



Master of Arts in Marital and Family Therapy Program Handbook

Sacramento Campus



www.westernseminary.edu
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WELCOME

Welcome to the Counseling Program at Western Seminary, Sacramento. We are excited to join you on your educational journey. 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.

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 purpose of this handbook is to provide information; it does not constitute irrevocable terms of the 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 Academic Catalog: <http://www.westernseminary.edu/catalog>. The Counseling Program 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 Student Services Office and online: <https://www.westernseminary.edu/students/sacramento/class/schedules>. Information about current fees and financial policies is available from the Student Services Office. Students may consult with their advisor for additional information and assistance.

In addition to the materials in this handbook, we are available to provide personal guidance and responses to your questions.

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PROGRAM DESCRIPTION

OVERVIEW

MA/MFT Program Purpose, Objectives, and Vocational Intent

The Western Seminary counseling program endeavors to prepare practitioners of personal integrity who will provide effective, ethical, culturally inclusive, professional counseling from a Christian worldview.

In addition to the Seminary's general education goals, the Counseling program aims to:

1. Equip counselors for clinical mental health counseling positions and for counseling ministry in church and parachurch settings.
2. Integrate biblical and theological foundations with the insights of counseling theory and the use of counseling interventions.
3. Promote growth in Christian maturity in students, demonstrated through effective interpersonal relationships.
4. Prepare individuals for state licensure and professional practice.

MA/MFT Program Vocational Intent

The Counseling Program prepares individuals to serve in mental health clinics, residential and outpatient treatment programs, family service agencies, counseling centers, public and private clinical mental health counseling agencies, or church and parachurch organizations as a Licensed Marriage and Family Therapist or a Licensed Professional Clinical Counselor.

MA/MFT Program Student Learning Outcomes

The counseling program endeavors to prepare students of integrity who demonstrate:

1. Spiritual maturity by applying biblical truth to life and ministry resulting in gospel-centered spiritual growth and transformation.
2. Theological discernment by employing advanced theological thinking that integrates a gospel-centered world-view with biblical and social science studies.
3. Interpersonal skills and emotional health by demonstrating social and emotional awareness, respect for others, inclusivity in diversity, effectiveness in teamwork, intrapersonal and interpersonal awareness, and the ability to care for self.
4. 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.
5. Professional 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.

Core Values of the Faculty

Faculty in the counseling program value the development of spiritual maturity in all graduates, academic excellence in teaching and learning, and continuous transformation toward wholeness in both the professors and the students.

In order to accomplish the program mission, the faculty is committed to:

1. Offering a curriculum that reflects the importance of responsible integration--considering the wisdom of both special and general revelation.
2. Exposing students to relevant theoretical frameworks that provide clarity and guidance for understanding the human condition.
3. Mentoring students in the development of evidenced-based skills and techniques in the application of both a psychological and theological knowledge base
4. Challenging students toward personal wholeness, relationally, psychologically, and spiritually
5. Assisting students as they find direction for their personal and professional lives
6. Motivating students toward a life of service.
7. Modeling the life of a professional in clinical mental health by continued professional and personal development.

PROGRAM DISTINCTIONS

- First, our commitment to teaching is based in a clearly Christian worldview. Students examine their personal 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 task of integration.
- Second, our program is designed for accessibility. Classes are scheduled on weeknights and Saturdays leaving you great flexibility for other commitments such as family, work, and church. All required biblical and theological studies courses and a few core counseling classes are also available in a distance education format.
- **Third is the commitment to the student's clinical experience. Students in Western's program are required to complete three semesters of MFT Practicum. This large investment of time devoted to practicum work demonstrates Western's commitment to practical skills and application of classroom learning.**
- Fourth, many of our faculty are adjuncts, meaning they are in the counseling field. They are constantly learning & refining their skills and their integrative approach. They are committed to raising up our students to be the next generation of clinicians working in the field of counseling.

ADMISSION REQUIREMENTS

In addition to the general requirements for admission to the Seminary, applicants to the MFT Program [M.A. in MFT, M.A. MFT/M.Div., M.A. MFT/M.A. (Biblical and Theological Studies), or an M.A. MFT/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.

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

READINESS EXAM

Entering counseling students are expected to bring a foundational knowledge of psychology. Proficiency in this foundational knowledge will be confirmed through a readiness exam. If deficiencies are indicated, remedial work will be required during the first semester of study.

