



Master of Arts in Counseling: Clinical Mental Health 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.

Here you will find the [program checklists](#). These are 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.

Second is accessibility. Most classes are scheduled on Monday's or online 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 three 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 12-1 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.

The application process includes written responses, letters of reference, and an interview with counseling faculty members. 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 Emphasis

Each year Western Seminary admits a limited number of students to a specialized Child and Youth Counseling emphasis within the counseling program. These students complete the core program, utilize their electives in a prescribed format, and commit themselves to additional units. 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 an every other year rotation.

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. Students pay a fee to an outside company for administration of the exam. 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 related to the topics not successfully passed, or an external exam coaching course approved by student's advisor 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 3.0 in counseling studies (please see a more comprehensive policy statement under the Grading section on page 16);
- (3) Complete a Comprehensive Clinical 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. **10 hours of individual counseling** with a professional counselor (up to five hours may be marriage, couple, or family) four of the ten hours must be completed prior to practicum (effective January 2023) these should be individual counseling; (*Policy updated September 2022*) and
 - b. **10 hours of group counseling** led by a professional counselor or approved by program faculty; and
- (6) Complete a practicum and three semesters of internship:
 - a. Totaling no less than 700 clinical hours, of which
 - b. 280 hours must be direct client contact (40 practicum plus 240 internship) including group facilitation.

The M.A. in Counseling degree requires 68 credits of study. Courses are drawn from counseling studies (60 credits) with California students taking an additional 3 credits to meet state licensure standards, biblical studies (4 credits), and theological studies (4 credits).

The M.A. in Counseling with a Child and Youth Specialization requires a total of 73 credits, (5 credits above the standard degree program). Courses are drawn from counseling studies (60 credits), biblical studies (4 credits), and theological studies (4 credits). Students in this specialization use their two elective credits (plus five additional credits) in the following courses:

Introduction to working with children: Understanding child development and learning to engage children through play (2 credits)

Child Assessment and Treatment in Parent-Child Interaction Therapy (PCIT) Part One (2 credits)

Advanced Child and Family Counseling: PCIT Part Two (2 credits)

Child & Youth Clinical Counseling Internship (3 credits, part of the Internship series)

Introduction to Working with Adolescents (2 credits)

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 fulfilling the requirements for Council for the Accreditation of Counseling and Related Educational Programs (CACREP) and the educational requirements of the Oregon Board of Licensed Professional Counselors and Therapists. This includes eight common core areas encompassing the foundational knowledge required of *all* entry-level counselor education graduates in addition to 4 credits of biblical studies and 4 credits of theological studies.

The M.A. in Counseling degree requires the following counseling courses:

CN500 PROFESSIONAL ORIENTATION (one credit)

The focus of this course is the study of the history and development of the counseling profession and the systems of community and inter-disciplinary care. Special emphasis will overview community resources in a multicultural society, including community agencies providing social services like, mental health, corrections, chemical dependency, child and adolescent treatment, and family services. The accessibility of these services and the need to address institutional and social barriers that impede access, equity, and success will be considered. Program development/management, prevention, education, & interagency collaboration will also be included. No Prerequisites.

CN501 CLINICAL FOUNDATIONS: THE HELPING RELATIONSHIP (two credits)

This course introduces the student to basic skills necessary for effective counseling – attending/listening, warmth, empathy, respect/acceptance, genuineness/authenticity, concreteness, confrontation, immediacy, self-disclosure and strategies for change. The role of faith in psychotherapy is explored. Activities include reading, lecture, observation, role-play, and student audio/video recorded clinical practice. Students are also introduced to skills needed for clinical intervention and the accomplishment of therapeutic goals in diverse settings. No Prerequisites.

CN502 PSYCHOTHERAPEUTIC SYSTEMS (three credits)

This course provides a historical and theoretical overview of major counseling theories. Students study the history of the discipline of counseling and are exposed to contemporary models of counseling that are consistent with current professional research and sensitive to our multicultural context, to assist them in beginning to develop their own model of counseling. No prerequisites.

CN503 ADVANCED COUNSELING: THEORY & TECHNIQUES (three credits)

In this course, the student has an opportunity to develop advanced skills in the utilization of theory and the application of counseling constructs. The course includes an emphasis on assessment and treatment planning, the implication of psychopathology in treatment, and clinical interventions that are evidence based. Issues such as the counseling process in a multicultural society, and an orientation to wellness and prevention are also discussed.

Prerequisites: CN501, CN502.

CN504 SUICIDE PREVENTION AND CRISIS INTERVENTION (one credit)

This course includes the counselor's role in suicide prevention and intervention, both individually and as part of an interdisciplinary team. An overview of the effects of a suicide attempt on the individual in crises as well as a discussion of how suicide attempts/completions affect family members will be included. Additionally, the recovery process surrounding loss and bereavement is addressed.

CN505 PSYCHOPATHOLOGY (three credits)

This course will focus on diagnosis and it introduces the students to the treatment of major psychopathologies. The principles of the diagnostic process, including differential diagnosis and the use of current diagnostic tools, such as the DSM -5, is the focus of study. Established diagnostic criteria for mental or emotional disorders, and treatment modalities will be discussed. No prerequisites.

CN506 LEGAL AND ETHICAL ISSUES (three credits)

This course includes an overview of professional ethics and state law as applied to counseling in private and state agencies. Topics addressed include: professionalism, licensure, abuse reporting processes, clinical notes, electronic health reporting, and practice issues. Prerequisite: CN501.

