheet needs to be turned in to the department administrative assistant and signed by the school counselor.
5. Signed Practicum Agreement form submitted to the Clinical Placement Coordinator. A hold on registration will occur if this is not completed.

## 6. Finger Printing/Background Check for School Counseling Students:

### Fingerprint and Pre-Residency Clearance Instructions

Important: *In order to work in schools, you will need to be fingerprinted and be cleared for pre-residency (2 steps).* Each of these are valid for two years. Be sure to keep track of the expiration date because it is your responsibility to make sure that you have clear prints and pre-residency clearance the entire time you are in the field and at time of certification. Failure to have either could result in being removed from fieldwork or a delay in certification. To ensure that your clearances are up-to-date and to avoid delay, our recommendation is that you get re-printed 3 months before the expiration date of your previous fingerprints, and to re-apply for pre-residency if needed as soon as possible. School counseling students must have completed the fingerprinting/background check at the time of registration for COUN 5540, School Counseling Practicum. An orientation to this process is done at candidacy. If a student has not met this requirement at registration for COUN 5540, that student will be withdrawn from the course.

**Step 1:** Complete the fingerprint process.

There are several ways to complete the fingerprint process. You can be fingerprinted at a local courthouse, police station, or Education Service District (ESD) office. **However, we STRONGLY recommend that you be fingerprinted at the local Puget Sound ESD.** They are easily accessible and forward your print cards to Washington State Patrol and the FBI automatically. Prints are valid for two years and must be valid while you are working in schools **and** at the time of certification. If they expire, you will need to be reprinted.

The following link will provide you with more details about fingerprinting at ESD and other fingerprinting options:

<http://www.k12.wa.us/ProfPractices/fingerprint/Procedure-Fees.aspx>

If you have been fingerprinted for a WA school district in the last 2 years, you might not have to fingerprint at this time. Please contact the SU certification office at [coe-certifications@seattleu.edu](mailto:coe-certifications@seattleu.edu) for more information.

**Step 2:** Create an “E-Certification” account with the Washington State Office of Superintendent for Public Instruction (OSPI) using the following link: <https://eds.ospi.k12.wa.us>. Please wait 30 minutes before logging into your account. Otherwise “View my applications” will not be available.

**Step 3:** Log into your “E-Certification” account with the following link:

<https://eds.ospi.k12.wa.us/Login.aspx?ReturnUrl=%2f>

**Step 4:** Click on “View my applications”. Once on this screen, under the box titled “Application,” click on “E-Certification.” This will bring you to the E-Certification home page. At the bottom of the page, click on the box titled “Apply for a Washington Credential Here.” Finally, please complete the “Pre-Residency Certificate Clearance” application. Please note this is free of charge.



Questions about finger printing? Please call OSPI Fingerprint Records:

360-725-6135.

For other questions email the Seattle University Certification Office with questions at [coe-certifications@seattleu.edu](mailto:coe-certifications@seattleu.edu)

#### 7. Fingerprinting/Background Check for Clinical Mental Health Counseling Students

- a. Agency with children who are clients of the agency: the agency makes the decision about the security check. If the agency requires a security check, the student must complete the process through the agency.
- b. Agency with children who are in a school: If the school requires the security check, the student must complete the process through the school.
- c. Public school: the student must complete the process through the school.
- d. Private school: If the school requires the security check, the student must complete the process through the school.
- e. This process must be completed prior to COUN 5640.

#### **Practicum Requirements**

1. School Counseling students must have cleared fingerprints in the Washington State Patrol and FBI database before the start of practicum (COUN 5540).
2. The practicum begins on the first day of classes during the quarter the student enrolls. Exceptions must be documented on the respective practicum agreements, approved by the Clinical Placement Coordinator in conjunction with the university faculty supervisor, and meet CACREP supervision requirements.

#### **Internship Requirements**

1. Signed *Internship Agreement form* submitted to the Clinical Placement Coordinator prior to the beginning of the internship. A hold on registration will occur if this is not completed.
2. All internship students must complete a graduate project. This is a three -quarter project integrated into the internship sequence. Students will research an area of interest and make a formal presentation to the faculty and their peers.
3. Internship begins in mid-August for School Counseling students. Typically, internship for school counseling students begins when school district employees are expected to report back to work. Internship for Clinical Mental Health Counseling students begins first week of January following winter break.

