Master of Counseling Program Handbook

Portland Campus

www.westernseminary.edu
503.517.1800
Welcome!

Welcome to the M.A. Counseling Program at Western Seminary’s Portland campus. We are excited to join you on your educational journey. The Western Seminary clinical mental health counseling program endeavors to prepare practitioners of personal integrity who will provide effective, ethical, culturally inclusive, professional counseling from a Christian worldview. Our desire is to create a focused but flexible learning environment in which you will have the opportunity to grow personally, spiritually, and professionally. We would like to assist you in having a successful academic journey and hope that you have fun while learning.

- This handbook is provided to inform you of program policies and procedures, to answer routine questions concerning the program, and to guide you to completion of your degree. Please keep it on hand for ready reference. You are responsible to know the contents of the handbook and to make use of the attached forms.

- While every effort is made to ensure the accuracy of the information in this Handbook, Western Seminary has the right to make changes at any time without prior notice.

- The Handbook is for the purpose of providing information, and does not constitute irrevocable terms of contract between the Seminary and current or prospective students. There are established procedures for making changes; procedures which protect the Seminary’s integrity and the individual student’s interest and welfare. A curriculum or graduation requirement, when altered, generally is not made retroactive unless the alteration is to meet counseling licensure requirements or is to the student’s advantage and can be accommodated within the span of years normally required for graduation.

- Students are advised to carefully read the Seminary Catalog, available at New Student Orientation or through the Registrar’s Office. Further, the M.A. Counseling Handbook provides specific and detailed information as a supplement to the Catalog. Details on specific course offerings and class times are published in the Course Schedule, available in advance of each semester from the Registrar’s Office and on the school website. Information on current fees and financial policies is available from the Business Office. Upon admission, students are assigned a faculty advisor with whom the student may consult for course planning and additional information and assistance.

On Form CNSF035, you will find the program checklist. It is provided as a convenient record of your progress in the program and as a way to see the program at a glance. Other forms that you will need throughout the course of your studies are found in the Counseling Forms section on the counseling program website.
In addition to the materials in this handbook, we (faculty and staff) are available to provide personal guidance and responses to your questions. If you have further questions, please do not hesitate to call us at the main Seminary number (503) 517-1800, or at the counseling program (503) 517-1976. From out of town, call 1-877-517-1800.

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Questions Everyone Asks

Look for the answers to these questions on the pages listed below

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Program Description

Overview

The Master of Arts (M.A.) in Counseling Program is focused on preparing Christian counselors with the knowledge, skills, and insight needed to practice counseling in clinical settings, non-profit organizations, or church contexts. Western has created this program to be an integrative clinical mental health counseling approach that seeks to understand and explain counseling issues and problems that people face in life from a psychological and biblically sound point of view. The program places emphasis on theological and spiritual reflection as related to the therapeutic process. The CACREP accreditation increases licensure potential in many U.S. states.

Three major areas of study are blended in the M.A. counseling program: biblical studies, theological studies and counseling studies. The program combines the following components:

- A quality classroom and academic experience.
- Application of the classroom education in a practical setting - the internship site.
- Personal examination and reflection in class and supervision.
- Faculty mentoring.

In each of these settings the student is challenged to reflect upon the practical application of theory, personally and professionally. The M.A. in Counseling program is intended to prepare individuals for clinical mental health settings, church pastoral counseling, work in para-church ministries, family services, residential and outpatient treatment programs, and counseling centers.

Four distinctions make Western’s Counseling Program different from other similar programs. First, the commitment to teaching that is based in a clearly Christian worldview. Students extensively examine their own worldview, alternative worldviews and consider how these foundational issues interact in the counseling experience. We are committed to the integration of theology, counseling theory, and spirituality. After considering what other professionals in the field have written and said, students are challenged to develop their own personal model of integration. Developing their own model gives each student the chance to personalize the issues so that they begin on the road to being an integrated person, not simply someone who does integrative counseling. Please see Western Seminary Counseling Program Spiritual Competencies form CNSF049.

Second is accessibility. Most classes are scheduled on Monday’s leaving you great flexibility for other commitments such as family, clinical experience, friends, work, and church.

Third is the commitment to the internship clinical experience. Students in Western’s program are required to complete a practicum and four semesters of internship. This large investment of time devoted to internship demonstrates Western’s commitment to practical skills and relevance in learning.
Fourth, faculty are committed to mentoring with their whole lives, not just in the classroom. A student-faculty ratio of 10:1 keeps faculty available for consistent contact with students.

**Admission Requirements**

In addition to the general requirements for admission to the Seminary, applicants to the counseling program [M.A. in Counseling, M.A./M.Div., M.A./M.A. (Biblical and Theological Studies), or an M.A./M.A. in Ministry and Leadership] must have earned an accredited baccalaureate degree with a cumulative grade point average of 3.0 or higher (on a 4.0 scale), including a breadth of liberal arts. Applicants who do not meet these general academic requirements may be accepted on a provisional or probationary basis if their previous record indicates a weakness but with promise of greater achievement possible.

Through the application process, applicants must give evidence that their personal character, interpersonal relationships, goals, motivation, and potential make them fit for a future counseling career and ministry. These will include a vital spiritual life, growing and nurturing relationships with people, commitment of a biblical orientation to the therapeutic process, evidence of good moral character, emotional health, academic ability, and vocational aspirations involving the care and nurture of people.

**Child and Youth Counseling Specialization**

Each year Western Seminary admits up to 10 students to a specialized Child and Youth Counseling track within the counseling program. These students complete the core program, utilize their electives in a prescribed format, and commit themselves to additional units. This specialized track has been made possible in part through a grant from the Collins Foundation. In addition to the extra units, the student will be utilizing a training center on campus. Students interested in this specialization should contact the Counseling Administrative Assistant. Classes for this specialization are typically scheduled on Tuesday mornings.

**Readiness Exam**

Entering counseling students are expected to bring a foundational knowledge of psychology. Proficiency in this foundational knowledge will be confirmed through a readiness exam, required of all incoming counseling students. The exam is self-administered via computer and consists of 80 multiple choice questions (see form CNSF015). If deficiencies are indicated, remedial work will be required. Counseling students may satisfy these deficiencies in one of the following two ways: complete appropriate undergraduate course(s) at an approved institution, or complete a self-guided instructional program provided through the Counseling Program of Western Seminary. The student may not begin the second year of counseling studies without satisfying proficiency requirements.

**Counselor Preparation Comprehensive Exam (CPCE)**

To complete the counseling program students must successfully pass the Counselor Preparation Comprehensive Exam (instituted September, 2003.) The purpose of the exam is two-fold. First, the exam provides a comprehensive evaluation of the student learning experience at Western Seminary. Second, the exam provides a practice experience for the National Counselor Exam, which is required for National Certification and state licensure. The Counseling Program Administrative Assistant will register students for the exam and collect the fee. The CPCE is administered in the fall, spring, and summer semesters. Students may take the exam any semester they wish but are strongly encouraged to take it at least one semester prior to their anticipated graduation. If a student does not pass after two attempts, the student must register for a two credit individualized study course and subsequently re-take and pass the exam. If further re-takes are necessary, students are limited to one attempt per semester until they achieve a passing score.
Degree Requirements
The Master of Arts in Counseling degree is conferred upon the attainment of certain personal and academic requirements. In addition to the general seminary requirements, degree candidates must:

(1) Give evidence of a genuine Christian character, orthodox belief, and conduct consistent with a God-given call to a position of leadership;
(2) Complete all courses in the prescribed M.A. curriculum with a minimum grade point average of 2.5 overall, and 3.0 in counseling studies (please see a more comprehensive policy statement under the Grading section on page 16);
(3) Complete an integrative paper under the oversight of a faculty mentor;
(4) Receive a passing score on the CPCE;
(5) During the course of study, complete personal counseling requirements of
   a. 20 hours of individual counseling with a professional counselor; and
   b. 10 hours of group counseling led by a professional counselor; and
(6) Complete a practicum and four semesters of internship:
   a. Occurring at a minimum of two different sites,
   b. Totaling no less than 700 clinical hours, and
   c. At least 280 hours of the 700 must be direct client contact.

The M.A. in Counseling degree requires 68 hours of study. Courses are drawn from counseling studies (60 hours), biblical interpretation studies (4 hours), and theological studies (4 hours).

The M.A./M.Div. dual degree track requires a total of 128 hours. Courses are drawn from counseling studies (60 hours), foundational studies (10 hours), biblical studies (26 hours), theological studies (18 hours), and ministerial studies (14 hours).

The M.A./M.A. (Biblical and Theological Studies) dual degree track requires a total of 108 hours. Courses are drawn from counseling studies (60 hours), foundational studies (10 hours), biblical studies (12 hours), restricted elective studies (12 hours), and theological studies (14 hours).

The M.A./M.A. in Ministry and Leadership dual degree track requires a total of 110 hours. Courses are drawn from counseling studies (60 hours), foundational studies (10 hours), biblical studies (12 hours), ministerial studies (6 hours), ministry specialization studies (8 hours), and theological studies (14 hours).

The M.A. in Counseling with a Child and Youth Specialization requires a total of 72 hours, (4 hours above the standard degree program). Courses are drawn from counseling studies (60 hours), biblical interpretation studies (4 hours), and theological studies (4 hours). Students in this specialization use their 3 elective hours (plus 4 additional hours) in the following courses:

   Introduction to Play Therapy (2 units)
   Advanced Play Therapy (2 units)
Childhood Development and Assessment (1 unit)  
Child Therapy Case Conference (part of Case Conference series)  
Adolescent Counseling (1 unit)  
Parent Skills Training (1 unit)  

**Basic Curriculum**

These courses provide training in the theory and practice of clinical mental health counseling, preparing men and women with a commitment to ministry to serve in a variety of community and church settings. They also integrate biblical and theological foundations with the insights of psychology and practical counseling methods.