DEGREE REQUIREMENTS

The Master of Arts in Marital and Family Therapy is conferred upon the attainment of certain personal and academic requirements. In addition to the general seminary requirements, degree candidates must:

Give evidence of a genuine Christian character, orthodox belief, and conduct consistent with a God-given call to a position of leadership

Complete all courses in the prescribed M.A. curriculum with a minimum grade point average of 2.5 overall, and 3.0 in counseling studies (please see a more comprehensive policy statement under the Grading section on page 12)

During the course of study, complete personal counseling requirements of 20 hours of individual, couples, family, or group counseling with a licensed mental health professional. 10 of these hours must be completed prior to entering practicum. Counseling hours will only be counted once the student is formally admitted into the MFT program. Counseling hours obtained prior to program admission will not count.

Complete a minimum of three semesters of MFT Practicum with at least 325 hours of clinical experience at an approved site (or sites) with a qualified supervisor. At least 225 hours of those 325 must be direct, face-to-face client contact with individuals, couples, families, children, or groups.

The M.A. MFT degree requires 73 hours of study. Courses are drawn from counseling studies (60 hours), biblical interpretation studies (8 hours), and theological studies (5 hours). The program checklist for the MFT Degree can be found here: <https://www.westernseminary.edu/students/sacramento/planning-tools/program-checklists>

The M.A MFT/M.Div. dual degree track requires a total of 130 hours. Courses are drawn from counseling studies (60 hours), spiritual formation studies (8 hours), biblical interpretation studies (16 hours), biblical language studies (12 hours), theological studies (16 hours), and ministerial studies (18 hours).

The M.A MFT/M.A. (Biblical and Theological Studies) dual degree track requires a total of 118 hours. Courses are drawn from counseling studies (60 hours), spiritual formation studies (8 hours), biblical interpretation studies (16 hours), restricted elective studies (18 hours), and theological studies (16 hours).

BASIC CURRICULUM

These courses provide training in the theory and practice of counseling, preparing men and women with a commitment to ministry to serve in mental health clinics, residential and outpatient treatment programs, family service agencies, counseling centers, public and private clinical mental health counseling agencies, or church and parachurch organizations. They also integrate biblical and theological foundations with the insights of psychology and practical counseling methods.

Western Seminary seeks to remain on the cutting edge of professional counselor requirements with a curriculum designed to meet the educational requirements of the California Board of Behavioral Sciences as well as that of the majority of states across the nation. In addition to 8 credits of biblical interpretation studies and 5 credits of theological studies, the M.A. MFT degree requires the following counseling study courses:

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

CNS 502 – Psychological Theory and Techniques. This course will cover the application and development of treatment strategies and interventions. Focus will be given to an eclectic approach to therapy. Prerequisite: CNS 501 and 504. 3 credits.

CNS 503 – Family Systems Therapy. This course will include the theoretical and practical approaches to understanding and intervening with families. A review of the major family system theories will be covered. Prerequisites: CNS 501 and CNS 505. 3 credits.

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

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

CNS 506 – Legal and Ethical Issues. This course will include an overview of professional ethics and state law as applied to counseling in private and state agencies, including addiction recovery programs. Topics to be addressed will include professionalism, licensure, and practice issues. Prerequisite: CNS 501. 2 credits.

CNS 507 – Human Life Span Development. This course covers human development; including biological, psychological, sociological, and cognitive development from conception to death, including aging and long-term care. Diagnostic and psychotherapeutic issues that are particular to each phase of development will also be highlighted. 3 credits.

CNS 508 – Introduction to Integrative Issues. This course provides an introduction to the theological and psychological categories or systems providing one with a model of integrative thought and practice. Prerequisites: CNS 504, DBS 506/516. 2 credits.

CNS 509 – Advanced Integration. This course is part two of the required integration classes. It will explore the components and dynamics of the integration process. Focus points will include issues surrounding the person of the counselor in the integrative task, in addition to the assessment of paradigms utilized in cross-disciplinary integration. Topics include (but are not limited to) the history of integration, evaluation of models of integration, addressing objections to integration, the sufficiency of Scripture, the role of the Holy Spirit in counseling, mental health from a Christian world view, God in the treatment process, the role of suffering and hope. A base understanding of theology and psychology is assumed. Prerequisites: CNS 501, 502, 504, 505, 506, 507, 508, 530, DBS 516, THS 511. 2 credits.

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

CNS 512 – Group Counseling. This course provides an overview of the principles of group theory, dynamics and process as applied to various therapeutic settings and problems. Prerequisite: CNS 501. 3 credits.

