

**STUDENT HANDBOOK, M.S. COUNSELING  
DEPARTMENT OF PSYCHOLOGY &  
COUNSELING**



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## WELCOME

On behalf of the Department of Psychology and Counseling, welcome to your study of counseling at Hood College. We believe that you have selected a program that is comprehensive and methodical to prepare you for the stimulating and significant work of being a professional counselor, and we are committed to your education. We hope that you find your academic and professional experiences in the department constructive and satisfying as you pursue your career in counseling and begin either the Clinical Mental Health Counseling (CMHC) or School Counseling program.

This Student Handbook is designed to assist you in your graduate studies and provides you with a plethora of information, including: program mission and program objectives; faculty information; plan of study for CMHC and School Counseling; matriculation requirements; program and university policies (including expectations of students and policies related to endorsement, academic appeals, retention, and remediation); information about licensure and certification; professional counseling organizations; and opportunities for professional involvement. However, this handbook does not contain the complete and exact text of all rules, regulations, policies, and procedures that relate to graduate students at Hood College. The Hood College Catalogue also contains policies, procedures, and information about services for graduate students and should be used in conjunction with this program-specific handbook.

We look forward to working with you and to seeing you in classes and around the department as we get to know you better. Should you need further information, please contact any of us.

Sincerely,

Department of Psychology and Counseling Faculty

## MISSION STATEMENT & PROGRAM OBJECTIVES

The mission of the Master of Science in Counseling program at Hood College is to prepare motivated students for professional careers as counseling practitioners in the specialty areas of clinical mental health counseling and school counseling. We accomplish this by providing rigorous academic coursework and exemplary field training according to the exceptional standards set forth by the Council for the Accreditation of Counseling and Related Education Programs (CACREP). Our program also provides students with the unique opportunity to cultivate additional expertise in the disciplines of thanatology or gerontology. We especially wish to inspire and prepare our students to use scholarly and research literature to inform their practice of counseling.

### **Program Objective #1: Articulate Knowledge: Professional and Ethical Practice**

**Articulate knowledge of the counseling profession and ethical practice.** This program objective evaluates student ability to understand the history and philosophy of the counseling profession, counselor roles and functions, professional counseling organizations and credentialing, and professional ethics. This includes student application of ethical and legal considerations, technology's impact on profession, the role of supervision, self-care, and personal and professional self-evaluation.

### **Program Objective #2: Integrate Social & Cultural Diversity**

**Integrate social and cultural diversity competencies into counseling practice.** This program objective assesses student capacity to integrate multicultural and pluralistic characteristics within and among diverse groups, theories and models of multicultural counseling (cultural identity development and social justice), demonstrate multicultural counseling competencies, and articulate the impact of bias, power and privilege, oppression and discrimination in a wide variety of counseling settings.

### **Program Objective #3: Apply Theories of Human Development**

**Apply theories of human development across the lifespan to counseling practice.** This program objective evaluates student ability to apply individual and family development theory (learning, personality development); biological, neurological, physiological, systemic, and environmental factors that affect human development; effects of crisis and trauma; and strategies for differentiated interventions in a counseling setting.

### **Program Objective #4: Demonstrate Knowledge: Career Development**

**Demonstrate knowledge of theories and strategies for addressing career development.** This program objective includes career theory; approaches for conceptualizing interrelationships of work, mental well-being, relationships, and other life roles and factors; processes for assessing and using career data in counseling for skill development and decision making; career development program planning and administration; career advocacy; and facilitating client skill development for career, educational, and life-work planning and management.

### **Program Objective #5: Apply Intervention Theory & Techniques**

**Apply knowledge of evidence-based prevention and treatment, theory, and techniques to assist clients achieve their mental health goals.** This program objective addresses student understanding of counseling theories and models of counseling and consultation; ability to establish and maintain effective counseling relationships; understand the impact of technology on the counseling process; and that students demonstrate essential interviewing, case conceptualization skills; effective treatment planning, and intervention strategies.

### **Program Objective #6: Demonstrate Knowledge: Group Counseling**

**Demonstrate knowledge and expertise in group counseling theory and practice.** This program objective requires students to demonstrate knowledge in the theoretical foundations of group counseling and group work, dynamics and therapeutic factors associated with group work, and strategies for effective group planning and leadership.

**Program Objective #7: Integrate: Test Theory & Practice of Assessment**

**Integrate knowledge of test theory with the practice of assessment in counseling.** This program objective requires students to demonstrate efficacy in preparing, selecting, and conducting a wide variety of developmentally relevant assessments and tests; assess risk, danger, trauma, and abuse; articulate basic and statistical concepts of group and individual assessments; and illustrate proficiency in the use of assessment and test results in counseling.

**Program Objective #8: Scholarly Research: Practice & Program Evaluation**

**Demonstrate the ability to apply scholarly and research literature to counseling practice and program evaluation.** This program objective evaluates student understanding of the importance of research in advancing the counseling profession. Students must also be able to illustrate how to: identify evidence-based counseling practices, evaluate ethical and culturally relevant counseling interventions and programs, and recognize different research and program evaluation methods. Student's must demonstrate a general understanding of statistical methods used in research and exhibit skill in using evidenced-based data in counseling.

**PROGRAM OBJECTIVES, SCHOOL COUNSELING SPECIALTY**

Upon completion of the Hood College Master of Science in Counseling program, *School Counseling specialty*, students will be able to:

**Program Objective #9: Foundational Knowledge: School Counseling, Models, & Collaboration**

**Articulate foundational knowledge of the school counseling specialty, including the history of school counseling, models of school counseling programs, and models of school-based collaboration and consultation.** This program objective evaluates student understanding of the history, theories, and models of school counseling, P-12 comprehensive career development, and school-based collaboration and consultation. Students are also evaluated on their ability to demonstrate efficacy in the use of assessments specific to P-12 education.

**Program Objective #10: Contextual Dimensions of School Counseling: Responsibilities, Advocacy, & Team Work**

**Articulate a grasp of the contextual dimensions of school counseling, emphasizing the responsibilities of school counselors as leaders, advocates, consultants, and multidisciplinary team members across a wide variety of practice situations.** This program objective requires students to demonstrate an understanding of the roles and responsibilities of school counselors as leaders, advocates, and systems change agents in P-12 schools; consultation with families, personnel, and agencies; college and career readiness; emergency management planning in schools; how to identify students at risk for mental health and behavioral disorders; psychopharmacology; substance use; professional organizations, standards, and credentials relevant to school counseling; and legal and ethical considerations specific to school counseling.

**Program Objective #11: P-12 Student Development, Strategies, Interventions, & Techniques**

**Apply school counseling strategies, interventions, and techniques to promote the academic, career, and personal/social development of all P-12 students.** This program objective evaluates student skill in developing, designing, and evaluating school counseling programs; understanding curricular and instructional design and management; promoting academic and career development; applying counseling skills and techniques relevant to school populations; articulating strategies for college and career readiness; and using data to inform decision making and advocate for programs and students.

**PROGRAM OBJECTIVES, *CLINICAL MENTAL HEALTH COUNSELING SPECIALTY***

Upon completion of the Hood College Master of Science in Counseling program, *Clinical Mental Health Counseling specialty*, students will be able to:

**Program Objective #12: Foundational Knowledge: CMHC Counseling, Models, & Collaboration**

**Articulate foundational knowledge of the clinical mental health counseling specialty, including the history of clinical mental health counseling, models of clinical mental health counseling, the medical basis for mental health issues, and assessment.** This program objective evaluates student understanding of the history, theories, and models of clinical mental health counseling, biopsychosocial case conceptualization and treatment planning; etiology of addiction and co-occurring disorders; tests and assessments specific to clinical mental health counseling.

**Program Objective #13: Contextual Dimensions of CMHC: Responsibilities, Advocacy, Team Work**

**Articulate a grasp of the contextual dimensions of clinical mental health counseling, emphasizing the responsibilities of professional clinical mental health counselors as leaders, advocates, consultants, and multidisciplinary team members to maintain client continuity of care across a wide variety of contexts (legal, community, managed care, hospital systems, etc.).** This program objective requires students to demonstrate an understanding of the roles and settings of clinical mental health counselors; etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders; mental health service delivery modalities; diagnostic processes, including differential and co-occurring diagnosis; the impact of crisis and trauma; the impact of biological and neurological mechanisms on mental health; psychopharmacology; legislation and government policy; cultural factors; professional organizations, preparation standards, and credentialing; legal and ethical considerations; and practicum management issues relevant to CMHC.

**Program Objective #14: CMHC Prevention, Intervention, & Techniques**

**Apply clinical mental health counseling practices including prevention, intervention, and specific techniques including intake interviews, mental status examination, basic counseling skills, systems-based case conceptualization, and assessment.** This program objective evaluates student skill in treatment planning and caseload management, techniques and interventions for prevention and treatment of a broad range of mental health issues, strategies for interfacing with the legal system and integrated behavioral health care professionals, and strategies for counselors to use when advocating for persons with mental health issues.

## FACULTY

### CORE PROGRAM FACULTY

#### **Andrew Campbell, Ph.D., LCPC, LPC, NCC**

*Assistant Professor, Director, Counseling Program*

Professor Andrew Campbell received his Ph.D. in Counseling from George Washington University. His research focuses on the use of mindfulness meditation and mindfulness-based therapies with young adults and adolescents, as well as how mindfulness factors into the training of new counselors. His counseling experience includes work in hospital in-patient and out-patient centers, college counseling centers, and schools. Prior to Hood, Dr. Campbell worked as a Senior Research Associate at George Washington University, conducting research on language development in early childhood. He previously served in Teach for America – Philadelphia, and the Peace Corps – Tonga. Dr. Campbell is a member of the American Counseling Association (ACA) Human Rights Committee. He is a Licensed Clinical Professional Counselor in Maryland and Washington, D.C.

#### **Stephanie F. Dailey, Ed.D., LPC, NCC, ACS**

*Assistant Professor, Counseling Program*

Professor Stephanie Dailey received her master's in Professional Counseling and her doctoral degree in Counselor Education and Supervision from Argosy University, Washington, D.C. Prior to Hood, Dr. Dailey served as an Associate Professor and Director of Training at Argosy University, Washington, D.C. Professor Dailey's research focuses on disaster mental health and the ethical application of spiritual and religious issues into counseling. Her research has included an examination of the emotional impact of shelter-in-place; an investigation of well-being, distress, and post-traumatic growth following the Boston Marathon bombing; and validation of the Spiritual Competency Scale-Revised (SCS-R) and the Lesbian, Gay, Bisexual, and Transgender (LGBT) Belongingness Attainment Scale (BAS). Her current research involves counselor/client values conflicts and ethical decision-making and counselor beliefs and perceptions of current conscience clause legislation. Dr. Dailey is a past president of the Association of Spiritual, Ethical, and Religious Issues in Counseling (ASERVIC, 2016-2017); past president of the Maryland Counseling Association (2015-2016); and former chair of the American Counseling Association (ACA) Ethics Committee (2014-2016). She currently serves as the American Red Cross Disaster Mental Health Partners liaison for ACA and is chair of the ACA Presidential Task Force, Crisis and Trauma Counseling. Dr. Dailey is a Licensed Professional Counselor in Virginia

#### **Megan J. Doughty Shaine, Ph.D., LCPC (MD), LPC (DC), NCC**

*Assistant Professor, Internship and Practicum Coordinator, Counseling Program*

Professor Megan Shaine received her master's and doctoral degrees in Counseling from The George Washington University, where she served as a clinical supervisor for master's students in the Clinical Mental Health and School Counseling Programs. Dr. Shaine's research examines experiences of trauma and loss, particularly in military and university populations. She is a Licensed Clinical Professional Counselor in Maryland and Washington, D.C. and operates a private practice specializing in trauma, loss, and life transitions, including the transition to parenthood. Prior to entering independent practice, Dr. Shaine worked with university students at The Catholic University of America, as well as bereaved individuals and families at The Wendt Center for Loss and Healing. She also worked for as a research methods tutor and consultant at The George Washington University.