CN507 HUMAN LIFE SPAN DEVELOPMENT (three credits)

This course covers human development, including biological, psychological, sexual, sociological, and cognitive development from conception to death, including aging and long-term care. Diagnostic and therapeutic issues that are particular to each phase of development are highlighted. No prerequisites.

CN508 INTEGRATIVE ISSUES IN COUNSELING (one credit)

This course explores theological and psychological systems of integration, providing for discussion of the difference between spirituality and religion. Mental health from a Christian worldview is discussed. The course assists students

as they develop a model of integrative thought and practice. No prerequisites.

CN509 ADVANCED INTEGRATION IN COUNSELING (two credits)

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: CN508, CN530, TH506 or TH507.

CN510 MARRIAGE, COUPLE, & FAMILY COUNSELING (three credits)

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. This course also focuses on the principles of effective couple 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. Recommended prerequisites: CN 501, 502, 505, 506, 507.

If Portland students would like to be eligible for licensure in California, in addition to this course it is recommended you take three credits of elective courses including Premarital Counseling, Parent Skills Training, and Counseling Adolescents or Child Assessment.

CN513 MULTICULTURAL COUNSELING: THEORY AND TECHNIQUES (three credits)

This course explores the various social, cultural, and ethnic issues that influence counseling. Basic beliefs of various spiritual systems, major world religions, agnosticism, and atheism are included. Cultural understandings of psychopathology and substance use/abuse are discussed. Prerequisite: CN501.

CN514 RESEARCH & PROGRAM EVALUATION (three credits)

This course includes the study of research design, research methods, & statistical methods used in conducting research, statistical analysis of research data, and the use of research to inform evidence-based practice. Needs assessment, program evaluation, and the importance of research in advancing the profession of counseling are also included. No prerequisites.

CN515 TESTING AND ASSESSMENT (three credits)

This course provides an introduction to assessment, appraisal, and testing, including an introduction to instruments that are available to the counselor for use in diagnostic and therapeutic interventions within a counseling setting. Spiritual assessment will be included. Prerequisite: CN514.

CN517 PHYSIOLOGY AND PSYCHOPHARMACOLOGY (three credits)

This course provides an overview of basic psychopharmacology, including an introduction to the interaction between neurophysiology and psychotropic medication, and a discussion of how such interactions influence psychotherapy treatment planning and intervention. It includes the biopharmaceutics and physiological effect of addictive behavior, focusing on alcohol and other recreational drugs, especially as to tolerance, withdrawal, and addiction patterns. No prerequisites.

CN518 CAREER DEVELOPMENT: THEORY AND TECHNIQUES (three credits)

This course begins with an exploration of the theology of work and moves to an examination of career selection, career development theories and techniques, decision-making models, occupational information sources and systems, as well as lifestyle and career decision-making. No prerequisites.

CN519 ADDICTION COUNSELING (three credits)

This course includes the study of substance abuse, co-occurring disorders, and addiction. Emphasis is placed on the major approaches to identification, evaluation, treatment, case management, and prevention of substance and addiction. Legal, ethical, and medical aspects of substance abuse, populations at risk, role of support persons, systems of care, community resources, advocacy, collaborative treatment, and the management/administration of agencies are included. An introduction to the classification of psychoactive drugs, the neurobiology of addiction, principles of drug actions, use of drugs and side effects, the addiction cycle, and theories of addiction and recovery provide a background for understanding the treatment of addiction. Addiction will be examined from both a worldview perspective and from a spiritual perspective. Prerequisites: CN501, CN505, and CN507.

CN520 GROUP COUNSELING (three credits)

This course provides an overview of group theories and techniques, developmental stages in groups, the principles of group dynamics, and group process components as applied to various therapeutic settings and problems. Prerequisite: CN501.

CN521 CRISIS AND TRAUMA COUNSELING (three credits)

This course provides an overview of the effects of crises, disasters, abuse, and other trauma-causing events on persons of all ages, including the cognitive, affective, behavioral, and neurological effects associated with crisis/trauma. Content will include the counselor's role individually and as a part of an interdisciplinary team in responding to both small and large-scale trauma and the recovery process surrounding loss and bereavement. Emphasis will include culturally specific strategies, inclusion of local community resources, and spiritual support in treatment planning. Recommended prerequisites, CN501, 505, 506, 507.

CN530 CLINICAL COUNSELING PRACTICUM (two credits)

This course consists of a supervised practicum experience in a clinical setting that provides a range of counseling

opportunities. The student confers regularly with an on-site supervisor and receives regular peer and faculty feedback/evaluation in this practicum class.

The practicum experience requires that the student utilize previous training in interviewing, assessment, diagnosis, development of prognosis, and treatment of clients who seek clinical services. Pre-requisites: CN 500 thru 506. *These courses must be completed prior to beginning Practicum.*

CN531 & 532 CLINICAL COUNSELING INTERNSHIP (three credits)

This course consists of a supervised internship experience in a clinical setting that provides a range of counseling opportunities. The student confers regularly with an on-site supervisor and receives regular peer and faculty feedback/evaluation in this internship class. The internship experience requires that the student utilize previous training in interviewing, assessment, diagnosis, development of prognosis, and treatment of clients who seek clinical services. Pre-requisites: CN 500 thru 506 and 530.