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

CNS 516 – Marriage Counseling. This course will cover the major issues involved with marital counseling. Focus will be given to contemporary marital patterns, the resulting problems and appropriate psycho-educational and therapeutic interventions. Prerequisite: CNS 501. 3 credits.

CNS 517 – Child and Adolescent Therapy. This course provides an overview of the major treatment modalities for children and adolescents. Prerequisite: CNS 501, 505, 507. 2 credits.

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

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

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

CNS 525 – Tests and Measurements. This course will provide an introduction to testing instruments that are available to the counselor for use in diagnostic and therapeutic interventions within a counseling setting. There is a materials fee associated with this course. Prerequisite: CNS 524. 3 credits.

CNS 526 – Psychopharmacology. This course provides an overview of basic psychopharmacology including an introduction to the interaction between neurophysiology and psychotropic medications, and how such interactions influence psychotherapy treatment planning and interventions. 2 credits.

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

CNS 530 – Counseling Practicum. This course will provide a supervised counseling experience with an on-site supervisor, and class and faculty feedback and evaluation. The practicum requires that the student apply classroom knowledge to interviewing, assessment, diagnosis, and treatment of individual, marital, and family dysfunction. Prerequisites required. Enrollment limited to MFT degree students. Prerequisites: CNS 501, 502, 504, 505, 506, 507. 2 credits.

CNS 531 – Counseling Practicum II. Prerequisite: CNS 530. 2 credits.

CNS 532 – Counseling Practicum III. Prerequisite: CNS 531. 2 credits.

CNS 544 – Counseling Violence and Abuse Issues. The purpose of this class is to prepare counselors to recognize and respond to some of the most pervasive, emotionally and physically damaging, yet hidden behaviors in our society. Prerequisites: CNS 501, 505, 506, 507. 3 credits.

CNS 547 – Psychopharmacology II. This course provides an overview of basic psychopharmacology as it relates to children and adolescents. It satisfies the 1 added unit required for students who want to pursue the Professional Clinical Counselor license. Co or Prerequisite: CNS 526. 1 credit.

CNS 553 – Human Services. This course presents case management, program development and management, and clinical supervision. This will include specific case presentation skills such as assessment, treatment planning, counseling, crisis intervention and referral. Community care, prevention, education, outreach and response services will be studied. 2 credits.

CNS 559 – Emergency Preparedness: Crisis Management. This course will provide an overview of emergency preparedness and crisis management as well as providing a focus on helping those in crisis including a basic crisis intervention model and appropriate clinical presentations of persons in crisis in a variety of settings, e.g., suicidality, AIDS- and HIV-related, substance abuse, disaster, loss, acute stress disorder, posttraumatic stress disorder (PTSD), and victimization. Topics include defining crisis, when crisis is a danger and/or emergency, ethical and professional considerations, and use of self in crisis counseling. Students learn about the theory and skills, mental health triage, cultural sensitivity, community resource information, referrals, treatment planning, and networking related to crisis intervention. 2 credits.

GRADUATION PLANS – COURSE SEQUENCING

In their second to third semester of studies students work with their advisor to create a Graduation Plan that outlines target graduation and practicum timelines. Students are encouraged to follow their plan as closely as possible when scheduling classes, and communicate with their advisor when adjustments need to be made.

PROGRAM CHECKLISTS

These program checklists are provided to enable students to better track their completion of course requirements. The checklists, along with the Graduation Plans should facilitate planning course loads. If the program checklists are followed, the student will be assured of meeting all their academic requirements for graduation. The checklists can be found at:

<https://www.westernseminary.edu/students/sacramento/planning-tools/program-checklists>

POLICIES AND PROCEDURES

COURSE LOAD

Course loads vary with individual situations and depend on such factors as outside commitments, work and/or ministry load, family responsibilities, and finances. We recommend planning your course load a year or more in advance. Suggested course sequencing is provided with variances for course load. Students are not permitted to enroll for more than 14 credits per semester without permission.

CLASS INTERACTION AND PROTOCOL

Consistent with a gospel-centered 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 other, 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 California Association of Marriage and Family Therapists code of ethics. As such, students are expected to abide by the following:

1. **Responsibility to Clients**
Marriage and family therapists advance the welfare of families and individuals, respect the rights of those persons seeking their assistance, and make reasonable efforts to ensure that their services are used appropriately.
2. **Confidentiality**
Marriage and family therapists have unique confidentiality responsibilities because the "client" in a therapeutic relationship may be more than one person. The overriding principle is that marriage and family therapists respect the confidences of their client(s).
3. **Professional Competence and Integrity**
Marriage and family therapists maintain high standards of professional competence and integrity.
4. **Supervisor, Student, and Supervisee Responsibilities**
Marriage and family therapists do not exploit the trust and dependency of students and supervisees.
5. **Responsibility to Colleagues**
Marriage and family therapists treat and communicate with and about colleagues in a respectful manner and with, courtesy, fairness, and good faith, and cooperate with colleagues in order to promote the welfare and best interests of patients.