**Atiya R. Smith, MS, LCPC***Assistant Professor, Counseling Program*

Professor Atiya R. Smith received her master's degree in Applied Psychology from the University of Baltimore and is a Ph.D. candidate in Counselor Education and Supervision from the University of Rochester. Her research focuses on the experiences and coping strategies used by female students of color attending predominantly white institutions (PWIs), internal factors that shape student persistence, and supporting students with disabilities. She also has an interest in identity development, the mind-body connection, race-based traumatic stress, and anxiety disorders. Her professional interests include: assessment and appraisal, ethics and professional standards in counseling, counseling theory, expressive arts, counseling underrepresented populations, supporting students with learning disabilities, and school and university-based mental health services. Professor Smith is the chair of the Research Interest Network for the North Atlantic Region's Association for Counselor Education and Supervision (NARACES) and a Directorate member for the American College Personnel Association's (ACPA) Commission for Academic Support in Higher Education. She previously served as the NARACES graduate student representative, the liaison from ACPA's Commission for Counseling and Psychological Services to the American College Counseling Association, and a regional representative to the ACES Emerging Leaders Task Force. Professor Smith's counseling experience includes work in K-12 settings (both public and private), university counseling centers, and outpatient clinics. Her professional experience includes providing executive functioning coaching, academic coaching, and additional support to children, teenagers, and college students with Autism Spectrum Disorder, ADHD, and Specific Learning Disabilities. Professor Smith is a Licensed Clinical Professional Counselor in Maryland.

## AFFILIATE PROGRAM FACULTY

**Elizabeth MacDougall, Ph.D.**

Professor Elizabeth MacDougall is a clinical psychologist who specializes in geriatric neuropsychological assessment. She is licensed to practice in Maryland. Prior to Hood, Professor MacDougall worked for the Central Intelligence Agency as a staff psychologist, and as a consultant to nursing homes, assisted-living facilities, and retirement communities in Maryland. In addition, she served as a faculty member in Loyola University Maryland's undergraduate and graduate psychology programs. Professor MacDougall is appointed to be the program director of the psychology department's Gerontology graduate program. She also serves as the coordinator of the undergraduate gerontology minor, and she is faculty advisor to Hood's Intersarsity Christian Fellowship student group on campus. Her research focuses on psychological assessment and test development, specifically in the areas of cognitive dysfunction, spirituality/religion, and attitudes toward death/dying.

**Diane Graves, Ph.D.**

Professor Graves is a child clinical psychologist interested in the cognitive, social and emotional development of ethnic minority children. She is particularly interested in the dynamics of ethnic identity development in school-age children, and the integration of information technology (e.g. computers and the Internet) in African American family life. Professor Graves also studies school-age children's perceptions of religion and spirituality. Professor Graves works closely with colleagues from the Institute for Social Research at the University of Michigan's Program for Research on Black Americans.

**Terry L. Martin, Ph.D.**

Dr. Martin is an Associate Professor of Psychology and Thanatology at Hood College, Frederick, Maryland. In addition to more than a dozen chapters for various books, he also co-authored two books with Dr. Kenneth Doka, the most recent being *Grieving Beyond Gender: Understanding the Ways Men and Women Mourn* (2010). Dr. Martin co-founded Hood's M.A. Degree in Thanatology and Certificate in Thanatology Program. In addition to teaching and writing, Dr. Martin maintained a private counseling practice for more than 30 years, focusing on bereavement and grief.



## DESCRIPTION OF DEGREE SPECIALTIES

### MASTER OF SCIENCE IN COUNSELING, *CLINICAL MENTAL HEALTH COUNSELING SPECIALTY*

The Master of Science degree in Counseling, Clinical Mental Health Counseling (CMHC) specialty, is a 60-credit program that is designed to prepare students to work in all settings where counselors are hired outside of pre-K-12 schools. Counselors who choose this specialization often work in community mental health programs, hospitals, substance abuse treatment programs, programs for youth, social services agencies, and private counseling practices. Preparation includes four courses unique to this specialty and a 700-hour practicum/internship appropriate to the specialization. The table below indicates the required and elective courses that make up the Clinical Mental Health Counseling program.

Additional considerations:

- Clinical Mental Health Counseling students have the opportunity to take 12 elective credits. This allows for completion of the 12-credit Thanatology graduate certificate program, or to combine electives of their choosing.
- Clinical Mental Health Counseling students interested in working with children and youth may choose to take any of the four School Counseling specialty courses as electives; however, students wishing to pursue school counselor certification should be in the School Counseling concentration and must complete their practicum and internship in school settings.

All coursework and degree requirements must be met within seven (7) years of enrolling in the first course at Hood College that applies towards the degree and/or certificate program. It is your responsibility to know the requirements for your degree and to fulfill them. Course schedules and projections are subject to adjustment. It is also your responsibility to request written approval for any course substitutions from your academic adviser or the program director prior to enrollment. Students may transfer up to nine (9) credits from another institution if approved by the academic adviser and program director. Failure to receive approval for course substitutions prior to enrollment may result in a delay in program completion.

Note: The plan of study and associated course offerings are based on a standardized projected schedule. Students who elect to take courses out of the recommended sequence or take extended breaks from their coursework should expect to run into challenges in scheduling their coursework. While the Counseling Program makes every attempt to accommodate student scheduling needs, decisions which impact a student's standard progression throughout the program (e.g., taking a summer off), may cause future scheduling challenges. This does not apply to students who, for example, take one class a semester. Rather, full-time students who have specific gaps in their academic schedule.

<b>CLINICAL MENTAL HEALTH COUNSELING</b>			
<b>REQUIREMENTS</b>	<b>CREDITS</b>	<b>PREREQUISITES</b>	<b>WHEN OFFERED</b>
<b>CORE COURSES</b>			
COUN 500 – Human Development as a Lifelong Process	3	None	Fall & Summer
COUN 501 – Professional, Legal, and Ethical Responsibilities	3	None	Fall & Spring
COUN 502 – Social and Cultural Foundations of Counseling	3	None	Spring & Summer
COUN 503 – Lifestyle and Career Development	3	None	Summer
COUN 504 – Counseling Techniques	3	None	Fall & Spring
COUN 505 – Group Dynamics, Processing, and Counseling	3	COUN 504	Any
COUN 506 – Research and Evaluation	3	None	Fall
COUN 511 – Theory and Principles of Counseling	3	None	Fall & Spring
COUN 534 – Tests and Measurements	3	None	Spring
<b>CORE TOTAL</b>	<b>27</b>		
<b>SPECIALTY COURSES</b>			
COUN 530 – Alcohol and Drug Counseling	3	COUN 504	Various
COUN 531 – Diagnosis and Psychopathology	3	COUN 501	Fall & Spring
COUN 532 – Psychotherapy and Treatment of Mental and Emotional Disorders	3	COUN 501, 504, 511	Fall
COUN 533 – Marriage and Family Counseling	3	COUN 501, 504, 511	Spring
<b>SPECIALTY TOTAL</b>	<b>12</b>		
<b>ELECTIVES</b>			
COUN 507 – Trauma and Crisis Intervention	3	COUN 501, 504, 511	Spring/Summer
COUN 520 – Intro to Thanatology†	3	None	Fall
COUN 521 – Grief and Loss†	3	None	Fall
COUN 523 – Dying and Principles of Care for the Dying†	3	None	Spring
COUN 528 – Developmental Perspectives in Thanatology†	3	None	Spring
COUN 543 – Counseling Youth	3	None	Spring
COUN 554 – Social Gerontology	3	None	Various
COUN 555 – Psych. Aspects of Aging	3	None	Spring
COUN 556 – Health and Aging	3	None	Fall
COUN 575 – Independent Study	1-3	None	Any
COUN 590 – Teaching Assistantship	1-3	None	Any
COUN 595 – Independent Research Project	3	None	Any
COUN 599 – Special Topics in Counseling	1-3	None	Any
<b>ELECTIVES TOTAL</b>	<b>12</b>		
<b>INTERNSHIP COURSES</b>			
COUN 596 – Practicum <i>Includes 100 hours total; (40 hours direct) at site</i>	3	COUN 501, 504, 505, 511, 531	Any
COUN 597 – Internship I	3	COUN 596	Any
COUN 598 – Internship II	3	COUN 597	Any
<b>PRACTICUM/INTERNSHIP TOTAL</b>	<b>9</b>		
<b>GRAND TOTAL</b>	<b>60</b>		

† Required for Thanatology Certificate

<b>CLINICAL MENTAL HEALTH COUNSELING PLAN OF STUDY</b>		
Use this blank plan to schedule which classes you will take at which times. Make use of it in a way that works best for you – for example, complete the entire form at the beginning of the program, or fill in new semesters as you plan them. Fill in the coursework that you expect to take during each semester. If course was transferred from another institution, write “transfer” under “Term Elected.” Make note of the necessary prerequisites and when each course is offered on the “Description of Degree Specialties” before planning courses. Meet with your advisor to discuss your expected plan each semester before registering for any coursework.		
<b>REQUIREMENTS</b>	<b>CREDITS</b>	<b>TERM ELECTED</b>
<b>CORE COURSES</b>		
COUN 500 – Human Development as a Lifelong Process*	3	
COUN 501 – Professional, Legal, and Ethical Responsibilities*	3	
COUN 502 – Social and Cultural Foundations of Counseling*	3	
COUN 503 – Lifestyle and Career Development*	3	
COUN 504 – Counseling Techniques*	3	
COUN 505 – Group Dynamics, Processing, and Counseling*	3	
COUN 506 – Research and Evaluation*	3	
COUN 511 – Theory and Principles of Counseling*	3	
COUN 534 – Tests and Measurements*	3	
<b>SPECIALTY COURSES</b>		
COUN 530 – Alcohol and Drug Counseling*	3	
COUN 531 – Diagnosis and Psychopathology*	3	
COUN 532 – Psychotherapy and Treatment of Mental and Emotional Disorders*	3	
COUN 533 – Marriage and Family Counseling*	3	
<b>ELECTIVES (MINIMUM 12 CREDIT HOURS)</b>		
COUN 507 – Trauma and Crisis Intervention	3	
COUN 520 – Intro to Thanatology†	3	
COUN 521 – Grief and Loss†	3	
COUN 523 – Dying and Principles of Care for the Dying†	3	
COUN 528 – Developmental Perspectives in Thanatology †	3	
COUN 543 – Counseling Youth	3	
COUN 554 – Social Gerontology	3	
COUN 555 – Psych. Aspects of Aging	3	
COUN 556 – Health and Aging	3	
COUN 575 – Independent Study	1-3	
COUN 590 – Teaching Assistantship	1-3	
COUN 595 – Independent Research Project	3	
COUN 599 – Special Topics in Counseling	1-3	
<b>INTERNSHIP COURSES</b>		
COUN 596 – Practicum	3	
COUN 597 – Internship I	3	
COUN 598 – Internship II	3	
<b>FINAL PROGRAM TOTAL</b>	<b>60</b>	

