



Master of Arts in Counseling Program Handbook 2019 - 2020

Sacramento and San Jose Campuses



www.westernseminary.edu

916.488.3720 Sacramento

408.356.6889 San Jose

WELCOME

Welcome to the Counseling Program at Western Seminary, Sacramento and San Jose Campuses. 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:

Sacramento: <https://www.westernseminary.edu/students/sacramento/class/schedules>;

San Jose: <https://www.westernseminary.edu/students/sanjose/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.

SACRAMENTO	Bev Wiens, Ph.D., MFT	Doug Locke M.A., MFT, LPCC	Anita Hermsmeier, M.A.
	Professor of Counseling	Addiction Studies Coordinator	Student Advisor/Program Assistant
	Director of MA Counseling Sacramento	Phone: 916.488.3720, x313	Phone: 916.488.3720, x305
	Phone: 916.488.3720, x306	Email: dlocke@westernseminary.edu	Email: ahermsmeier@westernseminary.edu
	Email: bwuens@westernseminary.edu		
SAN JOSE	Judith Richards, Ph.D., MFT	Kay Bruce, Psy.D.	Morene Chow, M.A.
	Professor of Counseling	Professor of Counseling	Student Services Associate, San Jose
	Addictions Studies Coordinator	System-wide Counseling Unit Leader	Phone: 408.356.6889, x416
	Phone: 408.356.6889	Phone: 503.517.1875	Email: mchow@westernseminary.edu
	Email: jrichards@westernseminary.edu	Email: kbruce@westernseminary.edu	

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PROGRAM DESCRIPTION

OVERVIEW

Counseling 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 counseling positions and for counseling 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.

Counseling 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.

Counseling Program Student Learning Outcomes

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

1. **Spiritual Growth:** Students demonstrate spiritual maturity by applying biblical truth to life and ministry resulting in gospel-centered spiritual growth and transformation.
2. **Theological Discernment:** Students employ advanced theological thinking that integrates a gospel-centered worldview with best counseling practices.
3. **Interpersonal Skills:** Students display authentic, Christ-like, sensitivity toward self and others.
4. **Counseling Skills:** Students demonstrate competence by utilizing a breadth of skills and techniques that are culturally inclusive and consistent with current clinical research.
5. **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.

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.

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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. A few core counseling classes are also available in an online format.
- Third is the commitment to the student's clinical experience. Students in Western's program are required to complete four semesters of Practicum & Internship. This large investment of time devoted to practicum work demonstrates Western's commitment to practical skills and application of classroom learning.
- Fourth, our faculty are active clinicians, meaning they are in the counseling field. They are constantly learning & refining their skills and their integrative approach. They are committed to helping 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 M.A. in Counseling Program 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, additional reading will be recommended during the first semester of study.

GRADUATION REQUIREMENTS

The Master of Arts in Counseling is conferred upon the attainment of certain personal and academic 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 credits in resident study.
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.
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.

In addition to the above mentioned seminary requirements for graduation, M.A. Counseling students must schedule an Exit Interview with the Counseling Director or their Advisor and either complete or provide copies of the following:

1. Complete all courses in the prescribed M.A. curriculum with a minimum grade point average of 3.0 (please see a more comprehensive policy statement under the Grading section on page 16)
 - The M.A. Counseling degree 2018-19 requires 68 credits of study. The M.A. Counseling degree 2019-20 has two specializations:
 - Marriage, Couple, and Family Counseling (MCFC), which requires 71 credits of study or
 - Clinical Mental Health Counseling (CMHC), which requires 69 credits of study
 - Courses are drawn from counseling studies (60-63 credits), Bible survey courses which include biblical interpretation studies (4 credits), and theological studies (4 credits). Program checklists are provided to enable students to better track their completion of course requirements. The program checklist for the Counseling Degree can be found here:
 - Sacramento: <https://www.westernseminary.edu/students/sacramento/sac-program-checklists>
 - San Jose: <https://www.westernseminary.edu/students/sanjose/program-checklists>