6. Responsibility to Research Participants

Researchers respect the dignity and protect the welfare of participants in research and are aware of federal and state laws and regulations and professional standards governing the conduct of research.

7. Responsibility to the Profession

Marriage and family therapists respect the rights and responsibilities of professional colleagues and participate in activities that advance the goals of the profession.

8. Responsibility to the Legal System

Marriage and family therapists recognize their role in the legal system and their duty to remain objective and truthful.

9. Financial Arrangements

Marriage and family therapists make financial arrangements with patients and supervisees that are understandable, and conform to accepted professional practices and legal requirements.

10. Advertising

Marriage and family therapists who advertise do so appropriately. Their advertising enables consumers to choose professional services based upon accurate information.

To view a complete description, see <http://www.camft.org>

GRADING

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

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

A = Excellent; superior achievement of course objectives

B = Good; commendable achievement of course objectives

C = Satisfactory; acceptable achievement of course objectives

D = Poor; marginal achievement of course objectives

S = Satisfactory; adequate achievement of course objectives

U = Unsatisfactory; insufficient achievement of course objectives

F = Failure to advance in the course to the extent necessary for credit to be given

W = Withdrawal; official permission granted to withdraw from the course after the final date for dropping the course

Temporary notations are used:

I = Incomplete, a temporary extension

IP = In Progress; continuation into subsequent term

R = Registered

Grades have been assigned the following numerical values for the purpose of computing the grade point average: (values are in grade points per credit)

A/A+	4.0
A-	3.7
B+	3.3
B	3.0
B-	2.7
C+	2.3
C	2.0
C-	1.7
D+	1.3
D	1.0
D-	0.7
F	0

A student has one full semester to protest in writing any grade received. Students must maintain a 3.0 GPA in their counseling courses, and are limited to receiving only two [2] “C” or below grades in their counseling courses. Grades of “C-” or below in any counseling course will result in an automatic required re-take.

Further, a “C” or below grade in one of the following counseling courses (CNS 501, 505, 506, and 530-32, 39) will result in an automatic retake of the course. If the second attempt does not surpass a “C” grade, the student will be referred to the Student Development Committee for dismissal from the MFT program. The student will be given the opportunity to appeal the referral before the action to dismiss is implemented. Additionally, a “C” grade in one of the student’s Practicum courses will automatically activate the Professional Assessment of Candidates Committee to initiate a remedial plan.

ATTENDANCE

Students must communicate with their professor well in advance of any foreseen absence. More than two absences, or 20% of the in-class time, in a given class may constitute grounds for a failing grade in the course.

WRITING GUIDELINES

At the end of the handbook a writing sample is provided that follows the APA guidelines. Apart from journal entries, these guidelines should be used as a template for counseling course papers.

PROGRAM TIME LIMIT

All coursework 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 Divinity: six years
- Master of Arts: five years
- Master of Theology: four years

However, we realize that students may have life and ministry circumstances which clearly require a longer course of studies. The first step to approval for additional time is to map out with the student's advisor a plan to complete program requirements in the *shortest reasonable timeframe*. Permission to extend the statute of limitation must be granted through submission of an academic petition, which must include details of the proposed program plan.

Even in the case of an approved extension to the statute of limitations, all coursework applied toward degree requirements must be earned within ten years of the awarding of degree. This ten year time limit includes any coursework accepted by transfer or waived by advanced standing and begins with the start of the earliest coursework applied to the degree.

EVALUATION PROCEDURES

Several types 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 trainees, and trainee evaluations of sites.

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 review of Western Seminary. Forms will be distributed in classes or in student mailboxes.

Evaluation of students and their trainee sites are also required as part of the Practicum experience. These evaluations can be found in the MFT Practicum Manual, and will be provided to students at the appropriate times.

Staff and faculty always welcome suggestions and comments.

PROFESSIONAL ASSESMENT OF CANDIDATES (PAC)

Ethical standards and the accreditation procedures and criteria formulated by clinical professional associations require that the faculty and leadership 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 difficulties. 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.