#### **Responsibilities of the Clinical Placement Coordinator**

The Clinical Placement Coordinator oversees all aspects of the clinical field experience, including the placement process. The responsibilities of the Clinical Coordinator are:

- Assist students in finding appropriate placements.
- Identify future placement options for students.
- Respond to field placement questions.
- Coordinate the Practicum and Internship Orientation meetings.
- Oversee and collect electronic practicum and internship paperwork (e.g., contracts and site supervisor resumes).
- Approve practicum and internship placements.

- Respond to student concerns regarding practicum and internship placements.
- Serve as the primary liaison between the university and practicum and internship sites.

For questions and information regarding these topics, contact the Clinical Placement Coordinator for the Counseling program.

### Practicum and Internship Hours and Supervision Requirements

All students in the Counseling Programs are required to take a one-quarter practicum and a three-quarter internship. For practicum, this involves a minimum of 100 hours on-site, 40 of which are direct contact hours for the ten-week quarter; for internship, this involves 600 hours on-site, 240 of which are direct contact hours for three quarters. Practicum and internship sites may require students to do more hours. In addition, students take part in weekly group supervision class on campus each quarter for practicum and internship as well as weekly supervision for an hour a week. The chart below details the practicum, internship and group course with their supervision and hour requirements.

Supervision Hours/Frequency		Practicum (COUN 5540 or 5640)	Internship (COUN 5550/5560/5570 or 5650/5660/5670)
Group Supervision on campus		Weekly group supervision	Weekly group supervision
On Site	On-site supervision with individual supervisor	Minimum of one hour per week	Minimum of one hour per week
	Direct Client Contact	40 hours minimum	240 hours minimum
	Total On-site hours	100 hours minimum	600 hours minimum

### Practicum and Internship Course Sequence

School counseling students register for COUN 5540 School Counseling Practicum either winter quarter or spring quarter prior to the start of COUN 5550 School Counseling Internship and Graduate Project I, Fall Quarter. COUN 5560 and 5570 are winter quarter and spring, respectively. The practicum should be at a different school than the internship.

Winter	Spring	Fall	Winter	Spring
COUN 5540	COUN 5540	COUN 5550	COUN 5560	COUN 5570

Clinical Mental Health Counseling students take COUN 5640 Clinical Mental Health Counseling Practicum fall quarter only. The internship sequence, COUN 5650, 5660, and 5670 follow consecutively winter, spring summer. All courses except electives must be completed before the start of internship. Most practicum and internships are completed at the same site.

Fall	Winter	Spring	Summer
COUN 5640	COUN 5650	COUN 5660	COUN 5670

## Documents

Students, the Clinical Placement Coordinator, and site supervisors for practicum and internship must sign a respective agreement. Students must sign a risk acknowledgement and release form. All clients or students of practicum, internship or group student-counselors must sign the respective “Disclosure of Information and Client Consent” form. The forms can read and downloaded at <https://www.seattleu.edu/education/clinical-counseling/practicum-and-internship/> and <https://www.seattleu.edu/education/school-counseling/practicum-and-internship/>. All supervisors must complete the “Supervisor Information” form and submit a resume. Agreements and consent forms are required as follows:

Form	Due	To
Disclosure of Information and Consent to Participate (client release)	Prior to recording sessions with clients	University Instructor
Risk Release	Must accompany all Practicum and Internship agreements	Clinical Placement Coordinator
Practicum and Internship Agreements	The last day of the quarter preceding the respective practicum or internship	Clinical Placement Coordinator

## Recording of Counseling Sessions

The counseling faculty require students to video record counseling sessions. Such recording allows the practicum and internship student, group counseling student, the site supervisor, and the University instructors to effectively evaluate the quality of the student’s counseling abilities and provide appropriate feedback. Prior permission for video recording and sharing must be obtained from the client, using the “Disclosure of Information and Client Consent” form. Requirements for recording vary. Parental permission may be required. Consent forms are available in Spanish.