\* Required for Maryland State licensure

† Required for Thanatology Certificate

## CLINICAL MENTAL HEALTH COUNSELING – SUGGESTED COURSE SEQUENCE

SUGGESTED TWO YEAR PLAN		
REQUIREMENTS	CREDITS	PREREQUISITES
<b>Fall – Year 1</b>		
COUN 500 – Human Development as a Lifelong Process	3	None
COUN 501 – Professional, Legal, and Ethical Responsibilities	3	None
COUN 506 – Research and Evaluation	3	None
COUN 511 – Theory and Principles of Counseling	3	None
<b>Program-To-Date Totals</b>	12	
<b>Spring – Year 1</b>		
COUN 502 – Social and Cultural Foundations of Counseling	3	None
COUN 531 – Diagnosis and Psychopathology	3	COUN 501
COUN 504 – Counseling Techniques	3	None
Elective #1	3	None
<b>Program-To-Date Totals</b>	24	
<b>Summer – Year 1</b>		
COUN 503 – Lifestyle and Career Development	3	None
COUN 505 – Group Dynamics, Processing, and Counseling	3	COUN 504
COUN 530 – Alcohol and Drug Counseling	3	COUN 504
COUN 596 – Practicum <i>Includes 100 hours total; (40 hours direct) at site</i>	3	COUN 501, 504, 505, 511, 531
<b>Program-To-Date Totals</b>	36	
<b>Fall – Year 2</b>		
COUN 597 – Internship I <i>Includes 300 hours total; (120 hours direct) at site</i>	3	COUN 596
COUN 532 – Psychotherapy and Treatment of Mental and Emotional Disorders	3	COUN 501, COUN 504 & COUN 511
Elective #2	3	None
Elective #3	3	None
<b>Program-To-Date Totals</b>	48	
<b>Spring – Year 2</b>		
COUN 598 – Internship II <i>Includes 300 hours total; (120 hours direct) at site</i>	3	COUN 597
COUN 534 – Tests and Measurements	3	None
COUN 533 – Marriage & Family Counseling	3	COUN 501, COUN 504 & COUN 511
Elective #4	3	None
<b>Final Program Totals</b>	60	

<b>SUGGESTED THREE YEAR PLAN</b>		
<b>REQUIREMENTS</b>	<b>CREDITS</b>	<b>PREREQUISITES</b>
<b>Fall – Year 1</b>		
COUN 501 – Professional, Legal, and Ethical Responsibilities	3	None
COUN 506 – Research and Evaluation	3	None
COUN 511 – Theory and Principles of Counseling	3	None
<b>Program-To-Date Totals</b>	<b>9</b>	
<b>Spring – Year 1</b>		
COUN 534 – Tests and Measurements	3	None
COUN 531 – Diagnosis and Psychopathology	3	COUN 501
Elective #1	3	None
<b>Program-To-Date Totals</b>	<b>18</b>	
<b>Summer – Year 1</b>		
COUN 502 – Social and Cultural Foundations of Counseling	3	None
COUN 503 – Lifestyle and Career Development	3	None
<b>Program-to-Date Totals</b>	<b>24</b>	
<b>Fall – Year 2</b>		
COUN 500 – Human Development as a Lifelong Process	3	None
COUN 504 – Counseling Techniques	3	None
Elective #2	3	None
<b>Program-To-Date Totals</b>	<b>33</b>	
<b>Spring – Year 2</b>		
COUN 505 – Group Dynamics, Processing, and Counseling	3	COUN 504
COUN 533 – Marriage & Family Counseling	3	COUN 501, COUN 504, COUN 511
<b>Program-To-Date Totals</b>	<b>39</b>	
<b>Summer – Year 2</b>		
COUN 596 – Practicum <i>Includes 100 hours total; (40 hours direct) at site</i>	3	COUN 501, 504, 505 511, 531
COUN 530 – Alcohol and Drug Counseling	3	COUN 504
Elective #3	3	None
<b>Semester Totals</b>	<b>48</b>	
<b>Fall – Year 3</b>		
COUN 597 – Internship I <i>Includes 300 hours total; (120 hours direct) at site</i>	3	COUN 596
COUN 532 – Psychotherapy and Treatment of Mental and Emotional Disorders	3	COUN 501, COUN 504 & COUN 511
<b>Spring – Year 3</b>	<b>54</b>	
COUN 598 – Internship II <i>Includes 300 hours total; (120 hours direct) at site</i>	3	COUN 597
Elective #4	3	None
<b>Final Program Totals</b>	<b>60</b>	

<b>SUGGESTED FOUR+ YEAR PLAN</b>		
<b>REQUIREMENTS</b>	<b>CREDITS</b>	<b>PREREQUISITES</b>
<b>Fall – Year 1</b>		
COUN 500 – Human Development as a Lifelong Process	3	None
COUN 511 – Theory and Principles of Counseling	3	None
<b>Spring – Year 1</b>		
COUN 534 – Tests and Measurements	3	None
COUN 531 – Diagnosis & Psychopathology	3	None
<b>Summer – Year 1</b>		
COUN 502 – Social and Cultural Foundations of Counseling	3	None
<b>Program-To-Date Totals</b>	15	
<b>Fall – Year 2</b>		
COUN 506 – Research and Evaluation	3	None
COUN 501 – Professional, Legal, and Ethical Responsibilities	3	None
<b>Spring – Year 2</b>		
COUN 504 – Counseling Techniques	3	None
Elective #1	3	
<b>Summer – Year 2</b>		
COUN 530 – Alcohol and Drug Counseling	3	COUN 504
Elective #2	3	None
<b>Program-To-Date Totals</b>	33	
<b>Fall – Year 3</b>		
COUN 532 – Psychotherapy and Treatment of Mental and Emotional Disorders	3	COUN 501, COUN 504 & COUN 511
<b>Spring – Year 3</b>		
COUN 505 – Group Dynamics, Processing, and Counseling	3	COUN 504
COUN 533 – Marriage & Family Counseling	3	COUN 501, COUN 504 & COUN 511
<b>Summer – Year 3</b>		
COUN 596 – Practicum <i>Includes 100 hours total; (40 hours direct) at site</i>	3	COUN 501, 504, 505, 511, 531
COUN 503 – Lifestyle and Career Development	3	None
<b>Program-To-Date Totals</b>	48	
<b>Fall – Year 4</b>		
COUN 597 – Internship I <i>Includes 300 hours total; (120 hours direct) at site</i>	3	COUN 596
Elective #3	3	None
<b>Spring – Year 4</b>		
COUN 598 – Internship II <i>Includes 300 hours total; (120 hours direct) at site</i>	3	COUN 597
Elective #4	3	None
<b>Final Program Totals</b>	60	

**MASTER OF SCIENCE IN COUNSELING, *SCHOOL COUNSELING SPECIALTY***

The Master of Science degree in Counseling, School Counseling specialty, is a 60-credit program that prepares students to work in elementary, middle, and secondary schools. School counselors are members of the team of educators within schools and provide counseling services to students. The preparation contains four courses that are distinctive to this specialty as well as a 700-hour practicum/internship appropriate to the School Counseling specialization.

Additional considerations:

- School Counseling students may choose to complete **all** the required coursework to become certified as school counselors and to complete the necessary coursework to become licensed professional counselors within their 60-credit program. They would accomplish this by taking **all** the Clinical Mental Health Counseling (CMHC) specialty courses as 12 elective credits. No substitutions are allowed. Students who take the CMHC courses as electives still graduate with a degree in School Counseling; there is no “dual degree” option.
- School Counseling students who do not wish to pursue state licensure have the opportunity to complete the 12-credit Thanatology graduate certificate program within their 60-credit program, or to combine other electives of their choosing.

All coursework and degree requirements must be met within seven (7) years of enrolling in the first course at Hood College that applies towards the degree and/or certificate program. It is your responsibility to know the requirements for your degree and to fulfill them. Course schedules and projections are subject to adjustment. It is also your responsibility to request written approval for any course substitutions from your academic adviser or the program director prior to enrollment. Failure to receive approval for course substitutions prior to enrollment may result in a delay in program completion.

Note: The plan of study and associated course offerings are based on a standardized projected schedule. Students who elect to take courses out of the recommended sequence or take extended breaks from their coursework should expect to run into challenges in scheduling their coursework. While the Counseling Program makes every attempt to accommodate student scheduling needs, decisions which impact a student’s standard progression throughout the program (e.g., taking a summer off), may cause future scheduling challenges. This does not apply to students who, for example, take one class a semester. Rather, full-time students who have specific gaps in their academic schedule.