To assess overall professional development of all master's candidates, the core counseling faculty and leadership hold Professional Assessment meetings twice a year. The goal of these meetings is to integrate data collected from faculty, staff, and site supervisors in order to evaluate the progress of students in meeting academic, clinical, and professional expectations.

This process 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. The advisor and/or program director will take the lead in gathering information, formulating recommendations, and dialoguing with the candidate with a view of applauding strengths and addressing deficits.

In the event of identified deficits, the advisor and/or 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 PAC committee.

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 advisor and/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 will share this information with the PAC committee. 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. In the case of dismissal from the program, steps for growth and potential re-admittance (after a waiting period) will be discussed.

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 both 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 admission provisions.
5. Complete at least the final 20 credit hours in resident study, except for the Online M.A. (Biblical and Theological Studies) degree program, which only requires six credit hours in residence. Program handbooks contain residency requirements for the D.Min. and D.Int.St. programs.
6. 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.
7. Receive the recommendation of the Faculty and approval by the Board of Trustees for graduation.

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8. File all graduation information with the Registrar's Office no later than September 15 of the academic year in which the student plans to graduate.
 9. 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.

Additional graduation requirements for specific degrees are announced in the degree sections of this catalog and the program handbooks.

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

The remaining graduation requirements will be completed by the last day of the summer semester.

1. Eight hours (M.Div.), six hours (M.A.), or four hours (Th.M.) or less remain for completion of the degree.
2. The student has registered for these courses from the regularly scheduled course offerings (online, independent, and individualized studies excluded).
3. All admission provisions are removed.
4. All incompletes are satisfied.
5. All thesis or dissertation requirements are complete.
6. The appropriate graduation fee has been paid.

In addition to the above mentioned seminary requirements for graduation, MFT students must schedule an Exit Interview with the MFT Director and provide copies of the following:

1. Experience verification forms accounting for 325 hours of clinical experience at an approved site (or sites) with a qualified supervisor. At least 225 hours of those 325 must be direct, face-to-face client contact with individuals, couples, families, children, or groups.
2. All required Practicum paperwork, including Site Approval, MFT Practicum Agreement, BBS forms, and all Evaluations.
3. Personal Counseling: Completion of 20 hours of personal counseling with a licensed mental health professional. Counseling hours will only be counted once the student is formally admitted into the MFT program. Counseling hours obtained prior to program admission will not count.

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

1. The 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.
7. Confirmation of 20 hours of personal counseling has been submitted.

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8. All Practicum requirements [MFT and/or LPCC] have been met.

Degrees are recorded each semester. The last day of the semester, as indicated by the academic calendar, is considered to be the official date of graduation. Commencement exercises are held only once a year in the summer. A degree is granted only when the Registrar confirms the 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.

COUNSELOR PREPARATION COMPREHENSIVE EXAMINATION (CPCE)

The Counselor Preparation Comprehensive Examination (CPCE) is a nationally administered multiple choice exam designed to evaluate professional knowledge students have acquired during their Counseling Program. The CPCE is designed to assess students' knowledge of counseling information viewed as important by academic programs and is similar to state licensing exams.

Additionally, the CPCE:

- Stimulates student integration of knowledge learned in separate courses
- Helps prepare students for the state licensing exams
- Gives students comparative strengths/weaknesses feedback
- Allows programs to examine student functioning in various curricular areas
- Gives programs an objective view of the knowledge level of their students
- Compares the program's results to national data

Passing the CPCE is a graduation requirement for counseling students graduating in the 2016-17 academic year and beyond.

Each applicant must...

- Be enrolled in Practicum (CNS 530, 531, 532, or 539)
- Have at least a 3.0 GPA.
- Be in good standing from their most recent PAC Review process.

Core Curriculum Areas

The CPCE consists of 160 items with 20 items per eight core curriculum areas:

- Helping Relationships [CNS 501, 502, 516]
- Professional Orientation & Ethics [CNS 506]
- Human Growth & Development [CNS 507, 517]
- Group Dynamics [CNS 512]
- Social & Cultural Foundations [CNS 513]
- Career & Lifestyle Development [CNS 518]
- Research Methods [CNS 524]
- Appraisal or Assessment Techniques [CNS 525]

Students are allowed four hours to complete the exam.

Registration Fee

The \$60 registration fee will be added to CNS 531 beginning in the fall of 2016. Fees for make-up exams will be coordinated on an individual basis.

Registration

The exam will be offered every fall and spring beginning in the fall of 2016. Contact the Counseling Program Coordinator for specific dates and times.