CN533 ADVANCED CLINICAL COUNSELING INTERNSHIP (one credit)

This course consists of a supervised internship experience in a clinical setting that provides a range of counseling opportunities. The student confers regularly with an on-site supervisor and receives regular peer and faculty feedback/evaluation in this internship class. The internship experience requires that the student utilize previous training in interviewing, assessment, diagnosis, development of prognosis, and treatment of clients who seek clinical services. Pre-requisites: CN 500 thru 506 and 532.

CN539 ADVANCED CLINICAL COUNSELING INTERNSHIP (zero credit)

This course consists of a supervised internship experience in a clinical setting that provides a range of counseling opportunities. The student confers regularly with an on-site supervisor and receives regular peer and faculty feedback/evaluation in this internship class. The internship experience requires that the student utilize previous training in interviewing, assessment, diagnosis, development of prognosis, and treatment of clients who seek clinical services. Pre-requisites: CN 500 thru 506 and 533.

This course is for students who finish CN533 with 40 or less client contact hours needed to reach the program requirement of 280 total client contact hours, or who have completed internship requirements, but wish to continue accruing hours while finishing coursework. Students needing more than 40 hours of client contact will be required to register for an additional semester of CN533 for one credit (effective Spring 2024).

CN561 Comprehensive Integrative Paper (zero credits)

In the Comprehensive Clinical Integrative Paper, the student articulates a professional summation of their 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.

CY531 CHILD & YOUTH CLINICAL COUNSELING INTERNSHIP (three credits)

This course consists of a supervised internship experience in a clinical setting that provides a range of counseling opportunities, including counseling with children and youth clients. The student confers regularly with an on-site supervisor and receives regular peer and faculty feedback/evaluation in this internship class. The internship experience requires that the student utilize previous training in interviewing, assessment, diagnosis, development of prognosis, and treatment of clients who seek clinical services. Pre-requisites: CN500, 501, 502, 503, 504, 505, 506, and 530. Either CN531 or CN532 may be cross listed.

CY541 INTRODUCTION TO WORKING WITH CHILDREN: Understanding Child Development and Learning to Engage Children Through Play (two credits)

This course is designed for the novice who desires to learn the ins and outs of child development. We will consider the power of play for children and how to incorporate playfulness in a therapeutic manner. Students will gain an overview of treatment modalities to address the most common conditions for children 0-12. Students will learn the basic skills necessary to begin working with infants, children, and their families. Participants will learn to identify and assist children who have experienced trauma.

CY542 INTRODCUTION TO WORKING WITH ADOLESCENTS (two credits)

This course examines adolescent growth and developmental stages, explores normal and abnormal adolescent behaviors, identifies common adolescent problems/symptoms, highlights the role and importance of caregivers, and presents counseling techniques and skills to address the most common concerns of this age range. Students will learn the basic skills necessary to begin working with adolescents and their caregivers.

CY543 CHILD ASSESSMENT AND TREATMENT IN PARENT-CHILD INTERACTION THERAPY (PCIT) PART ONE (two credits)

This course is an introduction to Parent Child Interaction Therapy. Students will receive an overview of the theoretical foundations of PCIT and the DPICS coding system. Students will learn play therapy techniques and gain mastery of the Child-Directed Interaction (CDI)- therapist skills. This class is highly interactive, and participants will engage in role playing, case observations, and coaching with families. Students will learn the assessment process, childhood disorders that are best treated with PCIT and research that supports PCIT with children 3-7. Students will conduct a clinical interview, accurately diagnose common childhood disorders, and assess PCIT inclusion criteria. Prerequisites: CY 541 & 542.

CY544 ADVANCED CHILD AND FAMILY COUNSELING: PCIT Part Two (two credits)

This course builds on existing experience and coursework in counseling with children. Students will integrate previous knowledge and be prepared to implement an evidence -based treatment modality with fidelity. Students will learn and practice dyadic teaching skills to help parents acquire new skills. We will explore advanced counseling techniques to use with children and their caregivers. Students will engage in direct coaching of caregivers to increase learning and implementation of parenting skills in real time. The purpose of this course is to master the second phase of PCIT,

Parent Directed interactions (PDI). This course along with CY543 serves as a foundation for meeting the PCIT International Training Guidelines for developing necessary competencies as a PCIT therapist. Prerequisites: CN 530; CY 541, CY542, and CY543.

CN Electives

CN570 Special Topics in Counseling

Various one credit courses will be offered to enhance your counseling training in specific areas. Portland students have two elective credits in their program requirements and may choose to take a child and youth course for two credits or two- one credit special topics courses over their time in the program. (CN541 & 542 Gottman also serve as elective options.)

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 Schedules - order of coursework

These suggested class schedules are provided to enable students to better plan the M.A. Counseling program and to give an idea of the time requirements of the programs. They can be found on our [course sequence forms](#). We strongly recommend that you consult with your advisor and follow the recommendations as closely as possible when scheduling your classes.

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:

CNF035	Program Checklist – M.A. Counseling
CNF041	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) in Oregon is as follows:

- 1) Educational Requirement Complete accredited Master of Arts in Counseling Degree including:
 - a. Completion of CN500-506 for foundational knowledge and skill building.
 - i. Must pass competency requirements in CN501 empathy, respect, self-other awareness, and supervisory alliance.
 - b. Begin Practicum and Internship Class Series (CN530-3). See section on how to get started.
 - i. CN530 CLINICAL COUNSELING PRACTICUM
Focus: The Basic Helping Skills
 - ii. CN531 CLINICAL COUNSELING INTERNSHIP I

Focus: Assessment and Diagnosis

iii. CN532 CLINICAL COUNSELING INTERNSHIP II

Focus: Treatment Planning

iv. CN533 ADVANCED CLINICAL COUNSELING INTERNSHIP

Focus: Advanced Application of Theory and Integrating Self

- c. Complete remainder of coursework for MAC program.