## Video Recording Expectations

*Data Safeguards:* Counseling students are expected to make reasonable efforts to ensure the confidentiality, integrity, and security of the electronic-private health information (e-PHI) and educational student records of their volunteer clients. Reasonable efforts include the protection against any anticipated threats, disclosures, or uses of secure information. Case notes on clients shall remain at the practicum/internship site. Students will not take client personal information home.

*Storage Devices:* Counseling students should not store video recorded sessions on personal storage devices (e.g., smart phones, laptops, cloud storage, etc.). It is expected that the Counseling student will immediately upload their video recording to the Canvas page for practicum and internship prior to leaving the site for the day. Once the video file has been uploaded to Canvas the Counseling student will then delete the video file from their video recording device. Deleting the video recording must be done prior to leaving the practicum/internship site.

*File names:* Files that contain identifying information or e-PHI of volunteer clients should be saved using a file name that de-identifies the subject of the files. Files on clients should be stored using agency/school computers. Students should not store files on clients on their personal devices. The exception to this rule is the case consultation presentation required for practicum/internship classes.

*Viewing, analyzing, coding, editing, or accessing Files:* Files that contain identifying information or e- PHI of volunteer clients should only be accessed, viewed, analyzed, in a private, secure environment that minimizes the risk of unintentional use or disclosure of the volunteer client's identifying information or e-PHI.

*Transferring Files:* Files that contain identifying information or e-PHI of volunteer clients should only be transferred between the faculty and the Counseling student through Canvas. **Email, including Canvas email, is not considered a secure medium and this method of file transfer is not allowed for files that contain identifying or e-PHI.** Files should be transferred through the physical or electronic exchange of a secure file storage format as indicated above.

*Files Destruction:* All data that is stored on a storage device and that contains identifying information or e-PHI must be destroyed at the end of the term in which the University counseling student and the volunteer client entered into a clinical relationship. The data is being collected as a part of the University Counseling student's educational and professional training as such the data is not maintained beyond the term of use.

All electronic data about clients on Canvas must be securely erased at the end of each term. Drag and drop to the desktop Recycle bin is not a secure method by which to remove data.

## **Liability Insurance**

All enrolled students in the field experience (practicum and internship) have liability insurance through Seattle University for up to \$1,000,000.00. However, students are strongly encouraged to obtain additional liability insurance through student memberships in such organizations as the American Counseling Association (ACA) and the American School Counselors Association (ASCA).

## **Additional Practicum and Internship Policies**

1. Practicum and Internship are graded Credit (CR) or fail (F) based on the criteria for each respective course. Student evaluations are completed quarterly for practicum and internship by the student and site supervisor.
2. If a student is dismissed by practicum or internship site staff, such action can be grounds for dismissal from the counseling program. The Seattle University Fair Practices Policy (Part III) dictates the process to follow regarding the dismissal of a student in a program.
3. Supervision between fall and winter (3 weeks), winter and spring (1 week), and spring and summer (1 week) will be done on an on-call basis. A designated faculty member will be available for consultation. School counseling interns who start an internship prior to the beginning of fall quarter will meet with the clinical coordinator in August and have on-call supervision between their start date and the first day of the fall quarter.
4. An intern may receive a stipend for an internship. A student may also intern at their place of employment if all of the following conditions are met:
  - the tasks and responsibilities of the internship differ from the responsibilities that the intern has as an employee.
  - the intern's caseload of clients differs from the caseload they have as an employee.
  - the intern's site supervisor is different from the supervisor they have as an employee.
  - the student receives weekly supervision for their internship from the university approved internship site supervisor.
  - the agency/school provides a signed letter from the agency director/school principal on agency/school letter head to the clinical placement coordinator indicating (1) the days and times the student will be on site as an employee; (2) the days and times they will be on site as an intern; and (3) that they understand the student's role as an intern differs from their role as an employee; and

- the internship site supervisor provides a signed letter using agency/school letter head indicating they have no conflict of interest providing supervision to the student intern.
5. Practicum and Internship courses must be completed at Seattle University.
  6. Practicum and internship must be completed within the term in which it is offered.
  7. Students must meet all requirements of the practicum and/or internship to continue into the next sequence of the field experience course. Students are not allowed to continue into the next sequence of internship if practicum/internship requirements are not completed.