Results

Completed Exams are mailed to and scored by the Center for Credentialing and Education (CCE). Once scores have been calculated, they are returned to the Counseling Offices. This process takes four to six weeks. Examinees will receive a notification from the Counseling Offices informing them of their score.

The CPCE national norms are used to determine the minimum passing score on the Exam. The minimum passing score varies each year.

If a student fails three or fewer core areas, he or she will be re-tested over the failed core areas. The student will be administered a subtest or subtests. If a student fails a subtest, he or she will be required to retake the entire CPCE.

If a student fails four or more core areas, he or she will be required to retake the entire CPCE.

Preparation for the CPCE

There are no published study materials available for the CPCE; however, the exam content is similar to the National Counselor Examination. Students may obtain free sample questions at: www.nbcc.org/NCE/Sample. Paid subscriptions to exam test banks covering the eight content areas are available online at www.counselingexam.com/nce. A list of other study resources is available at www.nbcc.org/Exams/Study#NCE. Please note these references are suggestions not endorsements.

Practicum/Traineeship

PURPOSE

Students will complete a minimum of three semesters of practicum as Trainees. Each practicum experience offers opportunities for the student to apply their classroom learning to the clinical counseling field.

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

Traineeships are under the close direction of both a site Clinical Supervisor and an on-campus Practicum Professor. In the Practicum class student peers and supervising faculty review the Trainee's work. Feedback is provided in an encouraging atmosphere, assisting in the student's personal and professional growth.

REQUIREMENTS

Students must complete CNS 501, 502, 504, 505, 506 and 507 and at least one year of coursework, with a GPA of at least 3.0, and ten hours of personal psychotherapy in order to be eligible for Practicum. In addition, students must be cleared for Practicum by the MFT Director, Coordinator, and the PAC Review committee.

The MFT Director and Coordinator conduct a Practicum Orientation once a year. At the Practicum Orientation, students will review the program's requirements concerning being a Trainee of Western Seminary.

Western does not assign students to practicum sites. Students are asked to select one or more sites from an Approved Site List (included in the Practicum Manual). Students wishing to establish a new practicum site must coordinate the site approval process with their advisor before entering Practicum.

It is important to review the Practicum Paperwork Checklist for items to submit at the start of Practicum.

TRAINEE ROLE

The future Trainee needs to have a good understanding of the sites they will be contacting and what they would like to obtain from their Traineeship. Most Practicum sites require interviews and resumes, and some require a cover letter or statement of faith. Students are representing Western Seminary and should present themselves professionally.

SUMMARY OF PRACTICUM

Records

A record of the hours worked at the Traineeship needs to be maintained for the trainee's records. A copy of the hours must be turned in at the end of every semester. Prior to entering Practicum students will create an account with Track Your Hours (www.trackyourhours.com), a system that will track their hours and generate BBS forms. In order to get credit for Practicum class, students need to turn in all required paperwork at the end of each semester. Evaluations will be completed by the site supervisors and by the Trainee at the end of each semester. When a Trainee is working at two or more sites concurrently, a separate set of forms must be completed and signed separately for each site.

Practicum Hours

Whether pursuing their MFT and/or LPCC license, every student must earn at least 325 hours*, including:

225	Direct, face-to-face client contact
45	Clinical supervision
20	Personal psychotherapy
35	Misc. category of client-centered advocacy, workshops, trainings, etc.

*Students who entered the program before August 2012 have different hour requirements.

Students pursuing their LPCC must earn a minimum of 280 direct, face-to-face client contact hours. The MFT and LPCC hours may be earned at the same practicum site(s). However, the BBS does not count practicum hours towards the total number of hours required for the LPCC.

Students may earn a maximum of 1300 hours during practicum. These hours will be counted by the BBS toward MFT licensure and may include the following:

750	Counseling and Supervision
250	Administering and Evaluating Psychological Tests, Report Writing, Progress Notes, Process Notes, or Client-Centered Advocacy
250	Workshops, Seminars, Training Sessions or Conferences
300	Personal Psychotherapy (maximum 100 hours which are triple counted)

Total Hours towards Licensure

A new streamlined option for the categories of supervised experience that can be claimed is available effective January 1, 2016* for LMFT and LPCC applicants.

Hours gained after January 1, 2010 can now qualify under either Option 1 (new streamlined categories) or Option 2 (pre-existing multiple categories) as described below. Applicants must fully qualify under Option 1 OR Option 2. There is no "mixing and matching" between the two categories.