Western Seminary seeks to remain on the cutting edge of professional counselor requirements with a curriculum designed to meet the educational requirements of the Oregon Board of Licensed Professional Counselors and Therapists as well as that of CACREP. In addition to 4 credits of biblical interpretation studies and 4 credits of theological studies, the M.A. in Counseling degree requires the following counseling study courses:

**CNS 501—Clinical Foundations: Basic Counseling Skills/Interventions.** This course introduces the student to basic skills of attending, empathy, acceptance, genuineness, and concreteness to effective clinical counseling. The course also addresses the additional skills of confrontation, immediacy, self-disclosure, and strategies for change to develop the psychotherapeutic skills for clinical intervention and accomplishing goals. The role of faith in psychotherapy will be explored. Activities include reading, lecture, observation, and role played clinical practice.
2 credits.

**CNS 502 – Psychological Theory and Techniques.** This course will cover the application and development of treatment strategies and interventions. Focus will be given to an eclectic approach to therapy. Prerequisites: CNS 501 and 504. 2 credits.

**CNS 503—Family Systems Therapy.** This course will include the theoretical and practical approaches to understanding and intervening with families. A review of the major family system theories will be covered. Prerequisite: CNS 501 and 505. 2 credits.

**CNS 504—Psychotherapeutic Systems.** This course will provide a historical and theoretical overview of the major counseling theorists. 2 credits.

**CNS 505—Psychopathology.** This course will focus on diagnosis and treatment of the major psychopathologies. Focus will be given to using the DSM-5 (Diagnostic and Statistical Manual of Mental Disorder). 3 credits.

**CNS 506—Legal and Ethical Issues.** This course will include an overview of professional ethics and state law as applied to counseling in private and state agencies, including addiction recovery programs. Topics to be addressed will include professionalism, licensure and practice issues. Prerequisite: CNS 501. 3 credits
CNS 507—Human Life Span Development. This course covers human development; including biological, psychological, sociological, and cognitive development from conception to death, including aging and long-term care. Diagnostic and psychotherapeutic issues that are particular to each phase of development will also be highlighted. 3 credits.

CNS 508—Integrative Issues for Counseling. This course provides an introduction to the theological and psychological categories or systems providing one with a model of integrative thought and practice. 2 credits.

CNS 509—Advanced Integration for Counseling. This course is part two of the required integration classes. It will explore the components and dynamics of the integration process. Focus points will include issues surrounding the person of the counselor in the integrative task, in addition to the assessment of paradigms utilized in cross-disciplinary integration. Topics include (but are not limited to) the history of integration, evaluation of models of integration, addressing objections to integration, the sufficiency of Scripture, the role of the Holy Spirit in counseling, mental health from a Christian world view, God in the treatment process, the role of suffering and hope. A base understanding of theology and psychology is assumed. Prerequisites: CNS 508, CNS 530, TH 506/THS 501/THS 516. 2 credits

CNS 510—Spiritual Assessment and Development. The practical and theological dynamics of spirituality will be examined. This course will focus on the process by which we both assess and encourage the spiritual life of those to whom we minister. Attention will be given to understanding the dynamic of spirituality, methodology for assessment, development of spiritual maturity and ways to involve spirituality in pastoral and clinical counseling. Prerequisites: CNS 508. 2 credits.

CNS 512—Group Counseling. This course provides an overview of the principles of group theory, dynamics and process as applied to various therapeutic settings and problems. Prerequisite: CNS 501. 2 credits.

CNS 513—Social and Cultural Foundations. This course will focus on the problems and issues arising from values and assumptions that affect counseling with individuals and families of different ethnic origins, including addictive behavior and co-occurring disorders. Prerequisite: CNS 501. 2 credits.

CNS 516—Marriage and Couple Counseling. This course focuses on the principles of effective couples therapy. It prepares students to assess couple relationships and apply effective counseling interventions that promote therapeutic change to the broad range of issues involved in couple counseling. The course will introduce several models of couple therapy from a range of behavioral, emotional and cognitive therapies, including the common factors model. Prerequisites: 501, 505, 507. 2 credits

CNS 518—Career and Lifestyle Development. The course begins with an exploration of the theology of work and moves to an examination of career selection and career development theories. Students will learn about occupational information sources and systems as well as lifestyle and career decision making. 2 credits.

CNS 519—Treatment Planning and Outcome Assessment Strategies. This course allows students to practice applications of the current edition of the Diagnostic and Statistical Manual of Mental Disorders and to collaborate with interdisciplinary team members in culturally-inclusive treatment planning and case management. Course content will cover principles and methods of program evaluation, needs assessment, evidence-based practices, and analysis and use of data to increase program effectiveness of clinical mental health counseling interventions and programs. 1 credit
CNS 520 – Professional Orientation. This course will review the history of the counseling profession, including the history and development of clinical mental health counseling. We will examine the differentiation from and collaboration with other disciplines. It will include information about community resources in a multicultural society, program development, and will review accessibility of mental health services including the need to address institutional and social barriers that impede access, equity, and success. 1 credit

CNS 523 – Human Sexuality. This course will give an overview of the theological, physiological, psychological, and sociological perspectives on human sexuality. It includes a consideration of sexual identity, sexual behavior and sexual disorders as well as an introduction to treatment considerations and referrals. Prerequisite: CNS 505. 2 credits.

CNS 524—Research in Counseling and Family Studies. This course is an introduction to psychological research and testing. The student will be introduced to research design and statistical methodologies. 2 credits.

CNS 525—Tests and Measurements. This course will provide an introduction to testing instruments that are available to the counselor for use in diagnostic and therapeutic interventions within a counseling setting. Prerequisite: CNS 524. 3 credits.

CNS 526 – Psychopharmacology. This course provides an overview of basic psychopharmacology including an introduction to the interaction between neurophysiology and psychotropic medications, and how such interactions influence psychotherapy treatment planning and interventions. Prerequisite: CNS 528. 1 credit.

CNS 528 – Neuropsychology & Intro to Psychopharmacology. This course will introduce students to current understandings of brain-behavior relationships. Emphasis will be placed on commonly used approaches in the assessment and measurement of human behavior and how we understand the brain’s role in cognition, language, memory, spatial processing, emotion, spirituality and personality. Students will gain a basic understanding of principles of brain organization, effects of medication, and professional/clinical issues in neuropsychology. 1 credit.

CNS 529 – Counseling Addictions. This course will examine the major categories of psychoactive drugs, the biology of addiction, and theories of addiction and recovery. Topics include the history and classification of psychoactive drugs, the neurobiology of addiction, principles of drug actions, uses and side effects, the addiction cycle and treatment alternatives. Theories of addiction will be examined from both a worldview and from a spiritual experience. Prerequisites: CNS 501, CNS 505, and CNS 507. 2 credits.

CNS 530—Counseling Practicum. This course will provide peer and professional feedback and evaluation of the student’s counseling practicum experience. The student will apply theoretical knowledge in the clinical setting to interviewing, assessment, diagnosis and treatment. Prerequisites: CNS 501; CNS 504; CNS 505; CNS 506; and CNS 557. Portland campus. 2 credits.

CNS 531—Internship Case Conference I. This course will provide peer and professional feedback and evaluation of the student’s counseling internship experience. The student will apply theoretical knowledge in the clinical setting to interviewing, assessment, diagnosis and treatment. Prerequisites: CNS 530; CNS 501; CNS 504; 505; CNS 506; and CNS 557. Portland campus. 2 credits

CNS 532—Internship Case Conference II. This course will provide peer and professional feedback and evaluation of the student’s counseling internship experience. The student will apply theoretical knowledge in the clinical setting to interviewing, assessment,
Program Schedules

- Program Schedules - order of coursework

Counseling graduates who receive their degrees after August, 2014, must complete 60 or more semester credits of counseling and clinical experience of 700 hours including at least 280 direct contact hours.
Program Checklists
These program checklists are provided to enable students to better track their completion of course requirements. The checklists, along with the program schedules should facilitate planning course loads. The checklists can be found on forms:

- CNSF035  Program Checklist – M.A. Counseling
- CNSF037  Program Checklist M.A./M.Div. Dual Degree
- CNSF039  Program Checklist M.A./M.A. (Biblical and Theological Studies) Dual Degree
- CNSF040  Program Checklist M.A./M.A. (Ministry and Leadership) Dual Degree
- CNSF041  Program Checklist M.A. in Counseling with a Child & Youth Specialization

Practical Training and Licensing Sequence
Formal training starts at the beginning of the program and continues until licensure. The training sequence for a Licensed Professional Counselor (LPC) is as follows:

1. Completion of CNS 501 (including meeting the empathy, respect, self-other awareness, and supervisory alliance competency requirements,) 504, 505, 506, and 557.

2. Begin Practicum and Internship Case Conference Series (CNS 530-4). See section on how to get started.

3. CNS 530 Counseling Practicum
   Focus: The Basic Helping Skills

4. CNS 531 Case Conference I
   Focus: Assessment and Diagnosis

5. CNS 532 Case Conference II
   Focus: Treatment Planning

6. CNS 533 Case Conference III
   Focus: Advanced Application of Theory
   Register with Counseling Administrative Assistant for the Counselor Preparation Comprehensive Exam (CPCE).

7. CNS 534 Case Conference IV
Focus: Integrating Self

Register with Counseling Administrative Assistant for the National Counselor Exam (NCE).