2) Supervised Clinical Experience Requirement

- a. This program requires 280 direct client contact in the course of your degree program.
- b. Oregon allows you to count up to 400 hours of client contact accrued during your degree towards licensure.
- c. Complete the remainder of 1900 total client contact hours after graduation as a Registered Associate

3) Examination Requirement

- a. Register with Counseling Administrative Assistant for the Counselor Preparation Comprehensive Exam (CPCE) 6-8 months prior to graduation. This is a requirement for graduation from the MAC Program. It will take 30 days to receive scores, so please be sure to register and schedule exam appropriately.
- b. Register with Counseling Administrative Assistant for the National Counselor Exam (NCE) or the National Clinical Mental Health Counseling Exam (NCMHCE).
You may choose to complete the National Counselor Exam (NCE) or the National Clinical Mental Health Counseling Exam (NCMHCE) 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 (NCMHCE) and apply as an Intern with the State of Oregon through the Oregon Board of Licensed Professional Counselors and Therapists (OBLPCT).
- c. Register with the Oregon Board to take the Laws and Rules Exam.

- 4) After graduation, to begin accruing clinical hours toward licensure, apply to be a Registered Associate with the OBLPCT by applying online via the Applicant Portal available through the Board's website at <https://www.oregon.gov/oblpcct/Pages/Apply.aspx>

- 5) With your degree, completion of exams, and 1900 hours of clinical work with clients, receive license as a **Licensed Professional Counselor**.

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

The purpose of either the NCE or the NCMHCE 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 NCMHCE consists of ten 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 NCMHCE 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 NCMHCE exam during the final year of their M.A. Counseling degree and apply to become an NCC.

A. APPLYING TO BECOME AN NCC

In order to take the NCE or NCMHCE exam(s) before you graduate, you must also apply to become a National Certified Counselor (NCC). Becoming an NCC is a voluntary credential representing to members of the public and potential employers that the counselor has met national standards set by the counseling profession. This certification offered by the NBCC is the largest national certification in the world. Becoming an NCC is different from obtaining state licensure that is still necessary to practice counseling. If you choose to apply to become an NCC and take a national exam before you graduate, you are responsible for ensuring that the counseling administrative assistant has your information, including desire to take the test and current email address. 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: in the spring and fall semesters during a 5-week testing window. At least one site in each state is identified as a testing center, provided there are eligible candidates in that area. To find more information on the content of the NCE and testing options you can view the NBCC website

<https://www.nbcc.org/exams/nce>. As of September 2009, Western Seminary is approved for students to take the NCE prior to graduation during their last year of school through the NCE-GSA program. Students must be well advanced in their program of study. At a minimum, they must have completed coursework in six of the eight required subject areas and be enrolled in the final two during the semester of the examination. 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. Items may be checked out for two weeks at a time, with a possible one-week renewal based upon request to the Counseling Administrative Assistant. These materials are located next to the Counseling Administrative Assistant's desk on the third floor of Bueerman Hall. The library also has a wonderful eBook testing resource that can be found here: <https://www.westernseminary.edu/students/library>

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 counseling student averaging eight to nine units per semester, including summers, can complete the program in three years, while a student desiring to complete the program on a part time basis can take an average of six units per semester and finish in four years.

We recommend meeting with your advisor at the beginning of your program to determine the appropriate pathway based on your goals and capacity. They will help you utilize Stellar to plan your degree completion. "Pathways" can be selected which indicate your starting semester and intended time for completion. Modifications should be made only in consultation with your advisor to ensure that a course is offered when you plan to take it. 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 (a brief summary of the 2014 ACA Ethics Code):

- (A) Responsibility. A licensee's primary professional responsibility is to respect the dignity and protect the welfare of 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.
- (B) Confidentiality and Privacy. 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. Licensees disclose any context in which client information may be discussed such supervision and ensure removal of personal identifying information. A licensee safeguards client confidences as permitted by law and rule.
- (C) Professional Responsibility/ 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. This includes accurately representing ones training, licensure status, supervision, and areas of competence. 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.
- (D) Relationship with Other Professionals. Licensees work collaboratively and respectfully on treatment teams and with regard to other providers or treatment approaches.
- (E) Evaluation, Assessment and Interpretation. Licensees who conduct professional services related to counseling do so with regard to high ethical standards. They ensure informed consent for clients before engaging in assessment and attend to cultural understandings and appropriateness of measure for client.

View a complete description of the ACA Code of Ethics [here](#). And to view ethics pertaining to Oregon Counselors, please see [Oregon Laws and Rules](#).

To view ethics pertaining to California counselors, please see the ACA and CAMFT Code of Ethics, please see <https://www.counseling.org/Resources/aca-code-of-ethics.pdf> and

Grading

The MAC program adheres to a grading policy distinct from other Western Seminary programs. This policy is as follows:

Students must maintain a 3.0 or above GPA in their counseling courses (including required bible and theology classes). If term or cumulative G.P.A. drops below 3.0, students will receive either academic warning or academic probation as per the Student Handbook. A student has one full semester to protest in writing any grade received.