Individuals who wish to qualify under Option 2 must submit an *Application for Licensure and Examination* postmarked no later than December 31, 2020. Otherwise the applicant must qualify under Option 1.

*Per Senate Bill 620, Chapter 262, Statutes of 2015 (http://www.bbs.ca.gov/pdf/publications/lmft_lpcc_newoptions-supvsd_exp_ctgy.pdf)

LMFT OPTION 1: (new streamlined categories)

Under the new option, the supervised work experience categories break down into just two overall types:

- Direct counseling experience (Minimum 1,750 hours) A minimum of 500 of the above hours must be gained diagnosing and treating couples, families and children.
- Non-clinical experience (Maximum 1,250 hours) May consist of direct supervisor contact, administering and evaluating psychological tests, writing clinical reports, writing progress or process notes, client centered advocacy, and workshops, seminars, training sessions, or conferences.

Personal psychotherapy does not count under Option 1. Students pursuing Option 1 may earn their personal psychotherapy hours with either a licensed therapist OR a registered intern.

LMFT OPTION 2: (pre-existing multiple categories)

- A. Individual Psychotherapy (*No minimum or maximum hours required*)
- B. Couples, Families, and Children (*Minimum 500 hours - up to 150 hours may be double-counted*)
- C. Group Therapy or Counseling (*Maximum 500 hours*)
- D. Telehealth Counseling (*Maximum 375 hours*)
- E. Workshops, seminars, training sessions, or conferences directly related to marriage, family, and child counseling (*Maximum 250 hours*)
- F. Personal Psychotherapy Received by a Licensed Therapist (*Maximum 100 hours, triple counted*)
- G. Administering and evaluating psychological tests of counselees, writing clinical reports and progress or process notes (*Maximum 500 combined between G & H*)
- H. Client-Centered Advocacy (*Maximum 500 combined between G & H*)
- I. Direct Supervisor Contact (*Maximum 1,000 hours*)

LPCC Option 1: (new streamlined categories)

Under the new option, the supervised work experience categories break down into just two overall types:

- *Direct counseling experience (Minimum 1,750 hours)* Must include minimum of 150 hours of clinical experience in a hospital or community mental health setting
- *Non-clinical experience (Maximum 1,250 hours)* May consist of direct supervisor contact, administering and evaluating psychological tests, writing clinical reports, writing progress or process notes, client centered advocacy, and workshops, seminars, training sessions, or conferences

LPCC Option 2: (pre-existing multiple categories)

- A. Direct Counseling with Individuals, Groups, Couples or Families (*Maximum 1,750 hours*)

-
- B. Group Therapy or Counseling (Maximum 500 hours)
 - C. Telehealth Counseling (Maximum 375 hours)
 - D. Maximum 1,250 hours that include all of the following:
 - a. Workshops, seminars, training sessions, or conferences directly related to marriage, family, and child counseling (Maximum 250 hours)
 - b. Administering and evaluating psychological tests of counselees, writing clinical reports and progress or process notes (Maximum 250 hours)
 - c. Client-Centered Advocacy
 - d. Direct Supervisor Contact

Note: Individuals who wish to qualify under Option 2 for the LMFT or LPCC must submit an Application for Licensure and Examination postmarked no later than December 31, 2020. Otherwise the applicant must qualify under Option 1.