(8) Graduate with a Master of Arts degree

(9) It is recommended that you complete the National Counselor Exam (NCE) or the National Clinical Mental Health Counseling Exam (NCMHC) on campus during your final year of the program. If you do not complete an exam prior to graduation, immediately upon graduation, concurrently register for the National Counselor Exam (NCE) or the National Clinical Mental Health Counseling Exam (NCMHC) and apply as an Intern with the State of Oregon through the Oregon Board of Licensed Professional Counselors and Therapists (OBLPC).

Registration as an Intern with the OBLPCT is done through application for licensure. The Board will grant an application packet, which contains a form to register as an Intern. The remainder of the forms will be submitted as needed per Oregon Board regulations. Application packets are available through the Board’s website at www.oblpct.state.or.us

(10) Completion of supervised experience as a registered intern, totaling 2400 direct client contact hours.

(11) Receive license as a professional counselor.

About the National Counselor Exam (NCE) and the National Clinical Mental Health Counseling Exam (NCMHC)

The purpose of either the NCE or the NCMHC is to assess knowledge of information and skills necessary for providing counseling service. The NCE design is general in nature comprised of 200 multiple choice questions. It is intended to assess cognitive knowledge pertinent to all counselors. The NCMHC consists of 10 simulated clinical mental health counseling cases. The simulations assess clinical problem-solving ability, including identifying, analyzing, diagnosing and treating clinical issues. The state of Oregon will accept successful passage of either exam toward licensure requirements.

Satisfactory completion of the NCE or the NCMHC is one of the criteria used by National Board of Certified Counselors to identify professionals who may be eligible to become a National Certified Counselor (NCC). Western Seminary Counseling students are permitted to take the NCE or NCMHC exam on campus during the final year of their M.A. Counseling degree and apply to become a National Certified Counselor.

A. APPLYING TO BECOME AN NCC

You apply to become an NCC when you register for the NCE or NCMHC exam(s). You are responsible for supplying your email address to the counseling administrative assistant when prompted to do so. The NBCC will email you a link to the online application. Fill it out and submit it with payment by the due date stated on the application.

B. CONTENT AREAS & WORK BEHAVIORS

National Counselor Exam
Although different questions are used for each administration of the examination, the following eight content areas are always covered on the NCE:

- Human Growth and Development
- Social and Cultural Foundations
- Helping Relationships Group Work
- Career and Lifestyle Development
- Appraisal
- Research and Program Evaluation
- Professional Orientation & Ethics

In addition, the NCE is based on the following five work behaviors:

- Fundamental Counseling Practices
- Counseling for Career Development
- Counseling Groups
- Counseling Families
- Professional Practice

**National Clinical Mental Health Counseling Exam**

The simulated clinical counseling cases on the NCMHCE cover three core content areas and include the following work behaviors:

**The assessment and diagnosis content area includes the following work behaviors:**

- Integrate client assessment and observational data
- Identify precipitating problems or symptoms
- Identify individual and/or relationship functioning
- Identify relevant family issues

**The counseling and psychotherapy content area includes the following work behaviors:**

- Inform client about ethical standards and practice
- Clarify counselor/client roles
- Implement individual counseling in relation to a plan of treatment
- Evaluate referral information

**The administration, consultation and supervision content area includes the following work behaviors:**

- Maintain case notes, records and/or files
- Determine if services meet client’s needs
• Correspond orally with others to maintain professional communications
• Assist clients with obtaining social services

C. EXAMINATION ADMINISTRATION DATES

The NCE™ is administered for national certification (the National Certified Counselor credentials) twice per year: on a Saturday in both April and October. At least one site in each state is identified as a testing center, provided there are eligible candidates in that area. To find the testing center and dates nearest you call the NCC at (336) 547-0607 or go to the web address http://www.nbcc.org/InnerPageLinks/ExaminationDatesAndLocations and scroll down the page. As of September 2009, Western Seminary is an approved NCE testing site through the NCE-GSA program. This means that our students are able to apply for and take the test here at Western Seminary during their last year of school before graduating. Notify the Counseling Administrative Assistant of your desire to take the exam and you will be provided with further instruction as to how to register.

D. STUDY MATERIALS

There are study materials available to help you prepare to take the NCE. The counseling program makes available audio and study manuals which include sample questions designed to reduce the “fear of the unknown,” and help prepare you for the exam. Items may be checked out for two weeks at a time, with one-week renewal based upon demand. Contact the Counseling Administrative Assistant to reserve these important resources.
Policies and Procedures

Course Load

Course loads vary with individual situations and depend on such factors as finances, student loans and outside commitments. An MA student averaging nine units per semester, including summers, can complete the program in three years, while a dual degree student averaging ten units a semester can finish in 4 1/2 years.

We recommend planning your course load with your advisor a year in advance. Suggested course sequencing is provided with variances for course load. (Use forms F003). Students are not permitted to enroll for more than 14 credits per semester without written permission.

When planning your classes and commitments, estimate three hours per week for each credit hour. For example, an eight-hour load would be a total of 24 hours of instruction and work per week. This does not include commuting and internship hours.

Confidentiality and Class Interaction Protocol

Consistent with a God-controlled life, students are expected to conform to the highest standards of conduct and professionalism, both on and off campus. Students are routinely evaluated by counseling faculty incorporating information from classroom interaction, clinical placement, and incidental social contact. In addition to state reporting laws with regard to child abuse, vulnerable adult abuse, or harm to self or others, information regarding student integrity and character may also be shared among faculty or with the Office of Student Development to promote continued academic and professional growth.

Code of Ethics

The Counseling Program adheres to the Oregon Administrative Rules established by the Oregon Board of Licensed Professional Counselors and Therapists and the American Counseling Association Code of Ethics. As such, students are expected to abide by the following:

(1) Responsibility. A licensee’s primary professional responsibility is to the client. A licensee must make every reasonable effort to advance the welfare and best interests of all clients for whom the licensee provides professional services. A licensee respects the rights of those persons seeking assistance and makes reasonable efforts to ensure that the licensee’s services are used appropriately.

(2) Client Welfare. Licensees strive to benefit those with whom they work and take care to do no harm. In their professional actions, licensees seek to safeguard the welfare and rights of those with whom they interact professionally and other affected persons and shall hold the welfare and interests of clients as primary.

(3) Integrity. A licensee acts in accordance with the highest standards of professional integrity and competence. A licensee is honest in dealing with clients, students, trainees, colleagues, related third parties, and the public.

(4) Confidentiality. A licensee holds in confidence all information obtained in the course of professional services, as within the limits of the setting, such as a public agency. A licensee safeguards client confidences as permitted by law and rule.
(5) Conduct and Competence. A licensee accepts the obligation to conform to higher standards of conduct in the capacity of a counseling professional. The private conduct of a licensee is a personal matter to the degree that it does not compromise the fulfillment of professional responsibilities. A licensee will respect the traditions of the profession, and refrain from any conduct that would bring discredit to the profession.

(6) Assessment, Measurement, Research and Consulting. Licensees who conduct professional services related to counseling do so with regard to high ethical standards.

To view a complete description of the ACA Code of Ethics, please see [https://www.counseling.org/knowledge-center/ethics](https://www.counseling.org/knowledge-center/ethics) and to view ethics pertaining to Oregon Counselors, please see [http://www.oregon.gov/OBLPCT/pages/index.aspx](http://www.oregon.gov/OBLPCT/pages/index.aspx).

**Grading**

Educational programs at Western Seminary employ a common set of marks to indicate student performance for each level of achievement.

The following criteria are used at Western Seminary in assigning a final grade:

A = Excellent; superior achievement of course objectives  
B = Good; commendable achievement of course objectives  
C = Satisfactory; acceptable achievement of course objectives  
D = Poor; marginal achievement of course objectives  
S = Satisfactory; adequate achievement of course objectives  
U = Unsatisfactory; insufficient achievement of course objectives  
F = Failure to advance in the course to the extent necessary for credit to be given  
W = Withdrawal; official permission granted to withdraw from the course after the final date for dropping the course

Temporary notations are used:  
I = Incomplete, a temporary extension  
IP = In Progress; continuation into subsequent term  
R = Registered

Grades have been assigned the following numerical values for the purpose of computing the grade point average:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Numerical Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>A/A+</td>
<td>4.0</td>
</tr>
<tr>
<td>A</td>
<td>3.7</td>
</tr>
<tr>
<td>A-</td>
<td>3.3</td>
</tr>
<tr>
<td>B+</td>
<td>3.0</td>
</tr>
<tr>
<td>B</td>
<td>2.7</td>
</tr>
<tr>
<td>B-</td>
<td>2.3</td>
</tr>
<tr>
<td>C+</td>
<td>2.0</td>
</tr>
<tr>
<td>C</td>
<td>1.7</td>
</tr>
<tr>
<td>C-</td>
<td>1.3</td>
</tr>
</tbody>
</table>
The grading scale used in all Western Seminary classes is as follows:

<table>
<thead>
<tr>
<th></th>
<th>A</th>
<th>A-</th>
<th>B+</th>
<th>B</th>
<th>B-</th>
<th>C+</th>
<th>C</th>
<th>C-</th>
<th>D+</th>
<th>D</th>
<th>D-</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>95-100%</td>
<td>93-94%</td>
<td>91-92%</td>
<td>88-90%</td>
<td>86-87%</td>
<td>84-85%</td>
<td>81-83%</td>
<td>79-80%</td>
<td>77-78%</td>
<td>74-76%</td>
<td>70-73%</td>
</tr>
</tbody>
</table>

A student has one full semester to protest in writing any grade received. Students must maintain a 3.0 GPA in their counseling courses, and are limited to receiving only two “C” or below grades in their counseling courses. Grades of “C-” or below in any counseling course will result in an automatic required re-take. Further, a “C” or below grade in one of the following counseling courses (CNS 501, 505, 506, and 53X Internship) will result in an automatic re-take of the course. If the second attempt does not surpass a “C” grade, the student will be referred to the Student Development Committee for dismissal from the Counseling program. The student will be given the opportunity to appeal the referral before the action to dismiss is implemented. Additionally, a “C” grade in one of the student’s Case Conference courses will automatically activate the Professional Assessment of Candidates Committee (Portland) or Faculty action (Nor Cal) to initiate a remedial plan.