Exceptions from the School's Student Handbook, unique to the Counseling program are:

- Grades of "C+" or below in any required counseling course will result in a re-take of the class. If a second attempt does not surpass a "C+" grade, the student will be referred to the Student Development Committee for dismissal from the Counseling program.
- A "C+" or below grade in one of the student's practicum or internship courses will activate the Professional Assessment of Candidates (PAC) Committee to initiate a remedial plan in addition to requiring a re-take of the course.
- If a student receives a C+ or below in three or more classes, even if a course has been successfully retaken, the student will be referred to the Student Development Committee for dismissal from the Counseling program.

If the Student Development Committee moves to dismiss, the student will be given the opportunity to appeal the referral with the

Counseling Faculty and/or Student Development Committee before the action to dismiss is implemented.

The grading scale used in all Western Seminary classes is as follows:

A	A-	B+	B	B-	C+	C	C-	D+	D	D-
100-95%	94-90%	89-87%	86-83%	82-80%	79-77%	76-73%	72-70%	69-67%	66-63%	62-60%

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 *See counseling grading policy

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: A/A+ 4.0

grade points per credit

A-3.7

B+3.3

B.....3.0

B-2.7

C+2.3

C.....2.0

C-1.7

D+1.3

D1.0

D-0.7

F0

Attendance Policy

We believe that students benefit from class interaction with faculty and other students. Due to the interpersonal nature of classes, attendance is mandatory. Students are expected to attend all scheduled class meetings and to plan travel or other absences around these meetings. Students must communicate with their professor well in advance of any foreseen absence. Missed classes, late attendance, or lack of participation will result in a grade penalty. Make up or extra credit assignments will only be offered in exceptional circumstances (e.g. death in family, severe illness). Late assignments will be accepted at the discretion of the professor. Students who miss more than 20% of the course will receive a failing grade for the class.

Writing Guidelines

All writing for counseling program classes should be formatted according to APA 7th edition guidelines or as

instructed by course professor. It is required that students obtain the latest APA publication manual and become familiar with it for all academic writing. A resource for quick reference can be found here: https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html

Program Record Retention Policy

Student files are maintained in two locations:

- a. current transcripts, application information, and grades (this file is maintained by the Registrar's office);
- b. 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. clinical hours records (on file in perpetuity)
 3. work sample (on file for a minimum of seven years post-graduation)
 4. entrance information (on file until graduation is certified)

Assessment of Dispositions

Beginning in Fall 2023, Western Counseling program will be adopting a standardized assessment of counseling skills and dispositions identified to be essential for professional counselors. This tool is called the Counselor Competencies Scale- Revised.

Counselor Competencies Scale—Revised (CCS-R) © (Lambie, Mullen, Swank, & Blount, 2015)

The Counselor Competencies Scale—Revised (CCS-R) assesses counselors' and trainees' skills development and professional competencies. Additionally, the CCS-R provides counselors and trainees with direct feedback regarding their demonstrated ability to apply counseling skills and facilitate therapeutic conditions, and their counseling dispositions (dominant qualities) and behaviors, offering the counselors and trainees practical areas for improvement to support their development as effective and ethical professional counselors.

If you wish to read more about the formation of this assessment, see article here: <https://research-ebSCO-com.westernseminary.idm.oclc.org/linkprocessor/plink?id=4b234f0a-d8d7-3ff8-ac8b-84f863fa99aa>

As this assessment contains two components, the assessment of skills and the assessment of dispositions, all or part of this tool may be used to evaluate students. These measures will replace the current evaluations of student performance in Practicum CN530 and Internship CN531-533, and 539.

A key objective of our Master of Arts in Counseling program is Personal and Spiritual transformation driven by the Gospel and bearing fruit of these dispositional qualities. While assessment of knowledge and skills is easily completed through course assessments and evaluation by practicum and internship supervisors, assessment of dispositions

requires a different kind of clarity and nuance. Therefore, we hope this tool will aid in conversations between faculty, students, and supervisors about this area of personal and professional development. The assessment of dispositions is a requirement of CACREP reflecting the importance of wholistic development of the counselor.

Counseling Skills and Therapeutic Conditions assessed are:

- Nonverbal skills
- Encouragers
- Questions
- Reflecting/ Paraphrasing
- Reflection of Feelings
- Reflecting/ Summarizing
- Reflection of Meaning
- Confrontation
- Goal Setting
- Focus of Counseling
- Empathy & Caring
- Respect & Compassion

Dispositions assessed are:

- Professional ethics
- Professional behavior
- Professional & personal boundaries
- Knowledge & adherence to site and course policies
- Record keeping & task completion
- Multicultural competence in counseling relationship
- Emotional stability & self-control
- Motivated to learn & grow/initiative
- Openness to feedback
- Flexibility & adaptability
- Congruence & genuineness

The rating scale is as follows:

Scales Evaluation Guidelines

Exceeds Expectations / Demonstrates Competencies (5) = the counselor or trainee demonstrates strong (i.e., exceeding the expectations of a beginning professional counselor) knowledge, skills, and dispositions in the specified counseling skill(s), ability to facilitate therapeutic conditions, and professional disposition(s) and behavior(s).

Meets Expectations / Demonstrates Competencies (4) = the counselor or trainee demonstrates consistent and proficient knowledge, skills, and dispositions in the specified counseling skill(s), ability to facilitate therapeutic conditions, and professional disposition(s) and behavior(s). A beginning professional counselor should be at the “Demonstrates Competencies” level at the conclusion of his or her practicum and/or internship.