## Graduate Project

The Graduate Project is a three-quarter project integrated into the internship sequence. Students will research an area of interest based on relevant research and data, initiate an advocacy project, and make a formal presentation to the faculty, their peers and to the advisory council. Further information will be available at the practicum/internship orientation session, in the internship class or from a faculty member.

## Practicum and Internship Placement Process

- Step 1:** Students are required to attend the Practicum and Internship Placement Orientation meeting to learn about the placement process. There is a separate orientation for school counseling and Clinical Mental Health Counseling students. Students are required to attend the orientation a year prior to beginning the field experience. Information regarding the dates and times of the orientation will be emailed to students. The orientation is coordinated by the Clinical Placement Coordinator.
- Step 2:** Students seek out placement opportunities either individually or with the assistance of the Clinical Placement Coordinator. The Clinical Placement Coordinator will help students identify appropriate placements that meet the requirements of the Council for Accreditation of Counseling and Related Educational Programs (CACREP). School counseling students are required to work with the Clinical Placement Coordinator if they intend to be placed in districts that require the Clinical Placement Coordinator to communicate with the district. Students who are working individually, and have identified an appropriate placement, should communicate the practicum and internship requirements to the site supervisor.
- Step 3:** Once a practicum or internship placement has been determined students need to have all forms filled out for the placement. For school counseling students seeking a practicum this includes: Forms #2, #10 and the site supervisor resume. School counseling students seeking an internship this includes: Forms #4, #10, and the site supervisor resume. For Clinical Mental Health Counseling students seeking a practicum this includes: Forms #3, #10 and the site supervisor resume. Clinical Mental Health Counseling students seeking a internship this includes: Forms #5, #10, and the site supervisor resume. All forms can be obtained on the program website at <https://www.seattleu.edu/education/clinical-counseling/student-resources/> and <https://www.seattleu.edu/education/school-counseling/student-resources/>. All forms must be submitted to the Counseling Office by 4pm on Friday of Finals Week to the Clinical Placement Coordinator. All paperwork must be submitted prior to the beginning of practicum or internship. Incomplete or late forms will not be accepted. The Clinical Placement Coordinator will review all required forms to determine appropriateness of the placement before approval is granted. Students are *strongly* encouraged to submit their paperwork as early as possible in case a placement is not approved so they may have time to find other placement options. Late forms will delay a student's field placement up to a year.

**Step 4:** The Clinical Placement Coordinator will notify students through email regarding the approval or denial of practicum and internship placements. Placements that have not been approved will require the student to work with the Clinical Placement Coordinator to find appropriate placements.

### **Site Supervisor Expectations**

Practicum and internship site supervisors are expected to orient the student counselor to the counseling profession well as that of the administration and counseling staff, including emphasis on counseling policies, ethical guidelines, multicultural issues, and any other pertinent information that an emerging student counselor needs to know. Emergency procedures for dealing with potentially suicidal or homicidal clients and for reporting suspected abuse or neglect are expected to be part of this orientation. In addition, site supervisors are expected to provide the following:

Practicum site supervisors are expected to provide the following:

1. Provide student counselors with a case load of clients for counseling
2. Access to a confidential office setting equipped with necessary technology needed to provide quality counseling services
3. Support of the student counselor in their development as a professional

Internship site supervisors are expected to provide the following:

1. Provide student counselors with a case load of clients for counseling
2. Access to a confidential office setting equipped with necessary technology needed to provide quality counseling services
3. Provide a *minimum* of one hour per week of individual supervision. These individual supervision sessions include, but are not limited to the following:
  - Consultation on a client or family
  - Review of counseling student's video or audio recording of a counseling session
  - Addressing questions from the student counselor
  - Development of professional identity
  - Other related issues that arise during internship

One hour of supervision, for one quarter, is also required for Field-based Group Counseling.