2016 Practicum Site List

Site	Location	Contact	Contact Information	Website
Aegis Treatment Center	Roseville	Tom DeMuri	(916) 774-6647 tdemuri@aegistreatmentcenters.com	Aegistreatmentcenters.com
Aldar Academy	Sacramento	Barbara Glisson	(916) 698-1042	Aldaracademy.com
Adolfo Center	Sacramento		(916) 879-1784	Voa-ncnn.org
Another Choice Another Chance	Sacramento		(916) 388-9418	Acacsac.org
Anew Day	Nevada City	Barbara Coffman	(530) 470-9111	Anew-day.com
Bayside Church	Roseville	Julie Black	(916) 791-1244	Baysideonline.com
California Relationship Center	Auburn	Kim Sanders	(530) 889-0178	
Capital Counseling Center	Sacramento	Bob Bohling	(916) 856-5955	Capitalcounselingcenter.com
Children's Receiving Home	Sacramento	Tracy Cutino	(916) 482-2370	Crhkids.org
Christian Counseling Center	Fairfield	Lilia Salazar	(707) 474-2391	Christiancounseling.net
Community Counseling Associates	Multiple sites in Sacramento	Tim Dakin	(916) 764-6997	Cccnow.com/ministries (Note: referral-based site)
Community Recovery Resources	Auburn Roseville			Corr.us
Emmaus Road Christian Counseling	Roseville	Dave Dillman	(916) 751-6016	Emmausroadcounseling.com
First Baptist of Elk Grove	Elk Grove	Michael Beckner	(916) 685-4821	Fbceg.org/counseling
Healing Grace	Roseville, Rocklin	Natalie Grindy	(916) 205-9845 Natalie.confidential@gmail.com	Hgcounseling.org
Heartstrings	Loomis	Darla Gale	(916) 676-7405	Hgcounseling.org
Hearts and Hands	Roseville			Heartsandhandscounseling.org
Holistic Family Services	Sacramento	Majica Phillips	(916) 835-9034	Holisticfamilyservices.com
HOPE Counseling	Roseville, Midtown	Darlene Davis	(916) 444-2170	Hope-counselingcenter.org
Life Practice	Stockton, Sacramento	Carisa Sherwood	(916) 300-6576	Lifeppractice.org
My Dream Ranch	Placerville	Julie Stass	(805) 704-3626	
Lighthouse Family Resource Center	Lincoln	Doug Locke	Send a cover letter and resume to info@lighthousefrc.com	Lighthousefrc.com under Employment Opportunities
Parent Cooperative Community		Carla DeRose	(916) 947-0371	

River Oak Center for Children	Carmichael		(916) 244-5800	Riveroak.org
Roseville High School District	Roseville	Marlon Morgan	(916) 786-7093 x 1430	Edjoin.org
Selah Counseling Services	Auburn	Kate Pieper Doug Locke	(530) 268-1355 x 7 douglocke@selahcounseling.org	Selahcounseling.org
Solano Community College	Fairfield	Dr. Cornelia Gibson	(707) 384-7303	Cornelia.gibson@sbcglobal.net
Soul Care at Bridgeway Church	Rocklin	Laura Faudree	(916) 626-3017	Mysoulcare.net
Stand Up Placer			(530) 823-6244	Standupplacer.org
St Joseph's Behavioral Health	Stockton	Cathy Francis	(209) 461-2054	Stjosephscanhelp.org
The Place Within	Auburn, Sacramento	Gary Henderson	(916) 772-6158	Theplacewithincounseling.com
UC Davis CAARE Diagnostic and Treatment Center		Kim Lundquist	(916) 734-6639	Ucdmc.ucdavis.edu
Windows of Hope	Roseville, Sacramento	Dawn Hulme	(916) 932-8124	Windowsofhopecounseling.org
William Jessup University	Rocklin	Student Services	(916) 577-2321	Jessup.edu
Yolo Community Care Continuum	Davis and Woodland	Michelle Kellogg	(530) 758-2160	Y3c.org

Suggested Log for Personal Psychotherapy

The BBS currently has no official log for collecting hours of personal psychotherapy received by Interns and Trainees. Please use this form to record the hours of personal psychotherapy you receive and turn it into your Practicum Professor one week prior to the last week of your last Practicum semester.

Personal Psychotherapy: Personal psychotherapy hours are not limited to individual hours. They may include group, marital, conjoint or even family psychotherapy.

Qualified Psychotherapists: Licensed Marriage and Family Therapists, Licensed Clinical Social Workers, Licensed Psychologists and Licensed Physicians certified in psychiatry by the American Board of Psychiatry and Neurology

Weekly Summary of Psychotherapy Received

Year: _____

Name of Trainee/Intern _____

Name of Psychotherapist _____ License No.: _____

Week Of:														Total Hours
Hours of Psychotherapy or Counseling Received														
Psychotherapist's Signature														

Concept borrowed from a form which appeared in the November/December 1993 issue of The California Therapist

APA WRITING SAMPLE

APA style is the style of writing specified in the Publication Manual of the American Psychological Association (6th ed., 2010). Some of the more commonly used rules and reference formats from the manual are listed below.

As the APA Publication Manual explains:

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

Additional help with APA formatting may be found at:

<http://www.apastyle.org/learn/index.aspx> (Tutorial and FAQ's)

<https://owl.english.purdue.edu/owl/resource/560/01/>

https://www.youtube.com/playlist?list=PL8F43A67F38DE3D5D&feature=edit_ok (Tutorial)

<https://owl.english.purdue.edu/owl/resource/560/18/> (Sample Paper)

<http://lgdata.s3-website-us-east-1.amazonaws.com/docs/487/78092/APAGuidelines2010RevisedPRINT.pdf> (Manual)