**Attendance Policy**

We believe that students benefit from class interaction with faculty and other students. Absence of more than 20% of the in-class time, in a given class may constitute grounds for a failing grade in the course.

**Writing Guidelines**

Provided at the end of the handbook is a writing sample that follows the APA guidelines. These guidelines should be used for papers that are written for all counseling classes.

**Program Record Retention Policy**

Student files are maintained in two locations:

1. current transcripts, application information, and grades (this file is maintained by the Registrar’s office);
2. records of professional and personal development are maintained by the counseling program and include:
   1. evaluations of personal and professional development
      (on file for a minimum of seven years post-graduation)
   2. advising records
      (on file until graduation is certified)
   3. clinical evaluations by faculty, student, and site supervisors
      (on file for a minimum of seven years post-graduation)
   4. clinical hours records
      (on file in perpetuity)
   5. work sample
      (on file for a minimum of seven years post-graduation)
Professional Assessment of Candidates (PAC)²

A. INTRODUCTION

Ethical standards and the accreditation procedures and criteria formulated by clinical professional associations require that the faculty of clinical programs be responsible for continually assessing the candidate’s progress in the program.

Graduate counseling programs evaluate students on a wide range of clinical criteria including interpersonal skills, clinical or therapy skills, ethics, assessment skills, theoretical knowledge, clinical judgment, practicum performance, amenability to supervision, maturity and emotional regulation. Although the process and procedures for evaluation differ widely according to the type of institution and the objectives of given programs, the goal is to make an overall professional assessment of candidates. This involves not only an evaluation of academic competence in terms of the mastery of a body of data and theoretical knowledge but also an assessment of clinical competence and overall professional development.

The Western Seminary Counseling Program at the Portland campus evaluates student progress in terms of strengths, limitations, and growing edges. Formal feedback on clinical performance is given to students enrolled in the clinical portion of the program on a semester basis by the faculty members leading the Internship Case Conferences. In the paragraphs to follow, the locus of responsibility for making evaluations is delineated as well as the process, criteria, and time frame.

B. RESPONSIBILITY

The primary responsibility for overall professional assessment is that of the core counseling faculty members who have responsibility for administration of the counseling program, under the overall leadership of the Director of the Counseling Program. The core faculty relies on input from all core and adjunct faculty. Evaluations on a candidate’s clinical development by faculty who are involved in Internship Case Conferences and individual supervision provide substantive data on the candidate’s clinical process. Reports from agency directors and supervisors are also utilized in assessing the candidate’s on-the-job performance. The Clinical Field Placement Coordinator for MA Counseling students coordinates the gathering of clinical data, with special input from agency and site supervisors and from faculty who lead clinical Case Conferences.

C. PROCESS OF EVALUATION

To assess overall professional development of all master’s candidates, the core counseling faculty hold Professional Assessment meetings twice a year. In these meetings the faculty seeks to integrate data relating to the progress of students in meeting academic, clinical, and professional expectations. In preparation for these meetings, the Program Director and

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² Appreciation goes to Loyola College in Maryland for allowing us to adapt and develop this assessment of candidates.
the Clinical Field Placement Coordinator compile evaluations from Case Conference Supervisors, agency directors, and any other supervisors engaged as part of a candidate’s practicum or internship experience.

The MA in Counseling represents a systematic program of study leading to a formal degree in counseling. This involves a standard combination of academic courses and supervised clinical experiences. The professional assessment of students involves evaluation of academic competence in terms of mastery of a body of theoretical knowledge and an assessment of clinical competence and overall professional development. Special attention is given to a student who is advancing from one level of the program to the next, specifically:

<table>
<thead>
<tr>
<th>Academic Performance</th>
<th>No Significant Deficiencies Observed</th>
<th>Observable Deficiency</th>
</tr>
</thead>
<tbody>
<tr>
<td>timeliness; writing ability; clarity of expression; organization; graduate-level thought, analysis, &amp; integration of material; adequate fund of content knowledge; format and content assignment requirements achieved; appropriate participation in class activity; self-management skills evident</td>
<td>tardiness; inadequate writing ability; lacking clarity of expression; disorganization; graduate-level thought not demonstrated, inadequate analysis, &amp; integration of material; inadequate fund of content knowledge; format and content assignment requirements not achieved; inappropriate participation in class activity; and/or lack of self-management</td>
<td></td>
</tr>
</tbody>
</table>

| Spiritual Maturity | demonstrates ongoing personal and spiritual transformation; utilizes life events in a pattern of faith, spiritual growth and well-being; integrates advanced theological understanding into thought and practice; connected to others who stimulate spiritual growth | behavior incongruent with ongoing personal and spiritual transformation; life events do not reflect a pattern of faith, spiritual growth and well-being; advanced theological understanding does not appear to be integrated into thought and practice; and/or lacking connection to others who stimulate spiritual growth |

| Interpersonal Skills, Emotional Health | reflects self-awareness, self-expression, and ability to care for self while demonstrating respect for other; evidences self-control even under stressful conditions | lacks self-awareness; demonstrates ineffective interpersonal communication; diminished self-control under stressful conditions; deficient in |

Students demonstrate spiritual maturity by applying biblical truth to life and ministry resulting in gospel-centered spiritual growth and transformation.

Students demonstrate interpersonal skills and emotional health by displaying...
<table>
<thead>
<tr>
<th>Social and Emotional Awareness, Respect for Others, Inclusivity in Diversity, Effectiveness in Teamwork, Intrapersonal and Interpersonal Awareness, and the Ability to Care for Self.</th>
<th>GCPO c</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social and Emotional Awareness, is characterized by love, joy, peace, patience, kindness, faithfulness, gentleness, and healthy thought; demonstrates social/emotional and other-person awareness; cooperative with others and effective in teamwork; employs culturally inclusive awareness and practice; effective at making personal connection and negotiating solutions to interpersonal differences.</td>
<td>Other person perspective; insensitive to multi-cultural inclusivity; and/or ineffective in negotiating personal connection and solutions to interpersonal differences.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Counseling Skills (competence)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students demonstrate counseling skills by evidencing theoretical knowledge, application of theory, and clinical competence. Additionally, students will demonstrate an ability to build an effective culturally inclusive therapeutic alliance with clients utilizing a breadth of clinical skills and technique consistent with current clinical research evidence. GCPO d</td>
</tr>
<tr>
<td>Demonstrated understanding and insight pertaining to theoretical concepts in academic coursework and in clinical practice; establishes effective working relationships with clients; actively listens to clients; responds to client concerns with empathy and clinically effective intervention; keeps sessions focused; works collaboratively with clients to achieve desired outcomes; demonstrates awareness of one’s own cultural background, values, assumptions, and worldview; seek to learn about values and worldviews of other cultures; develop culturally inclusive intervention strategies; remain open to challenge regarding bias and prejudice.</td>
</tr>
<tr>
<td>Inadequate understanding of theoretical concepts in academic coursework and in clinical practice; inadequate ability to establish effective working relationships with clients; does not consistently listen to clients; inadequate display of empathy and clinically effective intervention; loses focus in sessions; may not work collaboratively with clients to achieve desired outcomes; permits own cultural background, values, assumptions, and worldview to contaminate sessions; does not demonstrate a willingness to learn about values and worldviews of other cultures; lacks culturally inclusive intervention strategies; and/or defensive to challenge regarding bias and prejudice.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Professional Practice (competence)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students demonstrate professional counseling practice by applying their training to receives feedback in a constructive, non-defensive manner; demonstrates constructive use of feedback in subsequent work; understands.</td>
</tr>
<tr>
<td>Receives feedback in a defensive manner; does not evidence constructive use of feedback in subsequent work; lacks understanding and respect.</td>
</tr>
</tbody>
</table>
Internship tasks, integrating supervisory input into clinical work, reflecting on multicultural and contextual issues, engaging cooperatively in the supervision relationship, and behaving in accordance with the ethical standards of the profession. GCPO e

boundaries and limits of personal competence; can work autonomously but appropriately seeks help when advisable; shows commitment to providing quality service to clients; keeps adequate client records; manages time well; implements supervisory suggestions; collaborates with other staff and interdisciplinary treatment providers

for boundaries and limits of personal competence; difficulty in working autonomously; tends not to seek help appropriately; shows limited commitment to providing quality service to clients; keeps inadequate client records; irresponsible regarding meetings with clients; manages time poorly; fails to implement supervisory suggestions; and/or fails to collaborate appropriately with other staff and interdisciplinary treatment providers

a. During the fall and spring semesters to assess readiness for students entering into the first clinical year (CNS 501, 530, 531).

b. During the fall and spring semesters for students completing the first clinical year to assess readiness for advancement to the second clinical year (532, 533).

c. During the fall and spring semesters of the second clinical year to assess readiness for advancement to our final level of clinical training (534).