SCHOOL COUNSELING			
REQUIREMENTS	CREDITS	PREREQUISITES	WHEN OFFERED
<b>CORE COURSES</b>			
COUN 500 – Human Development as a Lifelong Process	3	None	Fall & Summer
COUN 501 – Professional, Legal, and Ethical Responsibilities	3	None	Fall & Spring
COUN 502 – Social and Cultural Foundations of Counseling	3	None	Spring & Summer
COUN 503 – Lifestyle and Career Development	3	None	Summer
COUN 504 – Counseling Techniques	3	None	Fall & Spring
COUN 505 – Group Dynamics, Processing, and Counseling	3	COUN 504	Any
COUN 506 – Research and Evaluation	3	None	Fall
COUN 511 – Theory and Principles of Counseling	3	None	Fall & Spring
COUN 534 – Tests and Measurements	3	None	Spring
<b>CORE TOTAL</b>	<b>27</b>		
<b>SPECIALTY COURSES</b>			
COUN 540 – Foundations in School Counseling	3	COUN 501	Summer
COUN 541 – Program Planning, Management, and Evaluation of School Counseling Programs	3	COUN 540	Various
COUN 542 – Collaboration, Consultation, and Supervision	3	COUN 540	Various
COUN 543 – Counseling Youth	3	None	Spring
<b>SPECIALTY TOTAL</b>	<b>12</b>		
<b>ELECTIVES</b>			
COUN 507 – Trauma and Crisis Intervention	3	COUN 501, 504, 511	Spring/Summer
COUN 520 – Intro to Thanatology†	3	None	Fall
COUN 521 – Grief and Loss†	3	None	Fall
COUN 523 – Dying and Principles of Care for the Dying†	3	None	Spring
COUN 528 – Developmental Perspectives in Thanatology†	3	None	Spring
COUN 530 – Alcohol and Drug Counseling*	3	COUN 504	Various
COUN 531 – Diagnosis and Psychopathology*	3	COUN 501	Any
COUN 532 – Psychotherapy and Treatment of Mental and Emotional Disorders*	3	COUN 501, 504, 511	Fall
COUN 533 – Marriage and Family Counseling*	3	COUN 501, 504, 511	Spring
COUN 575 – Independent Study	1-3	None	Any
COUN 590 – Teaching Assistantship	1-3	None	Any
COUN 595 – Independent Research Project	3	None	Any
COUN 599 – Special Topics in Counseling	1-3	None	Any
<b>ELECTIVES TOTAL</b>	<b>12</b>		
<b>INTERNSHIP COURSES</b>			
COUN 596 – Practicum (3 credits) <i>Includes 100 hours total (40 direct) at site.</i>	3	COUN 540, COUN 504	Fall & Spring ^
COUN 597 – Internship I	3	COUN 596	Fall & Spring ^
COUN 598 – Internship II	3	COUN 597	Fall & Spring ^
<b>INTERNSHIP TOTAL</b>	<b>9</b>		
<b>FINAL PROGRAM TOTAL</b>	<b>60</b>		

\* Required for Maryland State licensure

† Required for Thanatology Certificate

^ School Counseling students placed at year-round therapeutic schools may enroll in COUN 596 or 597 over the summer with Clinical Mental Health students.



<b>SCHOOL COUNSELING PLAN OF STUDY</b>		
<p>Use this blank plan to schedule which classes you will take at which times. Make use of it in a way that works best for you – for example, complete the entire form at the beginning of the program, or fill in new semesters as you plan them. Fill in the coursework that you expect to take during each semester. If course was transferred from another institution, write “transfer” under “Term Elected.” Make note of the necessary prerequisites and when each course is offered on the “Description of Degree Specialties” before planning courses. Meet with your advisor to discuss your expected plan to register for any coursework.</p>		
REQUIREMENTS	CREDITS	TERM ELECTED
<b>CORE COURSES</b>		
COUN 500 – Human Development as a Lifelong Process*	3	
COUN 501 – Professional, Legal, and Ethical Responsibilities*	3	
COUN 502 – Social and Cultural Foundations of Counseling*	3	
COUN 503 – Lifestyle and Career Development*	3	
COUN 504 – Counseling Techniques*	3	
COUN 505 – Group Dynamics, Processing, and Counseling*	3	
COUN 506 – Research and Evaluation*	3	
COUN 511 – Theory and Principles of Counseling*	3	
COUN 534 – Tests and Measurements*	3	
<b>SPECIALTY COURSES</b>		
COUN 540 – Foundations in School Counseling	3	
COUN 541 – Program Planning, Management, and Evaluation of School Counseling Programs	3	
COUN 542 – Collaboration, Consultation, and Supervision	3	
COUN 543 – Counseling Youth	3	
<b>ELECTIVES (MINIMUM 12 CREDIT HOURS)</b>		
COUN 507 – Trauma and Crisis Intervention	3	
COUN 520 – Intro to Thanatology†	3	
COUN 521 – Grief and Loss†	3	
COUN 523 – Dying and Principles of Care for the Dying†	3	
COUN 528 – Develop. Perspectives in Than. †	3	
COUN 530 – Alcohol and Drug Counseling*	3	
COUN 531 – Diagnosis and Psychopathology*	3	
COUN 532 – Psychotherapy and Treatment of Mental and Emotional Disorders*	3	
COUN 554 – Social Gerontology	3	
COUN 555 – Psych. Aspects of Aging	3	
COUN 556 – Health and Aging	3	
COUN 533 – Marriage and Family Counseling*	3	
COUN 575 – Independent Study	1-3	
COUN 590 – Teaching Assistantship	1-3	
COUN 595 – Independent Research Project	3	
COUN 599 – Special Topics in Counseling	1-3	
<b>PRACTICUM/INTERNSHIP COURSES</b>		
COUN 596 – Practicum	3	
COUN 597 – Internship I	3	
COUN 598 – Internship II	3	
<b>FINAL PROGRAM TOTAL</b>	<b>60</b>	

\* Required for Maryland State licensure

† Required for Thanatology Certificate

<b>SUGGESTED TWO YEAR PLAN</b>		
<b>REQUIREMENTS</b>	<b>CREDITS</b>	<b>PREREQUISITES</b>
<b>Fall – Year 1</b>		
COUN 500 – Human Development as a Lifelong Process	3	None
COUN 501 – Professional, Legal, and Ethical Responsibilities	3	None
COUN 511 – Theory and Principles of Counseling	3	None
Elective #1	3	None
<b>Program-To-Date Totals</b>	12	
<b>Spring – Year 1</b>		
COUN 543 – Counseling Children & Youth	3	None
COUN 534 – Tests and Measurements	3	None
COUN 540 – Foundations in School Counseling	3	COUN 501
COUN 504 – Counseling Techniques	3	None
<b>Program-To-Date Totals</b>	27	
<b>Summer – Year 1</b>		
COUN 505 – Group Dynamics, Processing, and Counseling	3	COUN 504, COUN 511
COUN 502 – Social and Cultural Foundations of Counseling	3	None
COUN 596 – Practicum <i>Includes 100 hours total; (40 hours direct) at site</i>	3	COUN 504, COUN 540
COUN 503 – Lifestyle and Career Development	3	None
<b>Program-To-Date Totals</b>	36	
<b>Fall – Year 2</b>		
COUN 597 – Internship I <i>Includes 300 hours total; (120 hours direct) at site</i>	3	COUN 596
COUN 506 – Research and Evaluation	3	None
COUN 542 – Collaboration, Consultation, and Supervision	3	COUN 540
Elective #2	3	None
<b>Program-To-Date Totals</b>	48	
<b>Spring – Year 2</b>		
COUN 598 – Internship II <i>Includes 300 hours total; (120 hours direct) at site</i>	3	COUN 597
COUN 541 – Program Planning, Management, and Evaluation of School Counseling Programs	3	COUN 540
Elective #3	3	None
Elective #4	3	None
<b>Final Program Totals</b>	60	

<b>SUGGESTED THREE YEAR PLAN</b>		
<b>REQUIREMENTS</b>	<b>CREDITS</b>	<b>PREREQUISITES</b>
<b>Fall – Year 1</b>		
COUN 501 – Professional, Legal, and Ethical Responsibilities	3	None
COUN 506 – Research and Evaluation	3	None
COUN 511 – Theory and Principles of Counseling	3	None
<b>Program-To-Date Totals</b>	9	
<b>Spring – Year 1</b>		
COUN 543 – Counseling Children & Youth	3	None
COUN 534 – Tests and Measurements	3	None
Elective #1	3	None
<b>Program-To-Date Totals</b>	18	
<b>Summer – Year 1</b>		
COUN 502 – Social and Cultural Foundations of Counseling	3	None
COUN 503 – Lifestyle and Career Development	3	None
<b>Program-to-Date Totals</b>	24	
<b>Fall – Year 2</b>		
COUN 500 – Human Development as a Lifelong Process	3	None
COUN 504 – Counseling Techniques	3	None
Elective #2	3	None
<b>Program-To-Date Totals</b>	33	
<b>Spring – Year 2</b>		
COUN 540 – Foundations in School Counseling	3	COUN 501
COUN 505 – Group Dynamics, Processing, and Counseling	3	COUN 504
<b>Program-To-Date Totals</b>	39	
<b>Summer – Year 2</b>		
COUN 541 – Program Planning, Management, and Evaluation of School Counseling Programs	3	COUN 540
COUN 596 – Practicum <i>Includes 100 hours total; (40 hours direct) at site</i>	3	COUN 504, COUN 540
Elective #3	3	None
<b>Semester Totals</b>	48	
<b>Fall – Year 3</b>		
COUN 597 – Internship I <i>Includes 300 hours total; (120 hours direct) at site</i>	3	COUN 596
COUN 542 – Collaboration, Consultation, and Supervision	3	COUN 540
<b>Spring – Year 3</b>	54	
COUN 598 – Internship II <i>Includes 300 hours total; (120 hours direct) at site</i>	3	COUN 597
Elective #4	3	None
<b>Final Program Totals</b>	60	

SUGGESTED FOUR+ YEAR PLAN		
REQUIREMENTS	CREDITS	PREREQUISITES
<b>Fall – Year 1</b>		
COUN 500 – Human Development as a Lifelong Process	3	None
COUN 511 – Theory and Principles of Counseling	3	None
<b>Spring – Year 1</b>		
Elective #1	3	None
COUN 534 – Tests and Measurements	3	None
<b>Summer – Year 1</b>		
COUN 503 – Lifestyle and Career Development	3	None
COUN 502 – Social and Cultural Foundations of Counseling	3	None
<b>Program-To-Date Totals</b>	<b>18</b>	
<b>Fall – Year 2</b>		
Elective #2	3	None
COUN 501 – Professional, Legal, and Ethical Responsibilities	3	None
<b>Spring – Year 2</b>		
Elective #3	3	None
COUN 543 – Counseling Children & Youth	3	None
<b>Summer – Year 2</b>		
COUN 540 – Foundations in School Counseling	3	COUN 501
<b>Program-To-Date Totals</b>	<b>33</b>	
<b>Fall – Year 3</b>		
COUN 506 – Research and Evaluation	3	None
COUN 504 – Counseling Techniques	3	None
<b>Spring – Year 3</b>		
COUN 541 – Program Planning, Management, and Evaluation of School Counseling Programs	3	COUN 540
COUN 505 – Group Dynamics, Processing, and Counseling	3	COUN 504
<b>Summer – Year 3</b>		
COUN 596 – Practicum <i>Includes 100 hours total; (40 hours direct) at site</i>	3	COUN 504, COUN 540
<b>Program-To-Date Totals</b>	<b>48</b>	
<b>Fall – Year 4</b>		
COUN 597 – Internship I <i>Includes 300 hours total; (120 hours direct) at site</i>	3	COUN 596
COUN 542 – Collaboration, Consultation, and Supervision	3	COUN 540
<b>Spring – Year 4</b>		
COUN 598 – Internship II <i>Includes 300 hours total; (120 hours direct) at site</i>	3	COUN 597
Elective #4	3	None
<b>Final Program Totals</b>	<b>60</b>	

## MATRICULATION REQUIREMENTS

### APPLICATION PROCEDURES

Individuals applying to the counseling graduate program are required to submit:

1. The online graduate school application
2. Official transcripts from all post-secondary schools attended
3. A personal statement describing factors that influenced the decision to apply to Graduate School and how this program will facilitate fulfillment of the applicant's professional goals, as well as a brief essay describing the applicant's experience with and reflections on working with diverse populations (by email to [gofurther@hood.edu](mailto:gofurther@hood.edu))
4. A résumé or curriculum vitae (by email to [gofurther@hood.edu](mailto:gofurther@hood.edu))
5. A minimum of two (three preferred) academic and/or professional letters of recommendation (by email to [gofurther@hood.edu](mailto:gofurther@hood.edu))

Applicants may be contacted to schedule an interview, with online or video interviews used for applicants who live more than two hours from campus. In accordance with the 2016 Standards of the Council for Accreditation of Counseling and Related Educational Programs (CACREP), the admissions committee for the Counseling programs will consider the applicant's "(1) relevance of career goals, (2) aptitude for graduate level study, (3) potential success in forming effective counseling relationships, and (4) respect for cultural differences" (CACREP, 2016, Standard 1.L; <http://www.cacrep.org/section-1-the-learning-environment/>).