Near Expectations / Developing towards Competencies (3) = the counselor or trainee demonstrates inconsistent and limited knowledge, skills, and dispositions in the specified counseling skill(s), ability to facilitate therapeutic conditions, and professional disposition(s) and behavior(s).

Below Expectations / Insufficient / Unacceptable (2) = the counselor or trainee demonstrates limited or no evidence of the knowledge, skills, and dispositions in the specified counseling skill(s), ability to facilitate therapeutic conditions, and professional disposition(s) and behavior(s).

Harmful (1) = the counselor or trainee demonstrates harmful use of knowledge, skills, and dispositions in the specified counseling skill(s), ability to facilitate therapeutic conditions, and professional disposition(s) and behavior(s).

The evaluation process includes self-evaluation by the student and discussion between the student trainee and faculty or supervisor about ratings and rationale.

These assessment ratings will then be considered by faculty in the biannual Professional Assessment of Candidates described below.

Professional Assessment of Candidates (PAC)¹

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 practicum and internship classes. 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 practicum and internship

classes 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 practicum and internship classes.

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 the Clinical Field Placement Coordinator compile evaluations from practicum and internship 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.

[†]Appreciation goes to Loyola College in Maryland for allowing us to adapt and develop this assessment of candidates.

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:

	No Significant Deficiencies Observed	Observable Deficiency
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<p>Academic Performance</p>	<p>timeliness; writing ability; clarity of expression; organization; graduate-level thought, analysis, & integration of material; adequate fund of content knowledge; format and content assignment requirements achieved; appropriate participation in class activity; self-management skills evident</p>	<p>tardiness; inadequate writing ability; lacking clarity of expression; disorganization; graduate-level thought not demonstrated, inadequate analysis, & 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</p>
<p>Spiritual Maturity (character and conviction) Students demonstrate spiritual maturity by applying biblical truth to life and ministry resulting in gospel-centered spiritual growth and transformation. GCPO a. and GCPO b.</p>	<p>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</p>	<p>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</p>

<p>Interpersonal Skills, Emotional Health (character) Students demonstrate interpersonal skills and emotional health by displaying social and emotional awareness, respect for others, inclusivity in diversity, effectiveness in teamwork, intrapersonal and interpersonal awareness, and the ability to care for self. GCPO c</p>	<p>reflects self-awareness, self-expression, and ability to care for self while demonstrating respect for other; evidences self-control even under stressful conditions; 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</p>	<p>lacks self-awareness; demonstrates ineffective interpersonal communication; diminished self-control under stressful conditions; deficient in other person perspective; insensitive to multi-cultural inclusivity; and/or ineffective in negotiating personal connection and solutions to interpersonal differences</p>
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<p>Counseling Skills (competence) 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</p>	<p>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</p>	<p>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</p>	
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<p>Professional Practice (competence) Students demonstrate professional counseling practice 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.</p> <p>GCPO e</p>	<p>receives feedback in a constructive, non-defensive manner; demonstrates constructive use of feedback in subsequent work; understands 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; responsibly meets with clients; manages time well; implements supervisory suggestions; collaborates with other staff and interdisciplinary treatment providers</p>	<p>receives feedback in a defensive manner; does not evidence constructive use of feedback in subsequent work; lacks understanding and respect 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</p>
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Special attention is given to a student who is advancing from one level of the program to the next, specifically:

- a. During the fall and spring semesters to assess *readiness for students entering into the first clinical year (CN 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 graduation*.

E. THE FEEDBACK PROCESS

1. Routine clinical feedback will continue to be given at the middle and end of the semester to the candidate by the faculty person who is the campus supervisor for practicum/internship class.
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, re-admittance 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. If you anticipate not being finished in five years, you must meet with your advisor to make a written plan for completion of the program and submit as a 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:

Spiritual Growth	Students demonstrate spiritual maturity by applying biblical truth to life and ministry resulting in gospel-centered spiritual growth and transformation.
Theological Discernment	Students employ advanced theological thinking that integrates a gospel-centered worldview with best counseling practices.

Interpersonal Skills	Students display authentic, Christ-like, sensitivity toward self and others.
Counseling Skills	Students demonstrate competence by utilizing a breadth of skills and techniques that are culturally inclusive and consistent with current clinical research.
Professional Practice	Students apply their training to internship tasks, engaging cooperatively in the supervision relationship and in accordance with the ethical standards of the profession.

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 Registrar's 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 10 hours of personal counseling with a licensed mental health professional, up to 5 hours may be marriage, couple, or family. (policy changed from 20 hrs. individual/10 hrs., marriage, couple or family Fall 2022)
2. Group Counseling: Completion of 10 hours of group counseling, led by a professional therapist or approved

by the program faculty, 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 a minimum of 40 in Practicum and a minimum of 240 in Internship) direct client contact hours and a minimum of 700 total hours (including 100 in Practicum.)
6. Experience in group facilitation: during the internship is also required and must be documented on client contact hours forms.

Students finishing in Summer and wishing to participate in Spring graduation must meet the following requirements:

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. The appropriate graduation fee has been paid.

Students anticipating graduation must inform the Registrar 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 three semesters of internship. Students are strongly encouraged to seek experience at two different sites. Each clinical experience offers opportunities for the student to apply their classroom learning to the practical world of actual counseling. Students may intern at any Western Seminary approved site, as long as the student has not been a client of that counseling agency within the two years prior to the start of the practicum/internship experience and the site supervisor has never provided counseling/therapy to the student at any time.