D. CRITERIA FOR PROFESSIONAL ASSESSMENT OF CANDIDATES (PAC)

The professional assessment of candidates is meant to recognize strengths in student performance and to assist in identifying candidates who may be experiencing a deficit in terms of overall professional development expected at a given stage in the MA Counseling program.

Identified candidates are then referred to a subcommittee of three counseling faculty and/or administrative persons most closely associated with the candidate in terms of direct teaching or supervisory contact, including the faculty advisor. The faculty advisor and/or the Counseling Program Director will take the lead in the sub-committee dialogue and gathering of information, in formulating recommendations, and in dialoguing with the candidate with a view to addressing the concerns raised. The spirit and purpose of the regular professional assessment is to promote student success and to address deficits or growing edges. The following PAC Review Rubric is used for student evaluation:

IO: Inadequate Opportunity to Observe, NA: Not Applicable (Ex: When evaluating a student who has not yet begun practicum/internship)

E. THE FEEDBACK PROCESS

1. Routine clinical feedback will continue to be given at the end of the semester to the candidate by the faculty person who leads the Internship Case Conference.
2. Each student will be assigned a faculty member who will serve as the candidate's academic advisor.

a) In the event that issues are raised relative to a given candidate at the PAC review meeting of the counseling faculty, the faculty advisor and/or the program director will meet with the candidate to discuss the concerns.

b) The faculty advisor and/or counseling program director will make a full disclosure of the concerns raised, and if requested by the student or the PAC committee, compose a written statement delineating the concerns. The candidate, in turn, will follow-up with a “remedial written plan” (including a time frame) for the approval of the faculty advisor and PAC committee.

c) In the event that the issues of concern are such that the counseling faculty assessment results in a tentative judgment to recommend suspension or dismissal from the counseling program, the faculty advisor or program director will communicate with the student to discuss the concerns and to gather data from the student which might have an impact on the decision. After conferring with the student, the faculty advisor or program director provides the counseling faculty with information gathered from the student. If the decision to recommend suspension or dismissal from the program is made, a written notice is sent to the student by the director of the program. Referrals to suspend or dismiss are given to the Student Development Committee. The student will be given the opportunity to appeal the referral before the action to suspend or dismiss is implemented.

d) In the case of dismissal from the program, after at least a two-year minimum waiting period, readmittance to the program can be considered.

**Time Limits of Program**

All course work for a degree offered by Western Seminary must be completed within the established time limit as measured from the date of entry to the degree program. Master of Arts should be completed in five years and a Master of Divinity should be completed in six years. The faculty may recommend termination of the student’s program unless a written plan for timely completion is approved by petition to the Counseling Program Director and the Registrar.

**Evaluation Procedures**

Several phases of evaluation facilitate ongoing improvement and development of your learning experience. They include student evaluations of the program, faculty evaluations of students, supervisor evaluations of interns, intern evaluations of sites, graduate evaluations of degree program, and employer evaluations of graduates.

Student evaluation of the program is facilitated through a systematic assessment of each course and instructor at the end of each term and through participation in the annual April review of the Counseling Program.

Evaluation of the students and their internship sites are also required along with post-graduate evaluations. These evaluations can be found on forms [F024](#) & [F026](#), and will be provided online to evaluators at the appropriate times. Staff and faculty welcome suggestions and comments, informally and in course evaluations.
Global Counseling Program Outcomes

Achievement of global counseling program outcomes is evaluated on a bi-annual basis by incorporation of data from above named evaluations along with a sampling of student papers and projects. The following five counseling program outcomes form a core set of aspirational values for classroom instruction and a measure for quality assessment; the counseling program endeavors to prepare students of integrity who demonstrate:

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spiritual Maturity</td>
<td>a) by applying biblical truth to life and ministry resulting in gospel-centered spiritual growth and transformation.</td>
</tr>
<tr>
<td>Theological Discernment</td>
<td>b) by employing advanced theological thinking that integrates a gospel-centered world-view with biblical and social science studies.</td>
</tr>
<tr>
<td>Interpersonal Skills, Emotional Health</td>
<td>c) by demonstrating social and emotional awareness, respect for others, inclusivity in diversity, effectiveness in teamwork, intrapersonal and interpersonal awareness, and the ability to care for self.</td>
</tr>
<tr>
<td>Counseling Skills</td>
<td>d) by evidencing theoretical knowledge, application of theory, and clinical competence. Additionally, students will demonstrate an ability to build an effective culturally inclusive therapeutic alliance with clients utilizing a breadth of clinical skills and technique consistent with current clinical research evidence.</td>
</tr>
<tr>
<td>Professional Practice</td>
<td>e) by applying their training to internship tasks, integrating supervisory input into clinical work, reflecting on multicultural and contextual issues, engaging cooperatively in the supervision relationship, and behaving in accordance with the ethical standards of the profession.</td>
</tr>
</tbody>
</table>

Graduation Requirements

In order to graduate from the Seminary, all students must:

1. Give evidence of orthodox belief, genuine Christian character, and conduct consistent with a God-given call to a position of leadership.
2. Demonstrate an ability to use the English language with precision in speech and writing.
3. Complete the prescribed course of study within the time limitation and achieve the required grade point average as outlined in the catalog.
4. Remove any admissions provisions.
5. Settle all financial obligations, including payment of the graduation fee. Students who have not made satisfactory financial arrangements will not have access to any student services, including transcript, diploma, or enrollment for a second degree.
6. Receive recommendation of the Faculty and approval by the Board of Trustees.
7. File all graduation information with the Records Office.
8. Attend the annual commencement exercises. Permission (in writing) to graduate in absentia must be requested by writing to the administrative committee at least six weeks prior to commencement. Such permission is normally granted only when it would cause serious hardship for the student to attend.

In addition to the above mentioned seminary requirements for graduation, counseling students are required to provide documentation that they have completed the following:

1. **Personal Counseling**: Completion of 20 hours of personal counseling with a licensed mental health professional, up to 10 hours may be marital. (as of Spring 1997)
2. **Group Counseling**: Completion of 10 hours of group counseling with a program approved therapy/growth group, led by a licensed therapist, and focusing on your own process and personal/emotional growth. (as of Fall 2002)
3. **CPCE**: Passing score documented on the Counselor Preparation Comprehensive Exam. (as of Fall, 2003.)
4. **Integrative Paper**: Completion of the Comprehensive Clinical Integrative Paper.
5. **Internship Hours**: Completion of a minimum of 280 (including 40 in Practicum) direct client contact hours and a minimum of 700 total hours (including 100 in Practicum.)
   Experience in group facilitation during the internship is also required and must be documented on hours forms.

Students who have not completed all academic requirements may petition the Administrative Committee for permission to participate in commencement exercises if the following conditions are satisfied:

1. Remaining graduation requirements will be completed by the last day of the summer semester.
2. Eight hours (M.Div.), six hours (M.A.), or four hours (Th.M.) or less remain for completion of the degree
3. The student has registered for these courses from the regularly scheduled summer course offerings (CLL, independent, and individualized studies specifically excluded).
4. All admission provisions are removed.
5. All incompletes satisfied.
6. All thesis requirements are complete.
7. The appropriate graduation fee has been paid.
8. Confirmation of 20 hours of personal counseling has been submitted.
9. Confirmation of 10 hours of group counseling has been submitted.
10. The student has achieved a passing score on the CPCE.

Students anticipating graduation must inform the Records Office in writing by filing an Application to Graduate prior to their final semester of enrollment.

Degrees are recorded each semester. The last day of the semester, as indicated by the academic calendar, is considered the official date of graduation. Commencement exercises are held only at the end of the spring semester. A degree is granted when the Registrar confirms completion of all academic requirements, the Business Office affirms the settlement of all fees, the faculty recommends, and the Board of Trustees votes to award the degree.
Internship

Purpose
An emphasis in Western’s Counseling Program is to learn while doing -- the practicum and internship experience. During the program each student will complete one semester of practicum and a minimum of four semesters of internship at a minimum of two different sites. Each clinical experience offers opportunities for the student to apply their classroom learning to the practical world of actual counseling.

After completing the foundational coursework necessary, students have the opportunity to develop their skills while still involved in the classroom experience. Combining practical and academic experience provides a rich learning environment. Students have increased motivation to learn and better retention because they have a place to apply the material immediately. They ask effective and tougher questions in class which, in turn, motivates the faculty to be on the cutting edge in their own professional lives.

Practicum and Internships are under the close direction of both a site supervisor and an on-campus supervisor. In Case Conference classes (consisting of 4-7 student peers and one faculty member) student peers and supervising faculty review audio and video recordings of the intern’s work. Feedback is provided in an encouraging atmosphere, assisting in the student’s personal and professional growth. Skills to be developed in Case Conference are articulated in the Case Conference’s Competencies handout included in the Forms Supplement.

Sequence
After having completed CNS 501, 504, 505, 506 and 557, and OAR Clinical Placement screening and training requirements, an appointment should be made with the Clinical Field Placement Coordinator regarding setting up a practicum or an internship site. The Coordinator will review the available sites with you and the program’s policy concerning being an intern of Western Seminary. Students may identify and develop their own internship site, contingent upon the Coordinator’s approval of the site (please see CNSF052). Contact information for the site director and supervisor should be provided to the counseling program administrative assistant at least three months in advance of the desired internship. Information on established sites is also available from the counseling program administrative assistant. Any other necessary forms can be found in the Forms Supplement.

Intern Role
The future intern needs to have a good understanding of the sites he/she will be contacting and what he/she would like to obtain from the internship. Most internship sites require interviews and resumes, so be prepared when you call the site or sites. It is recommended that you contact four to five sites, early in January and February prior to a fall internship start date. Typically there are other schools sending possible interns to these sites. Please be aware of the fact that you are representing Western Seminary and that other interns will be following you in the future. Therefore, present yourself professionally!