### **Site Supervisor Qualifications**

Clinical Mental Health Counseling site supervisors must hold a master's degree in counseling and have at least three years of post-Master's experience working as a counselor comparable to that in which the internship will occur, and be fully licensed as a mental health counselor (LMHC). The counseling faculty must approve exceptions. School Counseling site supervisors are required to hold a master's degree in school counseling and be an ESA Certified School Counselor with three years of post-Master's experience working as a school counselor.

All site supervisors are asked to complete the "Supervisor Information" form and return it along with a copy of the site supervisor's resume/vitae to the Counseling Clinical Coordinator at the same time the agreement is signed.

### **Relationship with the Counseling Faculty**

The counseling faculty seeks a collaborative professional relationship with each site supervisor toward the mutual goal of providing the highest quality learning experience possible for the student counselor. During each practicum quarter and in at least one of the three internship quarters, a faculty member will meet with the student and the site supervisor on site to reviewing the student's progress and experience. If at any time the site supervisor has any questions or concerns about the student counselor or any aspect of the process or procedures, the site

supervisor is encouraged to call the students' instructor or the Clinical Coordinator. During each quarter of practicum and internship there may be a different faculty member supervising the on-campus practicum or internship group. It is the intention of the faculty to provide the greatest amount of depth, breadth, and diversity in faculty supervision.

### **Practicum and Internship Sites and Placement**

The Counseling Programs seek sites with quality supervision and in-service training, a variety of clientele and presenting problems, a philosophy of supervision which encourages respectful and responsible risk-taking by the intern, and a placement which seeks to help the student integrate theory with practice via case conceptualization. The student counselor must be provided a broad range of clientele, counseling orientations, and counseling experiences. In keeping with the mission of the Counseling Programs, the student's site should include experiences with diverse populations.

The Counseling Programs have developed a database of previous and current sites on the counseling website: <https://www.seattleu.edu/education/clinical-counseling/student-resources/> and <https://www.seattleu.edu/education/school-counseling/student-resources/>. Evaluations of previous sites are also available upon request. Other sites not on this list may be available. Students may investigate a new site not on the current list but should first contact the Clinical Placement Coordinator. Students who are currently counseling in agencies must select a placement different from their usual work site or stay at their work site and do their internship in a different service area of their agency. Teachers who plan to become school counselors might intern in the school in which they teach based on approval by faculty.

Students are encouraged to initiate the process of locating a site at least two quarters prior to starting a respective internship or practicum. While a database, an orientation, information in the student handbook and syllabi, the student's advisor, and the Clinical Placement Coordinator are available to assist the student, the responsibility for locating a suitable site ultimately rests with the student.

The process for obtaining a practicum or internship site is as follows:

1. During student orientation, the student and advisor determine a tentative quarter to begin practicum and internship.
2. At candidacy, the student reserves a space for practicum and internship.
3. A practicum and internship orientation is offered twice a year, once in mid-October and in mid-April. Students are encouraged to attend one of these orientations nine to ten months before they begin practicum.
4. The student determines whether a prospective site meets the student's needs as well as the requirements for group counseling, practicum and internship as outlined by the CACREP standards and Washington Administrative Codes. All placement sites must be approved by the Clinical Coordinator. Once the prospective internship site has been approved, the student reviews the requirements for field-based group counseling, practicum and internship with the prospective site supervisor. Note that school counselors, who are doing practicum at a different school than group counseling and internship, will meet with different supervisors.
5. The student completes appropriate agreements in consultation with the prospective supervisor if that supervisor-to-be agrees to each of the program requirements for practicum and/or internship, plus the requirements for group counseling.

6. When the agreement(s) are signed by the student, the site supervisor(s) (and the school principal is necessary) it is returned to the department office (see chart page 6). When the Clinical Coordinator has also signed the agreement, the original will be filed. Copies will be returned to the student and site supervisor.

7.