After completing the foundational coursework necessary (CN500-506), 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 practicum and internship classes (consisting of 4-8 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 practicum and internship classes include the following clinical skills assessed by the CCS-R as well as professional, ethical, and integrative practice.

Counseling Skills and Therapeutic Conditions assessed are:

- Nonverbal skills
- Encouragers
- Questions
- Reflecting/ Paraphrasing
- Reflection of Feelings
- Reflecting/ Summarizing
- Reflection of Meaning
- Confrontation
- Goal Setting
- Focus of Counseling
- Empathy & Caring
- Respect & Compassion

Campus supervisors of practicum students maintain contact with site supervisors minimally every other week to

track student progress.

Sequence

After having completed CN 500, 501, 502, 503, 504, 505, and 506, and OAR Clinical Placement screening and training requirements, students may apply to practicum or internship sites. **Practicum students will need to choose a previously established site.** Internship students may identify and develop their own internship site, contingent upon the Field Placement Coordinator's approval of the site. If establishing a new site, 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 (please see [The New Internship Site Document](#)). Information on established sites is also available from the counseling program administrative assistant. **Students may not complete their Practicum/Internships at their place of employment or home church.** You may contact the Field Placement Coordinator with any questions you may have. Any other necessary forms can be found in the *Forms Supplement*.

Tevera

Students, faculty supervisors, and site supervisors will use Tevera, an online Academic EHR software system, to track Practicum and Internship hours and complete formal evaluations for both Practicum and Internship. Students will be able to take this with them after graduation and use the time tracking feature to record hours toward LPC/LPCC or LMFT licensure in the state in which they are planning to apply for this.

Please click here: <https://westernseminary.tevera.app/#/logon>, to log in to this system once you have established a user ID and password.

Intern Role

The future intern needs to have a good understanding of the sites they will be contacting and what they 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 28 and the [Insurance Options form](#)). This process can take three to six weeks to complete, so the earlier you acquire insurance, the better. A copy of the **Insurance** form or a copy of your insurance cover sheet, and the original **Internship Agreement form**, including the signed Authorization to Release Information, need to be given to the counseling Administrative Assistant once they have been filled out and signed. A checklist of the paperwork needed can also be found on the last page of the internship agreement form.

A record of the hours worked at the internship needs to be maintained for the intern's records (hours instructions, hours form 1, and hours form 2). A copy of the hours must be turned in at the end of every semester to the Counseling Administrative Assistant. 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 practicum/internship class, you need a minimum of 40 client contact hours during that same semester. Evaluations of the intern will be completed by the campus and site supervisors and by the intern at the end of each semester. At the end of the internship the intern should fill out an evaluation of the site and the site supervisor. When an intern is working at two or more sites concurrently, a separate set of Hours Forms 1 and 2 must be completed and signed separately for each site.

SUMMARY OF INTERNSHIP PROCEDURE

1. Complete CN500, 501, 502, 503, 504, 505, and 506.
2. Pass CN501 clinical competencies of empathy, respect, self-other awareness, and supervisory alliance.
3. Prior to beginning practicum or internship, students are to have immunizations, screenings, and trainings, as follows:
 - a. Immunizations – Hepatitis B (Hep. B); measles, mumps, rubella (MMR); tetanus, diphtheria, pertussis (Tdap); varicella (chickenpox); and Covid-19. **Documentation is to be provided to the Counseling Administrative Assistant prior to beginning Practicum.**
 - b. Screenings – tuberculosis, 10-panel drug screen, and a criminal background check. **Documentation is to be provided to the Counseling Administrative Assistant prior to beginning Practicum.** The background check is completed online through Safe Solutions; please see <http://www.westernseminary.edu/centers/counseling-portland/new/background-checks>
 - c. 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 each fall. **Documentation is to be provided to the Counseling Administrative Assistant prior to beginning Practicum**
 - d. Copies of the above documents are to be provided to the Counseling Administrative Assistant.
4. You may schedule an appointment with the Clinical Field Placement Coordinator for more information on 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 online catalog.
7. Obtain liability insurance. See the insurance section of the Handbook for more information about insurance coverage. **A COPY OF YOUR INSURANCE POLICY FACE SHEET MUST BE SUBMITTED**

BEFORE YOU START SEEING CLIENTS DURING YOUR PRACTICUM OR INTERNSHIP. Students who have not submitted their insurance policy face sheet by the first day of practicum/internship class will be dropped from the class. Client contact hours will not be counted and students will not be allowed to continue in class until the completed form is received.

8. Return a copy with original signatures of the **Internship Agreement** to the Administrative Assistant, for the site at which you have been accepted. This is to be submitted **no later than first class meeting of practicum/internship**. Client contact hours will not be counted, and students may not be allowed to continue in class until this has been submitted (*Tevera implementation is in progress and once completed, will be used to turn in all internship forms*).
9. Register for Case Conference CN 530, 531, 532, or 533, respectively. To continue seeing clients, students may register for CN539.
10. Maintain record of hours throughout internship. This includes forms for Client contact and Supervision hours, and the Other Activities form. Hours Forms 1, and 2 must be completed and signed separately for each site.
11. When the semester ends, turn in signed original hours form 1 and hours form 2 to the Counseling Administrative Assistant by the last day of the semester. 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 recording, storage, and playback. Students are provided a HIPAA compliant Zoom license and OneDrive account for clinical recordings and document storage. 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 your internship. The process may take three to four weeks, so plan accordingly with the beginning of your internship.