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2. The M.A Counseling/Master of Divinity dual degree track requires courses drawn from counseling studies, foundational studies, biblical studies, theological studies, and ministerial studies. Please refer to the academic catalog for total number of credits in each of these areas.
 3. The M.A Counseling/M.A. Biblical and Theological Studies dual degree track requires courses drawn from counseling studies, foundational studies, biblical studies, restricted elective studies, and theological studies. Please refer to the academic catalog for total number of credits in each of these areas.
 4. Complete required practicum and internship experiences consistent with your specialization.
 5. If you began the MFT program prior to Fall, 2019, you must complete a minimum of three semesters of Counseling Practicum/Internship 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. PCC Practicum requires 280 hours of direct, face-to-face client contact with individuals, couples, families, children, or groups. If you enter the program Fall, 2019 and beyond or if you upgrade to the 2019-2020 MCFC or CMHC curriculum, you will be required to attain 700 hours of practicum/internship with at least 280 client contact hours.
 6. All required Practicum paperwork, including Site Approval, Counseling Practicum/Internship Agreement, BBS forms, and all Evaluations.
 7. During the course of study, complete personal counseling requirements of 30 hours of individual, couples and/or family counseling, with 10 of these hours as group counseling, with a licensed mental health professional or experienced intern. Ten hours of individual counseling must be completed prior to entering practicum. Counseling hours will only be counted once the student is formally admitted into the Counseling program. Counseling hours obtained prior to program admission will not count.
 8. Pass the Counselor Preparation Comprehensive Exam (CPCE).
 9. Complete and pass a Comprehensive Clinical Integrative Paper.

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.

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.

BASIC COUNSELING CURRICULUM

The following courses provide training in the theory and practice of counseling, preparing men and women with a commitment 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 4 credits of Bible interpretation studies and 4 credits of theological studies, the M.A. Counseling degree requires the following counseling study 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. 4980.36 (C) (3) 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. 4980.36 (C), 4980.36 (d) A, (4999.33 A) No Prerequisites.

CN503 ADVANCED COUNSELING: THEORY & TECHNIQUES (three credits)

In this course, the student has an opportunity to develop advanced skill 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 evidenced based. Issues such as the counseling process in a multicultural society, and an orientation to wellness and prevention are also discussed. 4999.33 M. 4980.36 (d) A. 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. 4999.33L (Advanced Specialty Course)

CN505 PSYCHOPATHOLOGY (three credits)

This course will focus on diagnosis and it introduces the students to 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. Additional Details for California Students: The impact of co-occurring substance use disorders and medical disorders is included. Students become familiar with the continuum of care and placement criteria for patients with mental and emotional disorders. Additionally, students meet consumers and family members of consumers of mental health services to enhance their understanding of the experience of mental illness, treatment, and recovery. 4980.36 (c)(B), 4980.36 (C) (c) (5), 4999.33 G, 4999.33 (2) (3).

CM/CN 506 LEGAL AND ETHICAL ISSUES (3 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. Additional Details for California Students: The course is designed to familiarize students with the codes and standards of practice contained in the AAMFT Professional Code of Ethics, the CAMFT Professional Code of Ethics, and the BBS Laws and Regulations Relating to the Practice of Marriage, Family, and Child Counseling and the practice of Professional Clinical Counseling. Emphasis is on legal and ethical issues specific to the practice of marriage and family therapy and professional clinical counseling in California including but not limited to: scope of practice, dual relationships, privileged communications under law, ethical issues in terminating treatment, informed consent, confidentiality, child/elder abuse & reporting, record keeping including HIPPA compliance, electronic communication, telehealth, clients who are a danger to self or others, treatment of minors with or without parental consent, and sex with clients. Functions and relationships with other human service providers, (including addiction recovery programs) strategies for collaboration, and advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients are also included. *This course contains a California required workshop on Child Abuse and Reporting. 4999.33 I.