COUN 5540 School Counseling Practicum, COUN 5640 Clinical Mental Health Counseling Practicum, COUN 5550-5570 School Counseling Internship and Graduate Project and COUN 5640-5670 Clinical Mental Health Counseling Internship all require an off-campus placement. The goal of these courses is to provide an opportunity to practice and integrate skills and knowledge under the supervision of a competent, experienced professional. In addition to the information below, internship packets, agreement forms, course syllabi, supervisor information, and approved sites are available on the counseling homepage and in the counseling office.

For questions and information regarding practicum or internship contact the Clinical Placement Coordinator or an advisor.

## Comprehensive Examination

All students are required to successfully complete the Counselor Preparation Comprehensive Examination (CPCE). This examination is taken near the end of a student's course of study, during internship, winter or spring quarter.

The multiple-choice CPCE is modeled after the National Counselor Exam (NCE). The NCE is one of two options for examination to obtain independent licensure as a Mental Health Counselor (LMHC) in Washington. It covers material in eight subject areas: Human Growth and Development, Social and Cultural Foundations, Helping Relationships, Group Work, Career and Lifestyle Development, Appraisal, Research and Program Evaluation, and Professional Orientation and Ethics. This exam is scored based on national norms. Students have 4 hours to complete the exam. More information is available at <http://www.cce-global.org/Org/CPCE>.

After completing the CPCE, Seattle University Counseling Program faculty send all exams to the Center for Credentialing and Education (CCE) for individual scoring. Results will consist of a score for each section, as well as a total score. The results of each exam will then be reported to the program faculty. There is no predetermined passing or failing grade for the exam. The Counseling Program faculty will determine the appropriate passing score for each version of the exam based on comparison to national norms. Only students' total score will be considered to determine a passing or failing grade. The program will notify students of a passing or failing score via email or phone.

Students will have a total of three attempts to pass the comprehensive exam. In the event of failing the examination in each of the three attempts allowed, the student would be ineligible for the degree and will be automatically dismissed from the program.

Thorough and careful preparation usually results in success on the first try. The faculty urges careful preparation and use of campus resources such as the Learning Center (206-296-4450) to avoid problems inherent in failing the comprehensive exam. We encourage students to save handouts, notes, and textbooks from each course for reviewing prior to the comprehensive exams. Study groups have been helpful to many students. Study guides are available in the University library or most major booksellers. Study guides for the NCE (the National Counselor Examination) can be used to prepare for the CPCE.

The results of comprehensive exams cannot be appealed. The comprehensive exam is not a course whose grades can be the matter for a grievance. It is excluded from review under the Seattle University: Fair Process Policy.



# Recommendation of Students for Credentialing and Employment

## Recommendations for Credentialing

### School Counseling:

Upon successful completion of the school counseling internship and all program requirements students are recommended by the department faculty for the counseling degree and the Educational Staff Associate (ESA) Residency level certificate. The ESA Residency Certificate allows students to work in a K-12 public and private school setting as a professional school counselor in the state of Washington.

### Clinical Mental Health Counseling:

Upon successful completion of the Clinical Mental Health Counseling internship and all program requirements students are recommended by the department faculty for the counseling degree.

## Recommendations for Employment

Faculty are often asked to write letters of recommendation for students and to talk to prospective employers regarding student's knowledge and skill sets. Faculty letter of recommendations are confidential and up to the discretion of the faculty member. The student who demonstrates excellence in their graduate coursework and displays maturity and fit for the profession is likely to receive strong faculty support and letters of recommendation.

## Placement Service

The College of Education maintains a limited placement service, primarily for school counseling students. Further information on the placement service may be gained by contacting Educator Career Services at (206) 296-5780 or [ecs@seattleu.edu](mailto:ecs@seattleu.edu). The Career Development Center has occasional listings for Clinical Mental Health Counseling-related positions. They can be reached at (206) 296- 6080 or [cdc@seattleu.edu](mailto:cdc@seattleu.edu).

# Graduation and Commencement

## Graduation and Commencement

Graduation comes after the completion of all coursework and other degree requirements and can occur at the end of any quarter. To qualify for graduation, the student must apply for graduation, complete all coursework and examinations, including the comprehensive examinations, and remove any "holds" on his or her records (book fines, unpaid late registration fees, etc.).