Before a Practicum or an Internship can begin, the intern must obtain liability insurance (further information on this can be found on Page 26 and CNSF019). This process can take three to six weeks to complete, so the earlier you acquire insurance, the better. A copy of the Insurance form (CNSF020) or a copy of your insurance cover sheet, and the Internship Agreement form, including the signed Authorization to Release Information (CNSF021), need to be given to the counseling Administrative Assistant once they have been filled out and signed.
A record of the hours worked at the internship needs to be maintained for the intern’s records (forms CNSF027, F028, F029, F030). A copy of the hours must be turned in at the end of every semester. It is very important to maintain these records because they will be needed to gain licensure. Please note that in order to get credit for a case conference class, you need a minimum of 40 client contact hours during the semester of that case conference. Evaluations of the intern will be completed by the campus and site supervisors and by the intern at the end of each semester. When an intern is working at two or more sites concurrently, a separate set of Hours Forms 1, 2, and 3 must be completed and signed separately for each site. At the end of the internship the intern should fill out an evaluation of the site and the site supervisor (CNSF025, F026).

**SUMMARY OF INTERNSHIP PROCEDURE**

3. Prior to beginning practicum or internship, students must have immunizations, screenings, and trainings, as follows:
   1. Immunizations – Hepatitis B (Hep B); measles, mumps, rubella (MMR); tetanus, diphtheria, pertussis (Tdap); and varicella (chickenpox).
   2. Screenings – tuberculosis, 10-panel drug screen, and a criminal background check. The background check is completed online through Safe Solutions please see [http://www.westernseminary.edu/centers/counseling-portland/new/background-checks](http://www.westernseminary.edu/centers/counseling-portland/new/background-checks)
   3. HealthStream Trainings available online include – Health Insurance Portability and Accountability Act (HIPAA); Federal Occupational Safety and Health Administration (OSHA) recommended safety guidelines; and Bloodborne Pathogen training compliant with OSHA requirements. CPR training will be provided on-campus.
4. Schedule an appointment with the Clinical Field Placement Coordinator to review appropriate sites to which you may apply.
5. Prepare resume, contact sites, and set up interviews.
6. Prepare yourself for interviews by reviewing the information in the site specific notebooks by the reception area of Buermann Hall third floor.
7. Obtain liability insurance. Handbook has information on insurance. This must be submitted **BEFORE YOU START YOUR PRACTICUM OR INTERNSHIP.**
8. Complete CNSF020. Confirmation of Insurance. This must be submitted to the Counseling Administrative Assistant **BEFORE YOU START YOUR PRACTICUM OR INTERNSHIP.** Client contact hours will not be counted and students will not be allowed to continue in class until the completed form is received.
9. Return one copy with original signatures of the Internship Agreement (CNSF021) to the Administrative Assistant, for the site at which you have been accepted. This must be submitted **BEFORE YOU START YOUR PRACTICUM OR INTERNSHIP.** Client contact hours will not be counted and students will not be allowed to continue in class until this has been submitted.
10. Register for Case Conference CNS 530, 531, 532, 533, or 534, respectively.
11. Maintain record of hours throughout internship. This includes forms CNSF028 (Client contact hours), CNSF029 (Supervision hours) and CNSF030 (Activities form). Hours Forms 1, 2, and 3 must be completed and signed separately for each site where students intern.
12. When the semester ends, turn in signed original forms CNSF028, CNSF029 and CNSF030. It is wise to keep an additional copy of these forms for your own records.

Confidentiality of Client Information in Clinical Training Experience

For counseling students in training, including practicum students and counseling interns, all original counseling records must always remain the property of the agency with whom the student in training is contracted. Students may not be permitted to remove original client records from the premises of the agency. For the purposes of student training, only copies of client records, with both agency and client authorization, may be transported by the student to supervision–both individual and group, on and off-campus. The identifying information of clients should be removed or altered to protect client confidentiality in any manner that is reasonably possible. Further, copies of any recordings (video and/or audio) of counseling sessions must be protected in a HIPAA compliant manner, including storage on a secure encrypted device and transported in a locked bag. All copies of records, whether on paper or electronic, should be completely destroyed as soon as possible and within the timeframe specified in the authorization from the client.

Insurance Options and Requirements

As a student in Western Seminary’s Counseling Program you are REQUIRED to obtain professional liability insurance. This coverage must be obtained before the start of the student’s internship. The process may take three to four weeks, so plan accordingly with the beginning of your internship.

One option for liability insurance is the American Counseling Association Insurance Trust, Inc. (ACAIT at 1-800-347-6647 ext. 284), who has partnered with Healthcare Providers Service Organization (HPSO). You can visit this site directly or via the American Counseling Association at www.counseling.org. For some years the American Counseling Association has provided liability insurance to student members as a part of the ACA membership benefit.

CPH & Associates also offers student liability insurance. You can apply online at www.cphins.com or call them at (800) 875-1911.

You are also welcome to look into other options for liability insurance. Once you have become insured, please give a copy of the insurance cover sheet to the Counseling Administrative Assistant for your file.
Special Guidelines

Endorsement Policy
Upon completion of the Master of Arts in Counseling degree, the graduate may receive program faculty endorsement. Endorsement will be provided upon request with a signed authorization only:

- On the basis of demonstrated proficiency in the vocational or licensing area for which endorsement is sought.
- For the professional credential or license for which the student is prepared, including coursework, practicum, or internship placements.
- During candidacy for the program degree, endorsement will only be provided for clinical experience, credentials, licenses, and occupations for which the candidate is adequately prepared. Students may request faculty endorsements in keeping with the spirit of the above guidelines.

Post-graduate Licensure
The Oregon Board of Licensed Professional Counselors & Therapists issues two different licenses: the professional counselor license (LPC) and the marriage and family therapy license (LMFT). The licenses cover the application of theories and techniques to assist individuals, families, and groups to solve mental health problems or facilitate change. The primary difference between the licenses involves the specific training and experience in the delivery of family systems theories and techniques required for the LMFT. A student graduating from Western Seminary’s Counseling Program may make application to the Oregon licensing board to become an Oregon Registered Counseling Intern and ultimately to obtain an LPC license.

To be licensed as a professional counselor, an individual is required to meet the following qualifications:

1. Hold a graduate degree in counseling in a program approved by the Council for Accreditation of Counseling and Related Educational Programs (CACREP), or hold a graduate degree determined by the Board to be comparable in content and quality by meeting the academic and training program standards for graduate degrees set out in ORS 675 and OAR 833 Division 60 adopted by the Board, e.g., regionally accredited, at least 90 quarter/60 semester hours with a minimum of 700 hours applied work experience;

2. has three years of supervised experience (2,400 direct client contact hours with no less than 2,000 post-degree) that meets the criteria for setting, level of supervision and credentials of the supervisor; and

3. passes (or has passed) a Board-approved examination consisting of two separate sections: a competency section and an Oregon law and rules section. Currently, the Board uses the National Counselor Examination or the National Clinical Mental Health Counseling Exam as the state examination along with an Oregon test on laws and rules.

Supervised Experience
Supervised experience includes practicum and internship clinical experience obtained during your M.A. Counseling degree program at Western Seminary, as well as post-degree experience as an Oregon Registered Intern under the auspices of the Oregon Board of Licensed Professional Counselors and Therapists. Upon graduation, the next step in counting clinical hours toward licensure is to
register with the Oregon Board as a Registered Intern. Instructions for registration as an Intern may be found in Oregon Law at ORS 675 and OAR 833 and on the webpage of the Oregon Board of Licensed Professional Counselors and Therapists at http://www.oregon.gov/OBLPCT/pages/index.aspx.

**Internship Hours**
The following chart is provided in an attempt to help clarify clinical hour requirements:

<table>
<thead>
<tr>
<th>Hours required to graduate from Western Seminary</th>
<th>Direct client contact hours during graduate program</th>
<th>Total clinical hours during graduate program</th>
<th>Postgraduate direct client contact hours</th>
<th>Total direct client contact hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimum of 280 Total Practicum 40 Internship 240</td>
<td>Minimum of 700 Total (includes direct client contact hours)</td>
<td>N/A</td>
<td>N/A</td>
<td></td>
</tr>
</tbody>
</table>

| Hours for eligibility for Oregon Licensure | Minimum of 280 (maximum of 400) | Minimum of 700 (includes direct client contact hours) | Minimum of 2000 (calculate # needed by subtracting direct client contact hours obtained during MA program from 2400) | 2400 |

**Direct Client Contact Hours**: This is time in actual clinical mental health counseling with a client, couple, family or group. Client contact is defined as individual, group, couples, and family counseling that are therapeutic or a combination of assessment and subsequent therapeutic interactions. Interns must document experience in both conducting individual counseling sessions and in facilitating groups. These are the actual hours spent counseling not including supervision, write-ups, record keeping, clinical staff meetings, case conferences, and etc. Please note that only 40 hours of client contact during Practicum may be counted toward the total number of client contact hours.

**Total Clinical Hours**: This is the total of all time related to your internship experience. This includes client contact hours, consultations, write-ups, record keeping, clinical staff meetings, case conferences, supervision, etc. Up to 100 hours from Practicum may be counted toward the required total of 700 hours.