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. Additional Details for California Students: The impact that personal and social insecurity, disability, psychopathology, social stress, low educational levels, poverty, inadequate housing, and malnutrition have on human development is also included. (4980.39), 4980.36 (B) A., 4999.33B, 4999. (d) (1) (2).

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 world-view is discussed. The course assists students as they develop a model of integrative thought and practice. (Advanced Specialty Course.) 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.

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. Additional Details for California Students: While the course examines a wide variety of social and cultural issues, special emphasis is placed on the therapist's development of cross-cultural, inter-cultural, and multi-cultural competencies, involving awareness of personal/cultural values and biases, awareness of client worldviews, and the development of culturally appropriate and relevant intervention strategies. Identity development, processes of intentional and unintentional oppression and discrimination, promoting cultural social justice, and individual and community strategies for working with and advocating for diverse populations is discussed. The counselor's role in eliminating biases and prejudices is included. 4980.36 (c)(C), 4980.36 (E), 4999.33F.

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. 4999.33 (c)(1)(H). 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.

Additional Details for California Students: Standardized and non-standardized testing and other assessment techniques, norm-referenced tests, criterion-referenced tests, statistical concepts, and social and cultural factors related to assessment and evaluation of individuals and groups, are included. Ethical strategies for selecting, administering, and interpreting assessment instruments and techniques in counseling are also discussed. 4999.33, (c)(1)(E).

CM/CN 517 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. Additional Details for California Students: Basic classifications, indications, and contraindications of commonly prescribed psychopharmacological medications is included so that the student can make appropriate referrals for medication evaluations and so that side effects of those medications can be identified and monitored. 4999.33, (c)(1)(J).

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. Additional Details for California Students: Discussion of multicultural issues in career development, rehabilitation counseling, and the inter-relationships between work, family, and other life roles and factors is included. Additionally, students are exposed to career assessment instruments and take several assessment instruments to learn to use them and to evaluate their own results and career choices. 4999.33 (c)(1), (C).

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. 4980.36 (C) B, 4980.36 (E), 4999.33 (d) (1-4 & 6), 4999.33 (e) (1), 4999.33K.

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. Additional Details for California Students: Therapeutic factors in group work, group leadership styles and approaches, pertinent research and literature, group counseling methods, and the evaluation of the effectiveness of group work is included. 4980.36 (d) A, 4999.33. D.

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. Additional Details for California Students: The course includes detection, assessment, and intervention in abusive situations, including, but not limited to: child abuse, spousal/partner abuse, and elder/dependent adult abuse and neglect) State reporting requirements are also considered. Brief, intermediate, and long-term approaches; assessment strategies for clients in crisis; and principles of intervention for individuals, including those with mental or emotional disorders, are emphasized. (Section 25, 28), 4999.33 (d) (8), (9), (10), 4999.33I, 4999.62. This course satisfies 7 hours+ of coursework in child abuse assessment and reporting as specified in Section 28.

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 501, 502, 504, 505, and 506. Additional Details for California students: Students are expected to promote health and wellness, utilize empirically supported psychotherapeutic techniques, recognize issues of development and maladjustment in their clients, find and utilize resources for the clients benefit, and handle documentation of services, treatment plans, progress notes, and agency paperwork as a professional. Enrollment is limited to Clinical Mental Health Counseling specialization students who are prepared for internship by having taken prerequisite courses, having passed the basic counseling skills proficiency evaluation in Clinical Foundations, having completed a minimum of 10 hours of personal therapy, and after clearance from the Professional Assessment of Candidates Committee. CAMFT membership and professional liability insurance are required 4999.33 (3) A-K, 4999.33 (d) 1-10.