Note: Admission to the counseling graduate program requires a minimum undergraduate GPA of 3.0. If the GPA is below 3.0, the applicant may submit GRE scores for possible consideration. Undergraduate coursework in psychology or a related field is strongly recommended.

**Application deadlines.** All application materials should be submitted by Jun 15 for fall admission and Nov 15 for spring admission. Applications will continue to be reviewed after the deadline on a space-available basis.

### PROGRAM REQUIREMENTS

**New Student Orientation.** During the first semester of enrollment, all students are required to attend the Hood College Graduate School and Counseling Program New Student Orientation. During this orientation, students will meet core faculty and receive information and policies related to the Counseling Program and curricula, students' ethical and professional obligations, personal growth expectations as counselors-in-training, and eligibility for licensure/certification.

**Program of Study & Faculty Advisement.** Students will have an assigned faculty advisor at all times during the program. Students will develop a planned program of study with their faculty advisor during the first semester of enrollment and meet with their advisor at least once (at a minimum) a year to review their progress and development. In addition to enrollment decisions, faculty advisors assist students in identifying opportunities for professional involvement, activities appropriate for students, expectations of students, policies and procedures of both the College and Counseling Program and assist with other relevant questions.

Faculty advisors review and approve all student registration information for each semester. Students are strongly encouraged to work directly with their faculty advisor in regard to course enrollment.

**Assessment of Students.** Each student's progress throughout the program is assessed by examining student learning in relation to a combination of knowledge and skills. This assessment process includes an evaluation of student learning in relation to eight core areas of counseling and three core areas related to each student's specialty area (i.e., CMHC or School Counseling). These areas directly correspond to the Hood College Counseling Program Objectives (see pages 3-5 of this Handbook). To measure student development towards these core areas, *Key performance indicators* (KPIs) are evaluated regularly (typically three times) as students advance through the program curricula. KPIs are primarily assessed via *Key Assignment Performance Indicators* (KAPAs) which are included as course assignments. KPIs are also assessed at three different points in the program via the *Comprehensive Evaluation of Student Progress* (CESP) which is completed by faculty, students, and (as applicable) site supervisors. The points at which students/faculty/site supervisors complete this evaluation are: 1) during COUN 504 Counseling Techniques; 2) at the beginning of COUN 596 Practicum; and 3) during COUN 597 Internship II. Students and faculty use this information to help students develop the appropriate knowledge and skills they need to enter the counseling profession. This information is also used, in aggregate form, to identify programmatic trends, systematically assess program objectives, and as part of the program's annual review.

**Professional Dispositions.** In addition to core knowledge and skills related to professional counseling, students are also assessed based on professional dispositions. Professional dispositions are assessed by students, faculty, and (as applicable) site supervisors as part of the *Comprehensive Evaluation of Student Progress* (CESP). Counseling dispositions and professional behaviors are based on the CACREP Standards for entry-level counseling professionals (CACREP 2016, Section 2.F; Section 5.C; and Section 5.G) and the American Counseling Association (ACA) 2014 Code of Ethics (<https://www.counseling.org/resources/aca-code-of-ethics.pdf>).

**Student Evaluation.** Students have regular, systematic opportunities to formally evaluate program faculty and site supervisors. Course evaluations are administered through the Hood College Office of Institutional Research and Assessment (OIRA) at the end of each class. Students enrolled in COUN 596 Practicum and COUN 597 Internship I/II will complete a site supervisor and faculty supervisor evaluation. This information is used at both the course and programmatic level, along with student assessment data, to help program faculty reflect on aspects of the program that work well and those that need improvement. Completion of all assessment data (course evaluations, site supervisor evaluations, and the CES-P) is integral to informing programmatic and curricular decisions. See Appendix A for a copy of the CES-P (student version).

Note: Upon graduation from the program, graduates and employers of program graduates will be asked to complete a survey designed to evaluate the program's overall effectiveness as related to the Hood College Program Outcomes.

## EXPECTATIONS OF STUDENTS

### ETHICAL STANDARDS

The Counseling Program at Hood College adheres to the 2016 ACA Code of Ethics, and students and faculty are expected to follow ethical standards in all their activities. The Code of Ethics can be found on the ACA website, at <http://www.counseling.org/resources/aca-code-of-ethics.pdf>. In addition, students in the School Counseling specialty are expected to behave in accordance with the ethical standards defined by the American School Counseling Association (ASCA). The standards can be found on their website, at <http://www.schoolcounselor.org/asca/media/asca/Resource%20Center/Legal%20and%20Ethical%20Issues/Sample%20Documents/EthicalStandards2010.pdf>.

### STUDENT RETENTION, REMEDIATION, APPEAL AND DISMISSAL POLICIES

In addition to the program requirements, students are expected to demonstrate a range of skills in the areas of academic competence, counseling skills, and appropriate interpersonal behavior. These skills must be mastered in order to successfully complete all program requirements. Please note, these expectations are also included as part of the Counseling Student Informed Consent (see page 21 of this Handbook). Students who do not meet these expectations will be called upon for remediation and, in cases of gross misconduct, dismissal from the program. Failure to successfully complete a remediation plan is also means for dismissal.

### ACADEMIC CONDUCT

The Graduate School strives to maintain and enforce the highest standards of academic integrity. Accordingly, plagiarism and other forms of academic dishonesty are unacceptable and will result in disciplinary action. By accepting admission to the Graduate School, a student has also accepted to be governed by the stated regulations of academic conduct, and indicates a willingness to accept disciplinary action, if behavior is deemed to be in violation of those rules or in some way unacceptable or detrimental to Hood College. Professed ignorance of what constitutes academic dishonesty does not excuse violations of these regulations. Further information regarding the rules of academic conduct may be found at <http://hood.smartcatalogiq.com/en/2015-2016/Catalog/Graduate-Studies/Graduate-Academic-Policies>.

### VIOLATIONS OF ACADEMIC CONDUCT AND APPEAL POLICY

When an instructor has evidence that a graduate student is not in compliance with expectations of appropriate academic conduct, it is the obligation of the instructor to bring it to the attention of the student and to evaluate the specific work as a zero. That zero is to be calculated into the final course grade. Instructors also reserve the right to assign a final course grade of "F" to a student for cases of academic dishonesty. Students may appeal the action of the instructor by written petition to the Graduate Council through the Dean of the Graduate School. The Graduate Council will investigate the appeal and render a decision, though this decision may be appealed to the dean of the Graduate School.

In perceived cases of extreme academic dishonesty, an instructor or program director may request a review by the Graduate Council. The Graduate Council will hear statements from the instructor and/or program director, and then from the student under review. If, after hearing both sides of the case, the Graduate Council finds the student to be in extreme violation of the Academic Conduct code, they will recommend dismissal from the program. The final decision will rest with the Graduate Council, though the student may appeal the decision to the Dean of the Graduate School.

**GRADE EXPECTATIONS AND APPEAL POLICY**

Students must maintain a 3.0 grade point average (GPA) in order to be in good academic standing and eligible for grade completion. If a student's GPA falls below 3.0, that student must restore the GPA to a 3.0 within 9.0 credits completed from the term in which the GPA fell below a 3.0. The 3.0 average may be restored by repeating courses or by taking additional courses. A course may be repeated only once and no more than two courses can be repeated. When the course is repeated, the student receives the credits for the course (counted once). While both grades remain on the transcript for historical purposes, only the higher of the two grades will be calculated in the cumulative GPA. There are no limitations to the number of times a student can fall below and restore the GPA. However, no more than 9 credits beyond those required for the degree can be used to raise the GPA and all requirements for the program must be completed within the time limitation policy. Furthermore, students must earn a B- or better in all courses that are pre-requisites for entry into practicum (COUN 501, 504, 505, 511, 531/540). If grades are under B- students must meet with their advisor to establish a remediation plan.

If a student receives a final grade in a course that she or he believes is incorrect or unfair, he or she may appeal that grade by following this procedure:

- Student must contact the faculty member involved, in writing, within 30 calendar days of the posting of the disputed grade. The grade appeal request must outline the specific grievances about the grading procedure, grounds for appeal and attach relevant documentation (syllabus, guidelines for papers or presentations, etc).
- If, after hearing the instructor's explanation, the student still wishes to appeal the grade, she or he must present the grade appeal to the program director within 30 days of notification from the instructor.
- If the student is still not satisfied, the student may make a final appeal to the Dean of the Graduate School. In such cases, the dean must be contacted prior to the end of the term immediately following the semester the grade was posted.

Failure to follow this timeline provides sufficient grounds for dismissing an appeal. In each stage of the appeal process, the student will receive a letter stating the reviewer's recommendation within 30 days of initiation. All parties to the grade appeal (student, instructor, program director, dean) are to maintain strict confidentiality until the matter is resolved.

**ACADEMIC COMPETENCE & APPROPRIATE PERSONAL BEHAVIOR**

Students are expected to consistently behave in a manner appropriate to an academic context; if students have questions as to the specifics of this behavior, they should direct them to a faculty member. Appropriate behaviors include:

- Respecting divergent points of view.
- Expressing thought/knowledge effectively.
- Using personal power and authority appropriately.
- Working collaboratively with others.
- Demonstrating the ability to receive, give, and integrate feedback, including clinical supervision regarding my work with clients.
- Demonstrating ability to articulate one's feelings.
- Exhibiting ability to take responsibility for one's actions.
- Interacting appropriately with authority.
- Contributing to a positive classroom environment.
- Exhibiting dependable behaviors with regards to assignments, group activities, and attendance.



## COUNSELING SKILLS

Students are also expected to demonstrate proficiency in counseling contexts and with particular skills. Regular evaluations of student progress in these skills will be provided during Counseling Techniques, Practicum, and Internship. At all times throughout the program, students will be expected to:

- Demonstrate effective listening skills.
- Demonstrate realistic expectations in regard to academic planning.
- Show developed sense of self-awareness regarding skills and talents.
- Demonstrate an ability to develop and sustain rapport with clients.
- Demonstrate an awareness of cultural, gender, and spiritual issues.
- Demonstrate appropriate boundaries: sexual, ethical, and professional.