Licensees are required to renew licenses annually, meet continuing education requirements (40 clock hours every two years), distribute client disclosure statements to all potential clients, and abide by a Code of Ethics adopted by the Board.
For further information regarding licensure contact:

Oregon Board of Licensed Professional Counselors and Therapists
First Floor, Suite G
3218 Pringle Road SE
Salem, OR 97302-6312
(503) 378-5499

**Practicing Outside of Oregon**
The requirements for obtaining licensure in other states will vary. If you feel there is a strong possibility that you will eventually practice counseling outside of Oregon it would be wise to contact that state's board at your earliest convenience to discover requirements for that particular state. You can find contact information for other states’ licensure boards at http://nbcc.org/directory.

**Guidelines for Post-Degree Supervision**
For persons planning to become Licensed Professional Counselors, the Oregon Board of Licensed Professional Counselors and Therapists expects all applicants for licensure to obtain supervised experience in a manner as required by law and rule. The Oregon Board has published a brochure to assist you in your pursuit of post degree supervision hours. A copy of the brochure and a list of approved supervisors may be obtained from the Oregon Board website at www.oblpct.state.or.us.
Facts of Interest

Counseling Services
All MA Counseling students are required to have 30 hours of personal counseling during their time in the program, including 20 hours of individual and 10 hours of group (effective Fall 2002). When complete, turn in form CNSF042 and form CNSF043 to the Counseling Administrative Assistant. Counseling students must seek counseling services from a professional counselor who is licensed, other than program faculty and students. The Counseling Administrative Assistant maintains a collection of business cards from local professional counselors. You may also contact your advisor with questions about how to seek personal counseling services. The counseling center on campus, A New Day Counseling Center at www.anewdaycounseling.org also has counselors available (care is taken to ensure that the counselor is not a faculty member or fellow student.) If students choose to do their personal counseling at A New Day Counseling Center they will be precluded from practicum at A New Day Counseling Center.

Financial Assistance
Most students finance their seminary education through a combination of two or more of the following: personal employment, family support, loans, or pledged support. Because the school’s ability to offer financial assistance is limited, it is expected that a student will provide the majority of the total amount required to meet expenses.

For more information regarding financial aid, refer to the current school catalog or contact our Financial Aid Office at:

Web: https://www.westernseminary.edu/admissions/financial-aid
Email: finaid@westernseminary.edu
Phone: (503) 517-1819

Professional Organizations
Students can have a voice in shaping the future of the counseling profession. Participation in professional organizations can help one to stay up-to-date in current treatment methods, research, and legal and ethical trends. Meeting other professional counselors creates opportunities for networking and consultation. Students typically qualify for significant discounts on membership and conference fees. Western Seminary Counseling Program maintains a student representative in the Oregon Counseling Association. Western Seminary Counseling Program abides by the ethical codes of the American Counseling Association and the Oregon Board of Licensed Professional Counselors and Therapists. Students are highly encouraged to attend conferences, submit papers, and actively participate in one or more of the following professional organizations.

American Association of Christian Counselors (AACC)
800-526-8673 http://www.aacc.net/

American Counseling Association (ACA)
800-422-2648 http://www.counseling.org/

American Mental Health Counselors Association (AMHCA)
800-326-2642 http://www.amhca.org/
Christian Association for Psychological Studies (CAPS)
210-629-2277  http://www.caps.net

Council for Accreditation of Counseling & Related Educational Programs
(703) 535-5990  http://www.cacrep.org/

National Board of Certified Counselors (NBCC)
336-547-0607  http://www.nbcc.org/

OREGON Board of Licensed Professional Counselors
503-378-5499  http://www.olpct.state.or.us/

Oregon Counseling Association (ORCA)
503-722-7119  http://or-counseling.org/

WASHINGTON Dept. of Health
Health Profession Quality Assurance Division
360-236-4902  http://www.doh.wa.gov
Comprehensive Clinical Integrative Paper – CNS 534

In the Comprehensive Clinical Integrative Paper, the student articulates a professional summation of the developing integration of clinical and theological knowledge as well as spiritual and personal growth experiences and awareness. Papers will be assessed on thoughtful reflection of clinical knowledge, evidence of self-awareness and personal application, and clear, accomplished writing. Strong papers will utilize reference to professional literature, particularly in the counseling theory section. See the APA Example Paper for guidance with formatting.

As a cumulative representation of the student’s work over the course of the program, the Integrative Paper will be kept as a part of the student file for a minimum of seven years post-graduation. It may be reviewed by faculty, administration, accreditation agencies, or the Oregon Board of Licensed Professional Counselors and Therapists for purposes of student review or quality assurance. The student is encouraged to keep a personal copy of the paper as a part of a sample work portfolio for future academic or employment purposes.

Registration
Students are required to register for CNS 581 the semester that they intend to write their clinical integrative paper, no later than spring semester of the year they are planning to graduate (effective Fall, 2011). This will be a no-credit registration; therefore, no tuition will be assessed. A student will schedule four appointments with the assigned reader. Requests for a particular faculty reader will be honored when possible, but cannot be guaranteed. The student may submit requests and will be notified of the assigned reader by email from the Counseling Administrative Assistant.

Schedule of Due Dates
Students will contact the assigned faculty reader at the beginning of the semester to schedule the following appointments:

1. First one-hour appointment not later than the end of January, (May, or September) to review Theology section;
2. Second one-hour appointment not later than third week in February, (June, or October) to review Theory section;
3. Third two-hour appointment not later than end of February, (June, or October) to review session recording;
4. Fourth one-hour appointment not later than second week in March, (July, or November) to review Personal Background, Professional Self-Assessment, and Clinical Self-Assessment;
5. By third week in March, (July, or November) email a complete copy of paper to the recommended editor for formatting;
6. Submit a spiral bound paper copy to reader by second week in April, (August, or December); and
7. Email electronic copy to the Counseling Administrative Assistant at sphillips@westernseminary.edu

Completion
To complete the course, the final copy of the paper must be submitted for approval no later than two weeks before the official end of the current semester (please see the school’s academic calendar for date of semester end). If the final copy has not been completed or submitted in a timely manner, the student will receive an “In-Progress” notation on their transcript and will be required to register for an additional semester of CNS 581.
Continuation
If the student has not yet walked in graduation, a student may elect to take one semester off, but faculty mentorship over the process will only occur during semesters wherein the student is registered. If the paper is not completed within two semestes of CNS 581, then the student will be required to maintain registration in a one-credit independent study course for a grade under the supervision of the faculty mentor, in addition to maintaining registration in CNS 581 until the paper is completed. Normal tuition rates will apply to independent study courses.

Format and Binding
Prior to printing, the paper should be sent for a final review of grammar, spelling, and formatting. There is no additional fee for this service. The paper will be evaluated for overall organization, an attractive and neat format and presentation, observance of guidelines for margins, references, and length. Upon approval, the final copy must be spiral bound with a clear cover and black back cover. Among other options, binding can be done at a FedEx or UPS Store.

Outline of Paper
Please use the following titles as headings in your paper.

Title: Comprehensive Clinical Integrative Paper
Abstract
Personal and Professional Background
  Integrative Metaphor
Theology of Counseling
  Nature of God
  Nature of People
  Gospel-centered Transformation
  Role of Faith
  Understanding of Spirituality
  Role of Suffering
Counseling Theory
  Theoretical Perspective
  Integration of Spirituality
  Inclusive of Cultural Diversity
  Primary Techniques
  Theory of Change
Professional Self-Assessment
  Personal Evaluation and Assessment
  Recommendations
  Continued Growth Plan
Clinical Self-Assessment
  Clinical Data
  Analysis of Efficacy
Case Example
  Case History
Content of Comprehensive Clinical Integrative Paper

ABSTRACT (150-250 words)
The abstract should be a brief summary outlining the contents of your paper.

INTRODUCTION:  Personal and Professional Background and Integrative Metaphor (8-10 pages)
This opening section should describe your personal and professional background, covering areas similar to a client case write-up, e.g. early childhood, middle childhood, adolescence, and adult history, including social/relational, cultural, educational, occupational, and spiritual history. Included should be the decision to pursue a career in counseling and a brief description of future counseling goals. This background will lay the foundation for sections two and three. Also included should be the metaphor that you use to understand the process of counseling. Your metaphor should be unique to you and be used thematically throughout the paper. (CNS 508, 525)

✓ Your personal, cultural, and professional background is presented in a clear fashion.
✓ This material is presented in an open and non-defensive manner.
✓ Your metaphor is unique to you and conveys significant meaning in its application.

THEOLOGY OF COUNSELING (8-10 pages)
In presenting your understanding of theology, include theological concepts you deem significant to the counseling ministry. Include summarizations and interpretations of theological concepts presented by others that are significant to you. Present your understanding of the nature of God, the nature of people, the role of faith, the process of salvation, the role of spirituality, and your understanding of the role of suffering. This section should be written from a counselor perspective, describing theological concepts in everyday language, including biblical citations for only the most significant concepts. (THS 511, 512, 513, CNS 509)

✓ Your theology of counseling is clearly presented in everyday language.
✓ Summarizations of theological concepts presented by others are accurate.
✓ Theological implications of the nature of God and people are described with clarity.
✓ Your understanding of gospel-centered transformation and the role of faith is evident.
✓ Your understanding of spirituality and its relationship to theology is clearly stated.
✓ Your understanding of the role of suffering is articulated with clarity and thoughtfulness.