Commencement is the annual formal ceremony during which degrees and diplomas are presented in June. If the student graduates at the end of any other quarter, he or she may attend commencement the June following his or her graduation. Degrees are mailed to students, usually within eight weeks of completion.

A student can participate in commencement with 6 or fewer outstanding credits. Students do not have to have completed comprehensive examinations. The comprehensive exam policy is a College of Education policy and supersedes the University policy in the *Graduate Bulletin*, page 15.

Summer, Fall, and Winter graduates will have their degrees posted (meaning that the "Master's Degree Requirements Completed" is printed on the student's transcript) at the end of the quarter of graduation. Students may request a letter stating that the student has completed the degree requirements. This letter is available from the Office of the Registrar by calling (206)

296-5850 and asking for the graduation evaluator.

Procedure and deadlines for graduation are as follows:

- 1) Go to the student menu at <https://suonline.seattleu.edu> and fill out the Graduation Application. The Office of the Registrar will send a letter advising of outstanding requirements for degree completion.
- 2) Deadlines for completion of the above steps are:

Winter Quarter Graduation	October
1	
Spring Quarter Graduation	November
1 Summer Quarter Graduation	February 1
Fall Quarter Graduation	February 1

Refer to the *Seattle University Graduate School Bulletin* for additional information on graduation and other academic policies.

## Core Full-Time Counseling Faculty

### **Nikki Golden, Instructor**

Nikki Golden possesses a master's degree in Psychology from Antioch University. Currently, she is pursuing her doctorate in the Counselor Education program at Antioch University. She is a certified Chemical Dependency Counselor, a licensed marriage and family therapist, and she is a child mental health specialist.

### **Mary Graham, Ph.D., N.C.C., Associate Professor**

Dr. Graham completed her doctorate in Counselor Education and Supervision at Oregon State University, a CACREP accredited program in May of 2007. Her dissertation focused on the use of creativity in counselor supervision; specifically, the use of children's literature to impact the working alliance in the supervisory relationship. She received her Master's degree from Eastern Washington University (CACREP) and her Bachelor's degree from Central Washington University. Dr. Graham is a certified school counselor in the State of Washington. She has worked with elementary, middle and high school students in both Washington State and Oregon. She has extensive experience working in juvenile corrections and with students at-risk. Her research interests include school counseling advocacy, issues of poverty, and social justice.

### **Arie Greenleaf, Ph.D., Associate Professor**

Arie T. Greenleaf is Assistant Professor in the Counseling programs at Seattle University. He earned a Ph.D. in Counselor Education and Supervision from The University of Iowa, a bachelor's degree in political science from The University of Wisconsin – Madison, and a master's degree in counseling from Clemson University. Prior to joining the counseling faculty at Seattle University in 2013, he was Assistant Professor of Counseling at The University of Arkansas – Fayetteville. He has worked in a variety of clinical and educational settings, including K-12 schools, 2-year community colleges, and 4- year university counseling centers. Dr. Greenleaf serves on the editorial board of the *Journal of Humanistic Counseling* and is a reviewer for the *Journal for Social Action in Counseling and Psychology*. Dr. Greenleaf has also served on the leadership board of Counselors for Social Justice, a division of the American Counseling Association (ACA). His research interests include establishing theoretical and empirical support for the application of ecological models within school and Clinical Mental Health Counseling

settings. As an ecological thinker, Dr. Greenleaf is interested in exploring the relationship between human flourishing and the natural world. He teaches a variety of courses in both the School and Clinical Mental Health Counseling programs, including Comprehensive School Counseling, Counseling Across the Lifespan, and Career Counseling.