One option for liability insurance is by joining the American Counseling Association at www.counseling.org. Student ACA members enrolled in a master's level counseling program receive their professional liability insurance coverage compliments of ACA. Insurance is provided through Healthcare Providers Service Organization (HPSO) who can be reached at www.hpso.com or call them at 510-500-4477.

CPH & Associates also offers student liability insurance. You can apply online at www.cphins.com or call them at

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 licensed professional counselor (LPC) and the licensed marriage and family therapist (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. **Education Requirement:** 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 30](#), 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. **Experience Requirement:** Complete 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. **Examination Requirement:** Pass a Board-approved competency examination: National Counselor Examination or the National Clinical Mental Health Counseling Exam (NCE/NCMHCE) 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:

	Direct client contact hours during graduate program	Total clinical hours during graduate program	Postgraduate direct client contact hours	Total direct client contact hours
Hours required to graduate from Western Seminary	Minimum of 280 Total Practicum 40 Internship 240	Minimum of 700 Total (includes direct client contact hours) Practicum 100 Internship 600	N/A	N/A
Hours for eligibility for Oregon Licensure	Minimum of 280 (maximum of 400)	Minimum of 700 (includes direct client contact hours)	Minimum of 1500 (calculate # needed by subtracting direct client contact hours obtained during MA program from 1900)	1900

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 280 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, practicum/internship campus classes, supervision, etc. Up to 100 hours from Practicum may be counted toward the required total of 700 hours.

Both students and licensees distribute Professional Disclosure Statements (PDS) to all potential clients and abide by the ACA Code of Ethics as adopted by the Oregon Board of Licensed Professional Counselors and Therapists. Post-grad licensees are required to renew licenses annually and meet continuing education requirements (40 clock hours every two years).

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

[lpct.board@mhra.oregon.](mailto:lpct.board@mhra.oregon.gov)

[gov](mailto:lpct.board@mhra.oregon.gov)

<https://www.oregon.gov/OBLPCT/pages/index.aspx>

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 <https://www.oregon.gov/OBLPCT/pages/index.aspx>.

Facts of Interest

Counseling Services

All MA Counseling students are required to have 10 hours of personal counseling, including up to 5 hours of marriage, couple or family counseling and at least 5 hours of individual and 10 hours of group counseling during their time in the program (effective Fall 2002- updated Fall 2022). When complete, turn in the [personal counseling hours form](#) and the [group counseling form](#) 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 for two years from practicum at A New Day Counseling Center. 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 for two years 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>

National Board of Certified Counselors (NBCC)

336-547-0607 <http://www.nbcc.org/>

OREGON Board of Licensed Professional Counselors

503-378-5499 <https://www.oregon.gov/OBLPCT/pages/index.aspx>

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 – CN561

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 CN561 the semester that they intend to write their clinical integrative paper, **in the final semester before graduation** (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. Email two electronic copies (PDF), one with your name on the title page and one with your name removed from the title page, to the Counseling Administrative Assistant at khuntington@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 a "Failure" notation on their transcript and will be required to register for an additional semester of CN561.

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 semesters of CN561, 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 CN561 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

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 Career Planning
	Primary Techniques
	Theory of Change
Professional Self-Assessment	
	Personal Evaluation and Assessment
	Clinical Data
	Analysis of Efficacy
	Recommendations
	Continued Growth
	Plan
Case Example	
	Case History
	Session Transcript
Reference Page	

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 (5-6 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. (CN515)

- ✓ Your personal, cultural, and professional background is presented in a clear fashion.
- ✓ This material is presented in an open and non-defensive manner.
- ✓ Your choice of career path is understandable from your personal history.

THEOLOGY OF COUNSELING (6-8 pages)

In presenting your understanding of theology, include theological concepts you deem significant to the counseling profession. Include succinct 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. (TH506, TH507, CN509)

- ✓ 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 explain pathology and include a model for wellness and preventative mental health, as well as your approach to facilitating career development and planning. 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. (CN502)

- ✓ 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
- ✓ Your approach to facilitating career development and planning is integrated with your theory
- ✓ 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. This section will include 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. (CN503) 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. (CN506, 515)

- ✓ 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 your growing edges based upon feedback and data.
- ✓ Include description of your multi-cultural competency as demonstrated in clinical experience.
- ✓ 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.
- ✓ Included in your plan are identified strategies 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 falsify the client's name and identifying information. (CN530-533)

- ✓ 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 reflects 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/video 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 described without identifying information 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 countertransference.
- 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 Style

APA style is the style of writing specified in the Publication Manual of the American Psychological Association (7th ed., 2020). 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.

As the APA Publication Manual explains:

- **Typeface** preferred include Arial with an 11-point font size and 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 one space after the period.
- **Hyphenation** should not occur at the end of lines, only between words when necessary.
- **The title page** should include at the top right the page number 1 flush right. The title is bolded and centered in the upper half of the title page. Include one blank double-spaced line and then the student's name is centered as a byline, followed by the name *Western Seminary* centered on the next line. The date is centered on the next line.
- **A reference list** cites works pertaining to a particular article. Many reference list entries end with either a DOI or a URL.
- **Electronic references** should have an address permitting retrieval.