COUNSELING THEORY (8-10 pages)
In this section you will present your theory of counseling and how this is different from other theoretical approaches. This theory ought to be consistent with who you are and how you understand personality development. Your theory should help explain both pathology and includes a model for wellness and preventative mental health. As you cite material from other sources, your summarizations and interpretations of theories should be accurate and understandable. Include
material on how and why people change and how client strengths are utilized in the change process. Your counseling theory should demonstrate consistency with your theological and spiritual understandings. (CNS 504)

✓ Your theory of counseling is clearly stated
✓ Your theoretical model explains the development of pathology, wellness, and prevention

✓ Your theory describes the process of counseling and contrasts it to other theories
✓ This theory is consistent with who you are and your worldview
✓ Your theory is inclusive of multi-cultural diversity, acknowledging your own cultural bias
✓ You describe techniques adaptable for clients from diverse cultural backgrounds
✓ Material cited from others is accurate, adding clarity—a minimum of five sources
✓ Your theory of change is concrete and understandable
✓ Your approach to the spiritual assessment and development of a client is illustrated
✓ You demonstrate consistency between theory and theological understandings, citing a model of integration in contrast to other approaches

PROFESSIONAL SELF-ASSESSMENT (6-8 pages)
This section will be a self-critique of your strengths and growing edges. You should demonstrate an ability to comprehend your strengths and to identify how they contribute to who you are as a professional counselor. Similarly, you should be able to identify and comprehend your growing edges. The section should conclude with your personal plan to utilize your strengths, maintain your own health, and prevent harm to clients by continued progress in addressing your growing edges. (CNS 506, 525)

✓ Your self-assessment demonstrates self-awareness and is presented non-defensively.
✓ You describe your strengths and how they contribute to who you are as a counselor.
✓ You are able to identify and comprehend your growing edges.
✓ You have created a concrete and measurable plan to address your growing edges, which includes a self-care plan for both times of resilience and challenge.

CLINICAL SELF-ASSESSMENT (6-8 pages)
This section will be an evaluation of your clinical effectiveness with clients. You will summarize strengths and growing edges regarding your clinical efficacy based upon client feedback, Outcome Rating Scale and Session Rating Scale data, supervisor evaluations, and case conference feedback. (CNS 519 as of 9/2013 admission.)

✓ Your self-assessment demonstrates self-awareness and is presented non-defensively.
✓ You describe your clinical strengths and growing edges based upon feedback and data.
✓ You have created a concrete and measurable plan to utilize your strengths and growing edges for greater clinical efficacy as identified by clinical feedback data, supervisor evaluations, and case conference feedback.

CASE HISTORY (4-6 pages)
The case history will follow the format used in the case conference. It will have emphasis on your ability to include the salient points with clarity and brevity. To protect client confidentiality, be sure to alter the client’s name and identifying information. (CNS 530-534)

✓ The case history follows the prescribed format.
✓ You demonstrated an ability to include the salient points with clarity and brevity.
✓ Your assessment and diagnosis appear accurate.
✓ Your treatment plan fits the presenting issues and assessment.

TRANSCRIPT AND RECORDING
A transcript of an entire session and the audio recording shall accompany the integrative paper. The recorded session should be one after at least five previous sessions with the same client. The session should include some demonstration of your counseling theory. No session is perfect. It is more important that your analysis section reflect an understanding of the dynamics occurring between you and your client, helpful interventions, and suggestions for what you might have said differently. Though the case history and transcript will be retained with the paper, the audio recording will be returned to you upon completion of your paper.

NOTE
• The recording must be audible, and of a complete session, from hello to goodbye.
• The recorded session should be consistent with your theological approach.
• The recorded session should be consistent with your theoretical approach.
• Individuals mentioned in the transcript are identified in an introductory paragraph.
• Include a description of the setting and the session number.
• The verbatim transcript is in the left column.
• Interpretive analysis is in the right column, with a thorough analysis noting your strengths and growing edges, transference and counter-transference.
• The counselor is identified with CO.
• The client is identified with CI.
• The individual statements are numbered. These numbers are used as references for the interpretive analysis and as reference points for the body of your paper.
APA Writing Sample

APA style is the style of writing specified in the Publication Manual of the American Psychological Association (6th ed., 2010). Some of the more commonly used rules and reference formats from the manual are listed below. However, this is not a substitute for the manual itself, which should be purchased by students to be used for future reference. Additional help with APA formatting may be found at the following website http://owl.english.purdue.edu/owl/ which is maintained by Purdue University. Another good resource book is APA Made Easy (3rd ed., 2013).

As the APA Publication Manual explains:

- **Typeface** preferred is Times New Roman with a 12-point font size.
- **Margins** should be 1” all around.
- **Line spacing** should be double-spaced between all text lines.
- **Indentation** is five to seven spaces (½ inch) for the first line of every paragraph or footnote.
- **Commas** are placed between elements (including before *and* and *or*) in a series of three or more items and to set off clauses.
- **Spacing** after commas, colons, and semicolons, should be one space. At the end of a sentence, there should be two spaces after the period.
- **Hyphenation** should not occur at the end of lines, only between words when necessary.
- **The title page** should include the Running head flush left and the page number 1 flush right, the title centered with the first word capitalized, the student’s name centered as the byline, followed by the name Western Seminary centered on the next line.
- **A reference list** cites works pertaining to a particular article. A bibliography cites works for background or for further reading.
- **Electronic references** should have an address permitting retrieval.
- **Running heads** should be placed before the title and be a maximum of 50 characters, counting letters, punctuation, and spaces between words. It should appear flush left in all uppercase letters at the top of the title page and all subsequent pages. The page number should be flush right on the same line as the running head and on all subsequent pages.
EXAMPLE OF APA STYLE

Running head shows the short version of the title of the paper. In subsequent pages, you do not repeat “Running head” but just what you have in all caps.

Example of APA Style: Cultivating Cultural Competence

Mary L. Smith and Jennifer S. Fox
Western Seminary

A title should summarize the main idea of the paper and should be fully explanatory when standing alone (APA, 2010, p. 23)

Author Note

Mary L. Smith, Counseling Program, Western Seminary, Portland, Oregon. Jennifer S. Fox, Counseling Department, Portland State University, Portland, Oregon.

Correspondence concerning this paper should be addressed to Mary L. Smith, Counseling Program, Western Seminary, 5511 SE Hawthorne Blvd., Portland, OR 97215. Email: msmith@westernseminary.edu

Every manuscript includes the name of the author and institutional affiliation of the author when the research was conducted.

This is generally used when submitting manuscripts to journals. You will not need to do this for any of your classes unless the professor requires it.
Cultural identity as inclusive of but distinct from ethnic identity is the primary theme of exploration in this paper. Two levels of cultural identity are cited as particularly significant to the counseling practitioner. Every individual including the client and the counselor has a personal and cultural history that shapes perception. This paper will address the most central and essential cultural, individual, and interpersonal factors present for a dynamic and relationally based cultural competence.

The abstract is a brief, comprehensive summary of the contents of your paper. It allows your readers to taste and see if your paper piques their interest enough to continue reading (APA, 2010, pp. 25-26)
Example of APA Style: Cultivating Cultural Competence

“Most psychologists and mental health providers approach treatment not ready to encounter another's unique specificity, but to reduce them to one of our discipline's categories, failing to thoroughly consider and incorporate an individual's social, cultural, political, and historical experiences and strengths into intervention and treatment strategies.”

-E. Sampson (1993, p. 1227)

Edward Sampson has captured with his quote above the important professional and personal work that must be done with establishing cultural competence in clinical work. By having humility about the limitations of being embedded in a specific cultural perspective, and the limitations of the profession of counseling itself, we are each in a better place to appreciate the complexity of taking cultural distinctiveness seriously in professional practice. As Brown (2009) emphasizes, students looking to ease the tension of equivocal information in cultural

On the next page, you will have an example of a paper that does not start with a quote, as well as levels of headings used in APA style of writing. Finally, we will address how references are organized after a paper is completed.
Assessing the Fit of Six Models for DSM-5’s PTSD Symptomatology in a War-Related Sample

Theoretical models associated with post-traumatic stress disorder (PTSD; American Psychiatric Association [APA], 2013) posit that the syndrome is heterogeneous and yet contains distinct factors (Amour et al., 2015; Pietrzak et al., 2015; Seligowski & Orcutt, 2016). The revision of the Diagnostic and Statistical Manual of Mental Disorders (DSM-5; APA, 2013) made changes in some diagnoses while others remained unchanged (Frankfurt, Amour, Contractor & Elhai, 2016). For example, while the diagnostic criteria for major depressive disorder remained unchanged, post-traumatic stress disorder (PTSD) experienced major revisions (Frankfurt et al., 2016). PTSD in earlier editions was classified as part of an anxiety disorder. In the new DSM-5, it is classified as ‘trauma and stress related disorders.’
Levels of Headings

There are five potential headings in APA, although authors may only use two or three. Regardless of the number of headings used, headings should always be used in order, beginning with *level 1*. It is rare to only have one heading; one level of heading offers little guidance to the readers as to the purpose/point of the document.

It is likely that most papers for school work will need three levels of headings. Most literature reviews should be either three or four levels to provide direction and guidance to the reader. The format of each level is illustrated below:

**Centered, Boldface, Uppercase and Lowercase Heading (level 1)**

**Left-Aligned, Boldface, Uppercase and Lowercase Heading (level 2)**

*Indented, boldface, lowercase heading with a period (level 3).*

*Indented, boldface, italicized, lowercase heading with a period (level 4).*

*Indented, italicized, lowercase heading with a period (level 5).*

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Note: *Reference list should be only for authors cited within text.*
References


Order of referencing:
1. Name of author(s), title of manuscript, title of journal (italics), volume number (Italics), issue number (in parenthesis), pages, doi
2. All references should be done alphabetically.
Unique references

1. Making a reference from a book chapter


2. Making a reference from an online newsfeed


Above all, when confused, consult your APA Manual