**Kristi A. Lee, Ph.D., LPC (Idaho), L.M.H.C.A., N.C.C., Associate Professor**

Dr. Lee completed her doctoral degree in Counselor Education and Supervision at The College of William and Mary, a CACREP accredited program, in 2009. Her dissertation research focused on using service learning to prepare Clinical Mental Health Counseling internship students with the knowledge and skills of social justice advocacy. Dr. Lee completed her Master of Counseling degree in Mental Health Counseling at Idaho State University in 2006, and her Bachelor of Arts degree in Psychology (Summa Cum Laude) at Kansas State University in 2002. She is a Licensed Professional Counselor in Idaho and a Nationally Certified Counselor. Dr. Lee has a breadth of professional experience, including working in a women's prison, in a center for victims of domestic violence, and in two college counseling centers. She has published in the journal *Counselor Education and Supervision* and served as an editor for a special edition of the *Journal of Humanistic Counseling Education and Development* focused on social justice advocacy. Her scholarly interests include the use of service learning in counselor education, best practices in preparing students for the role of social justice advocacy, the ACA advocacy competencies, program evaluation, and using research groups to better prepare counselors to utilize research in practice.

**Jackie Leibsohn, Ph.D., Licensed Psychologist, Associate Professor and Program Director**

Dr. Leibsohn received her B.A. degree in psychology from the University of California in 1982, her M.S. in 1986 and her Ph.D. in 1989 from Colorado State University in counseling psychology, an APA approved program. In 1991, she became licensed in Washington State as a psychologist (#1478). She is currently a tenured associate professor in the Department of Counseling and School Psychology at Seattle University. She has worked as a vocational counselor and therapist in the university counseling center at Colorado State University and U.C. Berkeley. Dr. Leibsohn served as the assistant family coordinator of a chemical dependency, dual-diagnosis treatment facility, facilitated co-dependency and eating disorder groups, and been in private practice since 1989. She is a licensed psychologist in the state of Washington. Her specialties include chemical dependency, eating disorders, relationship issues, and supervising master's and Ph.D. level clinicians preparing for licensure. Dr. Leibsohn and Hutch Haney have written two books with accompanying videos and CD-ROMs; *Basic Counseling Responses* and *Basic Counseling Responses in Groups*. In addition to being a full-time associate professor and working in private practice, Dr. Leibsohn presents at national and international conferences in the area of counseling skills, addiction, and eating disorders.

**Manivong J. Ratts, Ph.D., L.M.H.C., N.C.C., ESA Certificate, Professor, and Associate Dean**

Dr. Ratts received his Ph.D. in Counseling from Oregon State University (OSU). He holds an associate degree from Yakima Valley Community College, a bachelor's degree in psychology from Western Washington University, and a master's degree in counseling from OSU. He is a licensed mental health counselor (L.M.H.C.) and past President of Counselors for Social Justice, a division of the American Counseling Association (ACA). His research is in the area of multiculturalism and social justice. He is one of the nation's leading scholars in the area of social justice counseling. He coined the term "social justice counseling" and argued that social justice is a "fifth force" among counseling paradigms, following the psychoanalytic, cognitive-behavioral, humanistic, and multicultural traditions. Recently, he chaired a committee which developed Multicultural and Social Justice Counseling Competencies (MSJCC) for the counseling profession with Drs. Anneliese Singh, Sylvia Nassar-McMillan, Kent Butler, and Rafe McCullough. The MSJCC serve as a guide to help counseling professionals develop multicultural and social justice competence. The competencies have been adopted by the American Counseling Association (ACA), the leading organization for professional counselors and they are used in counselor training programs across the country. Dr. Ratts has served on the editorial boards of the *Journal of Counseling and Development* and the *Journal for Social Action in Counseling and Psychology*.

He has published in various peer reviewed journals on social justice counseling and is lead author of the following books *Counseling for Multiculturalism and Social Justice: Integration, Theory, and Application* (2014) with Dr. Paul B. Pedersen and *ACA Advocacy Competencies: A Social Justice Framework for Counselors* (2010) with Dr. Judy Lewis and Dr. Rebecca Toporek. He has produced two video series through Alexander Street Press titled *Four Approaches to Counseling One Client: Medical, Intrapsychic, Multicultural, and Social Justice Counseling Paradigms* (2011) and *Five forces of Counseling and Psychotherapy: Psychoanalytic, Cognitive-Behavioral, Existential-Humanistic, Multicultural, and Social Justice* (2013).