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: CN501, 502, 504, 505, 506, and 530. Additional Details for California students: Students are expected to promote health and wellness, utilize empirically supported psychotherapeutic techniques, recognize issues of development and maladjustment in their clients, find and utilize resources for the clients benefit, and handle documentation of services, treatment plans, progress notes, and agency paperwork as a professional. Enrollment is limited to Clinical Mental Health Counseling specialization students who are prepared for internship by having taken prerequisite courses, having passed the basic counseling skills proficiency evaluation in Clinical Foundations, having completed a minimum of 10 hours of personal therapy, and after clearance from the Professional Assessment of Candidates Committee. CAMFT membership and professional liability insurance are required 4999.33 (3) A-K., 4999.33 (d) 1-10.

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: CN501, 502, 504, 505, 506, and CN532. Additional Details for California students: Students are expected to promote health and wellness, utilize empirically supported psychotherapeutic techniques, recognize issues of development and maladjustment in their clients, find and utilize resources for the clients benefit, and handle documentation of services, treatment plans, progress notes, and agency paperwork as a professional. Enrollment is limited to Clinical Mental Health Counseling specialization students who are prepared for internship by having taken prerequisite courses, having passed the basic counseling skills proficiency evaluation in Clinical Foundations, having completed a minimum of 10 hours of personal therapy, and after clearance from the Professional Assessment of Candidates Committee. CAMFT membership and professional liability insurance are required 4999.33 (3) A-K., 4999.33 (d) 1-10.

CN539 ADVANCED CLINICAL COUNSELING INTERNSHIP (zero 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: CN501, 502, 504, 505, 506, and CN533. Additional Details for California students: Students are expected to promote health and wellness, utilize empirically supported psychotherapeutic techniques, recognize issues of development and maladjustment in their clients, find and utilize resources for the clients benefit, and handle documentation of services, treatment plans, progress notes, and agency paperwork as a professional. Enrollment is limited to Clinical Mental Health Counseling specialization students who are prepared for internship by having taken prerequisite courses, having passed the basic counseling skills proficiency evaluation in Clinical Foundations, having completed a minimum of 10 hours of personal therapy, and after clearance from the Professional Assessment of Candidates Committee. CAMFT membership and professional liability insurance are required 4999.33 (3) A-K., 4999.33 (d) 1-10.

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. See the APA Example Paper in the Counseling Program Student Handbook for guidance with formatting. PLEASE DO NOT EXCEED PAGE LIMIT RECOMMENDATIONS.

CN562 SPIRITUAL FORMATION FOR COUNSELORS (zero credits)

In this course, the student has opportunity to incorporate biblical truth and apply spiritual practices to life and counseling with an ultimate goal of relational growth and spiritual transformation.

CM511 FAMILY SYSTEMS THERAPY (three credits)

This course includes theoretical and practical approaches to understanding and intervening with families. The student gains an understanding of Family Systems Theory and learns to identify and apply the concepts of several schools of family therapy. Students formulate their own responses to several of the most prominent schools of family therapy as they begin to develop their own approach to working with families. Recommended prerequisites: CN501, 502, 505, 506, 507. (4980.36 (c) A, 4980.36 (d) A.

CM512 MARRIAGE AND COUPLE COUNSELING (three credits)

This course focuses on the principles of effective couples' therapy. It prepares students to assess couple relationships and apply effective counseling interventions that promote therapeutic change in the broad range of issues involved in marriage & 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: CN501, CN502, CN505, CN506, and CN507. 4980.36 (c) A, 4980 (d) A.

CM522 CHILD AND ADOLESCENT THERAPY (one credit)

This course provides an overview of the major treatment modalities for children and adolescents. It exams normal and abnormal behaviors, common problems of children and adolescents, and presents counseling techniques and skills for working with children and adolescents. Prerequisites: CN501, CN505, and CN507. (4980.36 (d) A.