Students will be informally assessed and evaluated throughout their time in the program by faculty. Department faculty also formally evaluate all students once during the Fall and Spring semester. The Department may also conduct a formal review of students at other times if a need is determined by the Department, College, or outside stakeholders. During this Bi-Annual Review of Students, faculty utilize informal observations and data gathered from the student evaluation process (see the Student Evaluation section of this Handbook).

## PRACTICUM AND INTERNSHIP

Students are required to complete three (3) credits of Practicum (COUN 596), which must include 100 hours of client service work at an off-campus field site. Of those 100 hours, 40 must be direct (face-to-face client interaction) and 60 must be indirect (supportive activities, e.g. record keeping and administrative duties). Students are then required to complete six (6) credits of Internship over a minimum of two semesters (COUN 597 and 598), composed of 240 direct and 360 indirect hours, for a total of 600 hours. Appropriate field sites for Clinical Mental Health Counseling (CMHC) students include community mental health agencies, hospitals, group practices, and therapeutic schools. Appropriate field sites for School Counseling students include public, private, non-traditional, and therapeutic or alternative schools. Students will receive extensive support from program faculty in identifying and securing a site, however, sites are not guaranteed. Students must independently complete all requirements for identifying, interviewing, and securing a site, and acceptance decisions are made entirely at the discretion of the site. School Counseling students must coordinate with the Practicum & Internship Coordinator to ensure they are meeting all deadlines and following procedures specific to their desired school district.

Throughout Practicum and Internship, students will receive weekly individual supervision from field site supervisors (one hour per week) and weekly group supervision from a Hood College faculty instructor in COUN 596 and 597/598 (2-2.5 hours per week). Prior to entering Practicum and Internship, students must have earned a B- or better in pre-requisites COUN 501, 504, 505, 511, and 531/540).

Typically, students will enroll in Practicum and Internship in the final semesters of the program. Students are encouraged to begin planning for Practicum and Internship early on with their academic adviser, so they know their approximate Practicum start date.

**Getting Started.** The first step in the Practicum and Internship process is to attend a *mandatory* orientation approximately 9 months prior to the projected Practicum start date. At these meetings, students will receive the Practicum and Internship Manual and detailed information about the process (dates below subject to change with notice).

**Practicum and Internship Schedule**

<i>Desired start date</i> →	<b>Summer 2020</b>	<b>Fall 2020</b>	<b>Spring 2021</b>
<b>Mandatory orientation</b>	November 13, 2019	November 13, 2019	May 6, 2020
<b>Application deadline</b>	April 10, 2020	June 26, 2020	November 13, 2020
<b>Application decisions</b>	April 24, 2020	July 10, 2020	November 27, 2020
<b>Field experience starts</b>	May 18, 2020	August 24, 2020	January 18, 2020

The Practicum and Internship Coordinator serves as the point person for all questions related to Practicum and Internship and will provide significant support in the process of applying for and engaging in field site work. The Counseling Department maintains relationships with a range of community organizations and schools that are appropriate for field site work, and a list of those sites will be provided at the Practicum and Internship orientations. *Students are expected, however, to actively research, seek out, and apply for Practicum and Internship opportunities as they would any other job opportunity. Sites are not guaranteed, and students will not be “assigned” a site (except in the case of some school counseling placements).* The Coordinator and other faculty members are committed to helping students find sites that match their interests and professional goals, however faculty cannot guarantee site availability or accommodate specific scheduling needs. Many students wonder if they will be able to continue working full- or part-time while on Practicum and Internship; this can be quite challenging, depending on the specifics of the situation, and should be thoughtfully discussed with both the academic adviser and Practicum and Internship Coordinator. Full-time employment is best maintained when both the student’s job and internship site are flexible with scheduling.

Note: Students considering full-time employment during their field experience must recognize the personal, academic, and occupational burden involved. Students must also understand that no relief from practicum/internship duties/responsibilities due to other professional or personal obligations will be granted. This includes class time, site hours, course assignments, evaluations, and or supervisory feedback.

Students already working at appropriate field sites MAY complete their Practicum and/or Internship at their place of employment, but they must receive approval from the Practicum and Internship Coordinator and Program Director, and their Practicum and Internship responsibilities and supervisor must be clearly documented as different from their existing, paid responsibilities. Students may NOT receive payment for Practicum and Internship activities at any site. These issues are discussed in more detail in the Practicum and Internship Manual and Practicum and Internship Orientation.

## **ENDORSEMENT POLICY**

The faculty of the Department of Psychology and Counseling at Hood College support graduates in their efforts to become established, active professionals within the fields of School and Clinical Mental Health counseling. To that end, faculty familiar with students will provide endorsements to students after they have demonstrated proficiency in key areas, as judged by faculty's evaluations of students' performance in coursework, practicum, and internship. Such endorsements can be provided to the professional credentialing body, National Board of Certified Counselors, licensing bodies, other academic institutions, etc., upon the student's completion of appropriate coursework, practicum, and internship requirements. Endorsements shall be provided in the form of a letter or other format, as agreed upon by faculty and student, and will not be provided until students have completed a substantial portion of the program, including at least a portion of practicum and internship.

## **STUDENTS WITH DISABILITIES**

Hood College actively supports the rights of students with disabilities to have equal access to education. In accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, Hood makes every reasonable effort to accommodate the needs of students with disabilities.

Students who have a disability are asked to notify the disabilities services coordinator as soon as possible. Early notification prevents delay in initiation of services and ensures the student full access to educational activities. The disabilities services coordinator and/or the medical staff, in consultation with the student, prepares a plan for services and forwards authorization for specified services (such as note taking and interpreting) to the appropriate offices on campus.

## STUDENT STATEMENT OF INFORMED CONSENT

I agree to abide by the rules and policies of Hood College, the Graduate School, the Department of Psychology and Counseling, as outlined in the Hood College Catalog, the Graduate Student Handbook, and the Counseling Student Handbook.

### Proficiency and Evaluation

To successfully complete the program, I will be expected to demonstrate academic competence, counseling skills, and appropriate personal behavior and professional dispositions for a counselor-in-training. This competence includes proficient counseling intakes and client sessions and professional, ethical behaviors and disposition within classrooms, at internships sites, and in all interpersonal interactions with peers, colleagues, and professors.

### Academic Competence & Appropriate Personal Behavior

I understand that behavior appropriate to an academic context is expected for the successful completion of the program. I also recognize that in all my behaviors and interactions as a counseling student, I act as a representative of Hood College, and therefore must work consistently to act in a professional, mature manner. Therefore, I will work to:

- Respect divergent points of view.
- Express thought/knowledge effectively.
- Use personal power and authority appropriately.
- Work collaboratively with others.
- Demonstrate the ability to receive, give, and integrate feedback, including clinical supervision regarding my work with clients.
- Demonstrate ability to articulate one's feelings.
- Exhibit ability to take responsibility for one's actions.
- Interact appropriately with authority.
- Contribute to a positive classroom environment.
- Exhibit dependable behaviors with regards to assignments, group activities, and attendance.

### Counseling Skills

In addition to appropriate behavior in academic and personal interactions, I will be expected to demonstrate proficiency in counseling contexts and with particular skills. Regular evaluations of my progress will be provided during Counseling Techniques, Practicum, and Internship. These evaluations will consider my progress, and ultimately, my proficiency in my ability to:

- Demonstrate effective listening skills.
- Demonstrate realistic expectations in regard to academic planning.
- Show developed sense of self-awareness regarding skills and talents.
- Demonstrate an ability to develop and sustain rapport with clients.
- Demonstrate an awareness of cultural, gender, and spiritual issues.
- Demonstrate appropriate boundaries: sexual, ethical, and professional.

I understand that my overall behavior and performance will be formally and informally assessed and evaluated throughout my time in the program by faculty, site supervisors, and outside faculty/staff at Hood College. I understand that faculty will meet once per semester (or more frequently if needed) in order to conduct a complete, confidential review of all students. I understand that faculty discuss my individual progress on a routine basis in an attempt to help me grow and successfully progress throughout the program.

### Personal Growth, Self-Awareness, and Self-Care

I understand the faculty of the Department of Psychology and Counseling strongly encourages me to seek out opportunities for personal growth and self-awareness through a variety of means, including personal counseling, as a complement to clinical training and as a means of caring for myself. Because I understand that the process of becoming a counselor places psychological demands on students and may cause me personal distress or challenge my personal adjustment, I may be encouraged or required to seek support or personal counseling to ensure that I am able to successfully complete my training.

### Self-Disclosures

I also understand that the program requires participation in experiential courses. Self-disclosures will not be used as a basis for grading these courses. However, if I disclose a severe impairment, condition, or circumstances that compromise my ability to perform in a professional and ethical manner, or which create the potential for harm to clients, I may be required to meet with my advisor and, in extremely rare circumstances, to repeat course work, to seek and show evidence of personal counseling at my own expense, or be dismissed from the program.

### Prerequisites

I understand that the successful completion of specific courses is required before I am able to progress in the program. Please see the "Description of Degree Specialties" in the Student Handbook to review the specific prerequisites required for the program. I will be expected to successfully complete prerequisites for practicum and internship (COUN 501, 504, 505, 511, 540) with a "B-" or better in order to progress. If I do not meet this requirement after two attempts, I will be dismissed from the program.

### Practicum and Internship

I am aware that COUN 596 (Practicum) and COUN 597/598 (Internship I/II) entail the completion of a minimum of 700 off-campus clinical hours, which averages out to 8-10 hours/week for COUN 596 and 20-25 hours/week for both semesters of COUN 597/598. I also understand that though the Practicum and Internship Coordinator and other faculty will support me in securing Practicum and Internship sites, I am expected to actively research, seek out, and apply to sites of interest. I understand I will be expected to successfully complete three credits of COUN 596 and six credits of COUN 597/598 with a letter grade of "B-" or better to complete the program. If I do not meet this requirement, I will be dismissed. I understand that if I need to register for more credits of COUN 596 or 597/598, due to previously receiving a grade below a "B-" or not completing my hours, I will need permission from the faculty. I understand that being dismissed from a site for issues of a professional nature is a serious offense and will likely result in failure of the course. I understand it is imperative that I make myself available for the hours required by all sites at the specific days and times required by those sites. I understand that the faculty cannot guarantee site availability or specific scheduling needs such as evenings or weekends. I also realize I am responsible for fulfilling all the procedures outlined in the Practicum and Internship Manual.

### Certification and Licensure

Finally, I understand that the completion of a degree in counseling does not guarantee certification or licensure. I understand that these credentials are conferred by different agencies and may have requirements different from those of the counseling program at Hood College. I understand that the requirements set forth in this document are not exhaustive or cumulative and that I may be dismissed from the program based on reasons other than those set forth herein or based on my failure to meet one or more of such requirements.

Student Signature \_\_\_\_\_

Date \_\_\_\_\_

Student Name (printed) \_\_\_\_\_

Faculty Advisor Signature \_\_\_\_\_

Date \_\_\_\_\_

## MARYLAND LICENSURE REQUIREMENTS

The Maryland State Board of Professional Counselors and Therapists operates under the Maryland Professional Counselors and Therapists Act, Health Occupations Article, Title 17, Annotated Code of Maryland and is the licensing authority of professional counselors and therapists in the State of Maryland. In Maryland, the requirements to become a licensed counselor (LCPC) at the master's level are:

(<http://dhmh.maryland.gov/bopc/SitePages/profcounselor.aspx>)

### Education Requirements:

- (1) A master's degree in a professional counseling or related field from an accredited educational institution approved by the Board with a minimum of 60 graduate semester credit hours or 90 graduate quarter credit hours.
- (2) A minimum of 3 graduate semester credit hours or 5 graduate quarter hours of instruction in each of the following areas:
  - Human Growth and Personality Development
  - Social and Cultural Foundations of Counseling
  - Counseling Theory
  - Counseling Techniques
  - Group Dynamics, Processing, and Counseling
  - Lifestyle and Career Development
  - Appraisal
  - Research and Evaluation
  - Professional, Legal, and Ethical Responsibilities
  - Marriage and Family Therapy
  - Alcohol and Drug Counseling
  - Supervised Field Experience (125 hours direct client contact)
  - Diagnosis and Psychopathology
  - Psychotherapy and Treatment of Mental and Emotional Disorders
  - Supervised Clinical Experience Requirement

3 years with a minimum of 3,000 hours of supervised clinical experience in professional counseling under an approved supervisor. Of the 3 years, 2 years shall be post-graduate clinical supervised hours. One year (up to 1,000 hours) may be acquired before the awarding of the master's degree. Upon successful completion of a master's program in Counseling, graduates may apply to become Licensed Graduate Professional Counselors (LGPCs) on their way to earning the additional hours to become LCPCs. In order to become an LGPC, you must have graduated with your master's degree and passed the National Counselors Examination (see below).

<https://health.maryland.gov/bopc/pdfs/lgpcapplication.pdf>

### Examination Requirement

Achieve passing scores on the National Counselors Examination (NCE) of the National Board for Certified Counselors and the State Law Test. The NCE is computer based and is administered the first two weeks of each

month. Students applying for their LGPC must be granted approval to sit for the NCE by the Maryland Board. For more information, please visit: <http://nbcc.org/Assets/StateForms/MD.pdf>.

The following is an overview of the process of applying for your LGPC and then LCPC in Maryland:

1. Graduate with your master's degree in Clinical Mental Health or School Counseling.
2. Submit your application for LGPC (<http://dhmh.maryland.gov/bopc/pdfs/lgpcapplication.pdf> )
3. Wait for approval from the Maryland Board to take the NCE and Maryland Law Test.
4. Once approved, register with the National Board of Certified Counselors (NBCC) to take the NCE.
5. Schedule a testing date through Pearson Vue (offered the first two full weeks of each month at four testing centers in Maryland: Baltimore, Bethesda, Columbia, and Salisbury). The Maryland Law Test is offered twice monthly by the Maryland Board.
6. Pass the exams, receive your scores, and send them to the Maryland Board.
7. Receive your LGPC.
8. Practice graduate professional counseling for at least two years (2,000 hours) under the supervision of a BOARD-APPROVED clinical supervisor, including 100 hours of face-to-face clinical supervision (50 hours must be from an LCPC; minimum of 50 hours must be individual). Total hours required for LCPC is 3,000 hours, up to 1,000 of which may be pre-master's (i.e., your Practicum and Internship), as long as those hours were under an approved supervisor (LCPC or other licensed mental health care provider).
9. Submit your application for LCPC (<https://health.maryland.gov/bopc/pdfs/lcpcapplication.pdf>)

For more information on Maryland's requirements for LCPC, see <https://health.maryland.gov/bopc/pdfs/SupervisedClinicalDocumentationForm.pdf>

## MARYLAND SCHOOL COUNSELOR CERTIFICATION REQUIREMENTS

### OPTION I

A master's degree in school counseling or guidance and counseling from an institute of higher education;  
A National Board of Certified Counselors (NBCC) certificate; and  
Two years of satisfactory performance as a teacher or counselor in a school setting.

### OPTION II

A master's degree in school counseling or guidance and counseling in a program approved using State-approved standards under COMAR 13A.07.06.01; and  
2 years of satisfactory performance as a teacher or school counselor, or 500 clock hours in a supervised practicum in school counseling.

### OPTION III

A master's degree in school counseling or school guidance and counseling from a program approved by the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

### OPTION IV

A master's degree in school counseling or guidance and counseling from an approved program under the Interstate Contract agreement for support services; and  
2 years of satisfactory performance as a teacher or school counselor, or 500 clock hours in a supervised practicum in school counseling.

### OPTION V

A master's degree from an institute of higher education; and  
Present a valid, professional certificate from another state and verification of at least 27 months of satisfactory performance as a school counselor during the past 7 years on the basis of which application is being made for a comparable Maryland certificate.



## PROFESSIONAL DEVELOPMENT AND ACTIVITIES

There is a range of professional counseling organizations that can support you, both during your years of training and then after during your career. Becoming involved with professional organizations can help you meet colleagues, engage with your interests further, and provide you with potential career or professional development opportunities. Organizations tend to either be national or local/regional. There are numerous organizations, many of which offer specific support for different specialties; a full list can be found at <http://www.counselor-license.com/resources/counseling-organizations.html>. The following represent the most relevant organizations:

### NATIONAL ORGANIZATIONS

- a) American Counseling Association (ACA)
  - a. The world's largest counseling association, representing over 56,000 members. The organization offers a range of resources, including webinars, online and paper publications, advocacy/legislative action opportunities, journals, and other chances to gain continuing education hours. The annual ACA conference is the largest counseling conference and offers the chance for professional development, networking, and career advancement. The ACA also offers a range of divisions catering to particular interests and skills, including those working with children, the arts, the LGBTQ community, etc. Becoming a member brings with it professional liability insurance for counseling work.
  - b. Annual Membership Rate: \$96 (Student), \$96 (New Professional), \$168 (Professional)
  - c. Magazine: Counseling Today
  - d. Journal: Journal of Counseling & Development
  - e. Website: [www.counseling.org](http://www.counseling.org)
- b) American School Counselor Association (ASCA)
  - a. The American School Counselor Association (ASCA) supports school counselors' efforts to help students focus on academic, career and social/emotional development so they achieve success in school and are prepared to lead fulfilling lives as responsible members of society. ASCA provides professional development, publications and other resources, research and advocacy to professional school counselors around the globe. Membership includes liability insurance.
  - b. Annual Membership Rate: \$69 (Student), \$69 (1<sup>st</sup> Year Professional), \$129 (Professional)
  - c. Magazine: ASCA School Counselor
  - d. Journal: Professional School Counseling
  - e. Website: [www.schoolcounselor.org](http://www.schoolcounselor.org)
- c) American Mental Health Counseling Association (AMHCA)
  - a. The AMHCA focuses on clinical mental health counselors and educators. Membership offers access to the Annual Conference and other opportunities for continuing education, networking, professional development in-person or via webinars, and information about certification and licensure. Discounted liability insurance for counseling students is included.
  - b. Annual Membership Rate: \$82 (Student), \$82 (Recent Graduate), \$179 (Professional)
  - c. Magazine: *The Advocate* (digital)
  - d. Journal: Journal of Mental Health Counseling
  - e. Website: [www.amhca.org](http://www.amhca.org)

### LOCAL/REGIONAL ORGANIZATIONS

- a) Maryland Counseling Association (MCA)
  - a. The local affiliate of ACA and part of its Southern Region. The MCA offers a range of tools, resources, and events, as well as an annual conference.
  - b. Website: [www.md counseling.org](http://www.md counseling.org)
- b) Maryland School Counselor Association (MSCA)
  - a. The local affiliate of ASCA. Membership offers a network of students, professionals, and counselor educators, access to the annual conference, graduate student seminars, advocacy/policy opportunities, and periodic seminars and workshops.
  - b. Website: [www.mscaonline.org](http://www.mscaonline.org)
- c) Licensed Clinical Professional Counselors of Maryland (LCPCM)
  - a. Local affiliate of AMHCA. Membership includes advocacy opportunities, access to the local conference, information about insurance, etc.
  - b. Website: [www.lcpcm.org](http://www.lcpcm.org)

## ADDITIONAL OPPORTUNITIES FOR STUDENTS

### CHI SIGMA IOTA – NATIONAL HONOR SOCIETY FOR COUNSELING STUDENTS

CSI is a great way for you to get to know other students, as well as participate in a range of extra-curricular professional or social experiences. From the website, “CSI is an international honor society that values academic and professional excellence in counseling. We promote a strong professional identity through members (professional counselors, counselor educators, and students) who contribute to the realization of a healthy society by fostering wellness and human dignity.” Faculty and current students are in the process of starting a CSI chapter at Hood. More information can be found at their website, [www.csi-net.org](http://www.csi-net.org).

### RESEARCH OPPORTUNITIES

Students have the opportunity to work on research with professors with whom they share interests, although at the current time these opportunities are unpaid. That said, these experiences can be a great way for students to learn about research, to evaluate if they would like to pursue doctoral studies, and to improve their competitiveness in future academic and professional endeavors. Interested students should contact professors directly to determine if opportunities for research exist.

## FREDERICK AREA COUNSELING SERVICES

Your advisors also have a frequently updated list of private practitioners, many of whom have indicated their interest in supporting new counselors by offering them treatment on a sliding scale. Please reach out to them for the most updated list.

### **Nicole K. Albertson, Psy.D., LLC**

(301) 663-3350

[www.nkallc.com](http://www.nkallc.com)

[drnkalbertson@gmail.com](mailto:drnkalbertson@gmail.com)

700 Montclair Ave, Suite C, Frederick, MD 21701 (across from FMH Hospital off of 7<sup>th</sup> St.)

I work with adults and adolescents. I see clients with a wide array of issues such as depression, anxiety, and relational struggles, and I specialize in eating disorders and trauma. I am in-network with BCBS PPO plans, and I can bill directly to insurance companies for out-of-network benefits.

### **Jess Albright, LCPC**

(240) 457-9015

[counselingwithjess@gmail.com](mailto:counselingwithjess@gmail.com)

[www.counselingwithjess.com](http://www.counselingwithjess.com)

700 Montclair Ave, Suite C, Frederick, MD 21701 (across from FMH Hospital off of 7<sup>th</sup> St.)

I am a mental health therapist for tweens through young adults. My areas of expertise include: anxiety, depression, self injury/harm, non-life threatening eating disorders, conceptualization of self/self esteem, stress management, and life/family changes. I am also fluent in American Sign Language (ASL), which enables me to work with the Deaf Community. I am out of network for all insurance companies.

### **Associated Family Counseling**

(301) 228-2303

[www.associatedfamilycounseling.com](http://www.associatedfamilycounseling.com)

### **Tracy Blood, Ph.D., LLC**

(301) 828-1848

[tlb-phd@comcast.net](mailto:tlb-phd@comcast.net)

700 Montclair Ave, Suite C, Frederick, MD 21701 (across from FMH Hospital off of 7<sup>th</sup> St.)

Insurance(s) Taken: Blue Cross Blue Shield PPO, United

I work with adults (from late teen to senior) and couples as a generalist, providing help with issues including adjustment and transition, depression, anxiety, and trauma. I am in-network with Blue Cross PPO Plans and Optum (United Behavioral Health) and can bill directly for out-of-network benefits.

### **Frederick Psychology Center**

(301) 695-6455

[www.frederickpsychologycenter.com](http://www.frederickpsychologycenter.com)

### **Paul Hadfield, LCPC**

(301) 639-6125

Practices from a psychodynamic perspective.

Insurance(s) Taken: Cigna

**Rachel Harrison, LCPC, NCC**

(301) 524-5991

[counselorrachel@gmail.com](mailto:counselorrachel@gmail.com)  
[www.frederick-counseling.com](http://www.frederick-counseling.com)

120 W. Church St., Suite 2B, Frederick, MD  
21701 Insurance(s) Taken: Blue Cross Blue  
Shield PPO

I work with individuals and families, specializing in anxiety, depression, trauma and loss. I am a certified EMDR therapist, which can be a very effective treatment for trauma and anxiety. I also have extensive experience working with those impacted by the circle of adoption (adoptees, adoptive families, and birth families). I am in network with Maryland Medicaid and in the process of becoming in-network with BCBS PPO plans. I can provide reimbursement forms for other insurance plans.

**Scott Hollenberg, LCPC**

(301) 684-6628

Insurance(s) Taken: AmeriHealth, BCBS, Ceridian, Cigna, Magellan, Military OneSource, Optum, United Behavioral Health, ValueOptions

Are you feeling pinned down by your anxiety? Is it dictating your life and limiting your experiences? If you're looking for somebody to help you figure it out, we should talk. As a society we dwell on cognitive abilities and therefore we have less knowledge/awareness of our emotions. We aren't given the skills to help us cycle through difficult emotional states. I integrate mindfulness and related therapies to help clients cope and shift to more helpful and healthy perspectives. We all have blind spots, and counseling helps us recognize them. With increased awareness we are in a better position to create a more functional and fulfilling life. Taking the first step to get help isn't easy, but know that you don't have to go it alone.

**Hood College Wellness Center**

(301) 696-3789

Offers free short-term counseling for Hood students.

<http://www.hood.edu/campus-life/counseling-center/counseling-center.html>

**Tami Koepp, LCPC**

(301) 514-4745

Practices from a psychodynamic perspective.

**Linda Macek, LCSW-C**

(301) 691-3923

Life Changes

Counseling

Ijamsville, MD

21754

Insurance(s) Taken: BCBS, Ceridian, Cigna, Magellan

**Kate MacShane, LGSW**

(301) 547-1375

I provide compassionate, LGBTQIA-affirmative psychotherapy to children (ages 3+), families, and individual adults. I support clients in strengthening relationships and connecting with their authentic selves as they explore and navigate transitions to new expressions of gender and sexuality that are right for them. Social justice is an important part of my treatment perspective: I consider the ways that race, ethnicity, ability status, language, culture, and socioeconomic status interact and impact my clients' experiences. As a former special

educator, I can help families ensure that schools are safe and supportive places for their children.

**Mental Health Association of Frederick County**

(301) 662-2255

[www.fcmha.org/counselingservices](http://www.fcmha.org/counselingservices)

**Psychotherapy Services Associates**

301-662-6226

[www.frederickpsychotherapy.com](http://www.frederickpsychotherapy.com)

**Jane Sachs, LCPC**

(301) 288-1963

Practices from a psychodynamic perspective.

## Appendix A: COMPREHENSIVE EVALUATION OF STUDENT PROGRESS

### M. S. COUNSELING PROGRAM STUDENT SELF EVALUATION

Name \_\_\_\_\_

Course (circle one):    COUN 504                      COUN 596                      COUN 597

Semester (circle one):                      Fall    Spring    Summer    Year \_\_\_\_\_

Evaluation Period (circle one):                      Mid-Term                      Final

Race/Ethnicity (Circle all that apply):

American Indian/Alaskan Native

Asian/Asian-American

Black/African-American

Hispanic

White/Caucasian

Other

Gender (Circle all that apply):

Female

Male

Trans\*

### Scale Evaluation Guidelines

**Exceeds Expectations / Demonstrates Competencies (4):** The counselor or trainee demonstrates strong (i.e., exceeding the expectations of a beginning professional counselor) knowledge, skills, and dispositions in the specified counseling area(s) and/or exceeds expectations for professional disposition(s) and professional behavior(s). This rank is given to exceptional counselors-in-training and is reserved for students who exceed expectations 100% of the time.

**Meets Expectations / Demonstrates Competencies (3):** The counselor or trainee demonstrates consistent and proficient knowledge, skills, and dispositions in the specified counseling area(s) and/or consistent and proficient professional disposition(s) and professional behavior(s). A beginning professional counselor should be at the “Meets Expectations/Demonstrates Competencies” level at the conclusion of his or her practicum and/or internship.

**Near Expectations / Developing towards Competencies (2):** The counselor or trainee demonstrates inconsistent and limited knowledge, skills, and dispositions in the specified counseling area(s) and/or inconsistent and limited professional disposition(s) and professional behavior(s). A beginning professional counselor should be at the “Near Expectations/Developing towards Competencies” level mid-way through their counseling training or prior to the start of his or her practicum.

**Below Expectations / Insufficient Competencies (1):** The counselor or trainee demonstrates limited or no evidence of the knowledge, skills, and dispositions in the specified counseling area(s) and/or limited or no evidence of appropriate professional disposition(s) and professional behavior(s), and in some instances a harmful use of knowledge and/or demonstration of professional disposition(s) and behavior(s). It is not unusual for a beginning professional counselor to be at the “Below Expectations/Insufficient Competencies” or have numerous “Not Observed” items in their first year of training or prior to completing their core course requirements. This rank, depending on the student’s progress in the program, may warrant a professional development plan and/or other remediation procedures as deemed appropriate by the Counseling Program faculty.

<b>Key Performance Indicators</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>NO</b>
<b>Student demonstrates knowledge of professional counselor roles and responsibilities – <i>Knowledge-Based</i> (KPI 1)</b>					
<b>Student applies knowledge of ethics in counseling practice (e.g., adheres to the ethical guidelines of the ACA, ASCA, IAMFC, APA, &amp; NBCC; including practices within competencies) – <i>Knowledge-Based</i> (KPI 2)</b>					
<b>Student integrates multicultural competencies and intervention strategies for diverse individuals into the counseling process – <i>Skill-Based</i> (KPI 3)</b>					
<b>Student articulates factors of human growth and development, functioning, and behavior – <i>Knowledge-Based</i> (KPI 4)</b>					
<b>Student demonstrates use of career interventions and assessments – <i>Skills-Based</i> (KPI 5)</b>					
<b>Student articulates knowledge of theories and models for counseling – <i>Knowledge-Based</i> (KPI 6)</b>					

<b>Key Performance Indicators</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>NO</b>
<b>Student applies evidence-based counseling interviewing and techniques– <i>Skills-Based</i> (KPI 7)</b>					
<b>Student applies group leadership, planning, and facilitation strategies – <i>Skills-Based</i> (KPI 8)</b>					
<b>Student demonstrates knowledge of counseling assessment and related statistical and psychometric concept – <i>Knowledge-Based</i> (KPI 9)</b>					
<b>Student assesses risk, trauma, and abuse – <i>Skills-Based</i> (KPI 10)</b>					
<b>Student articulates knowledge in research design, program evaluation, and statistical methods – <i>Knowledge-Based</i> (KPI 11)</b>					



Key Performance Indicators	1	2	3	4	NO
<b>School Counseling Only</b>					
<p>Student facilitates academic achievement and college and career readiness – <i>Knowledge-Based</i> (KPI 12)</p>					
<p>Student articulates knowledge and skills in school-based collaboration and consultation – <i>Knowledge-Based</i> (KPI 13)</p>					
<p>Student applies knowledge of school-based program development – <i>Knowledge-Based</i> (KPI 14)</p>					
<p>Student demonstrates expertise in school-based mental health &amp; behavioral concerns – <i>Skills-Based</i> (KPI 15)</p>					

Key Performance Indicators	1	2	3	4	NO
<b>Clinical Mental Health Counseling Only</b>					
<b>Student demonstrates efficacy in diagnosis, case conceptualization and treatment planning– <i>Skills-Based</i> (KPI 16)</b>					
<b>Student demonstrates expertise in counseling techniques, interventions, and interdisciplinary service delivery – <i>Knowledge-Based</i> (KPI 17)</b>					
<b>Student articulates knowledge in substance use and co-occurring disorders – <i>Knowledge-Based</i> (KPI 18)</b>					

<b>Counseling Dispositions &amp; Professional Behaviors</b>					
<b>Areas of Assessment</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>NO</b>
<b>Student behaves in a professional, respectful manner towards faculty, staff, supervisors, peers, and clients; including appropriate dress, conduct attitudes, and boundaries.</b>					
<b>Student is engaged/motivated to learn and grow. Arrives prepared to all commitments, takes initiative, and seeks/uses growth opportunities (e.g., actively engages in learning and developing his or her counseling knowledge, skills, dispositions, and cultural competence).</b>					
<b>Student demonstrates ability to flex and be adaptable to changing circumstances, unexpected events, and new situations.</b>					
<b>Student follows appropriate conflict resolution strategies.</b>					
<b>Student exhibits emotional stability (i.e., congruence between mood and affect) and self-control (i.e., impulse control) in relationships with supervisor, peers, and clients.</b>					
<b>Student demonstrates the ability to self-reflect and self-evaluate, including self-awareness of his or her own belief systems, values, needs and limitations, and the effect of “self” on his or her work with others.</b>					
<b>Student responds non-defensively to instructor/supervisor/peer feedback and incorporates feedback to alter skills, behavior, and/or counselor dispositions.</b>					
<b>Areas of Assessment</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>NO</b>
<b>Student attends all required meetings and clinical practice activities in their entirety; is fully engaged, participatory and prompt.</b>					
<b>Student completes all assigned tasks in an ethical and effective fashion (e.g.,</b>					

administrative reports/assignments, academic assignments).					
Student actively seeks support and/or consultation and supervision in a timely and effective manner.					
Student understands, appreciates, and adheres to course, school, and/or field placement policies and procedures.					
Student recognizes the limits of her or his counseling competencies and actively seeks to improve areas of deficiency.					
Student displays an awareness of self-care needs and practices regular wellness activities.					

PLEASE NOTE AREAS OF OBSERVED STRENGTH:

PLEASE NOTE OBSERVED AREAS THAT WARRANT IMPROVEMENT: (HIGHLIGHT AREAS BELOW EXPECTED LEVEL OF COMPETENCE FOR STUDENT PROGRESS):

Student signature \_\_\_\_\_

Date: \_\_\_\_\_

Instructor signature \_\_\_\_\_

Date: \_\_\_\_\_

USE REVERSE SIDE OR ATTACH PAGES FOR ADDITIONAL COMMENTS