CM523 HUMAN SEXUALITY (one credit)

This course provides an overview of the theological, physiological, psychological, and sociocultural factors associated with sexual behavior and gender identity. The assessment and treatment of sexual dysfunction as well as referrals sources will be included. Recommended prerequisites: CN505 and CN507. 4999.33 (d) (7)

CM530 MARRIAGE, COUPLE, AND FAMILY COUNSELING PRACTICUM (two credits)

This course consists of a supervised practicum experience in a clinical setting that provides a range of counseling opportunities in marriage, couple, and family counseling. 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: CN501, 502, 504, 505, and CM506. Additional Details: Students are expected to promote health and wellness, utilize empirically supported psychotherapeutic techniques, recognize issues of development and maladjustment in their clients, find and utilize resources for the clients benefit, and handle documentation of services, treatment plans, progress notes, and agency paperwork as a professional. Enrollment is limited to Marriage, Couple and Family students who are prepared for Practicum by having taken prerequisite courses, having passed the basic counseling skills proficiency evaluation in Clinical Foundations, having completed a minimum of 10 hours of personal therapy, and after clearance from the Professional Assessment of Candidates Committee. CAMFT membership and professional liability insurance are required 4999.33 (3) A-K., 4999.33 (d) 1-10.

CM531 MARRIAGE, COUPLE, AND FAMILY COUNSELING INTERNSHIP (3 credits)

This course consists of a supervised internship experience in a clinical setting that provides a range of marriage, couple, and family 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: CN501, 502, 504, 505, 506, and CM530.

Additional Details: Students are expected to promote health and wellness, utilize empirically supported psychotherapeutic techniques, recognize issues of development and maladjustment in their clients, find and utilize resources for the clients benefit, and handle documentation of services, treatment plans, progress notes, and agency paperwork as a professional. Enrollment is limited to Marriage, Couple, and Family Counseling students who are prepared for internship by having taken prerequisite courses, having passed the basic counseling skills proficiency evaluation in Clinical Foundations, having completed a minimum of 10 hours of personal therapy, and after clearance from the Professional Assessment of Candidates Committee. CAMFT membership and professional liability insurance are required 4999.33 (3) A-K., 4999.33 (d) 1-10.

CM532 MARRIAGE, COUPLE, AND FAMILY COUNSELING INTERNSHIP (3 credits)

This course consists of a supervised internship experience in a clinical setting that provides a range of marriage, couple, and family 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: CN501, 502, 504, 505, 506, CM530, and CM531.

Additional Details: Students are expected to promote health and wellness, utilize empirically supported psychotherapeutic techniques, recognize issues of development and maladjustment in their clients, find and utilize resources for the clients benefit, and handle documentation of services, treatment plans, progress notes, and agency paperwork as a professional. Enrollment is limited to Marriage, Couple, and Family Counseling students who are prepared for internship by having taken prerequisite courses, having passed the basic counseling skills proficiency evaluation in Clinical Foundations, having completed a minimum of 10 hours of personal therapy, and after clearance from the Professional Assessment of Candidates Committee. CAMFT membership and professional liability insurance are required 4999.33 (3) A-K., 4999.33 (d) 1-10.

CM533 ADVANCED MARRIAGE, COUPLE, AND FAMILY COUNSELING INTERNSHIP (one credit)

This course consists of a supervised internship experience in a clinical setting that provides a range of marriage, couple, and family 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: CN501, 502, 504, 505, 506, and CM530, 531, & 532.

Additional Details: Students are expected to promote health and wellness, utilize empirically supported psychotherapeutic techniques, recognize issues of development and maladjustment in their clients, find and utilize resources for the clients benefit, and handle documentation of services, treatment plans, progress notes, and agency paperwork as a professional. Enrollment is limited to Marriage, Couple, and Family Counseling students who are prepared for internship by having taken prerequisite courses, having passed the basic counseling skills proficiency evaluation in Clinical Foundations, having completed a minimum of 10 hours of personal

therapy, and after clearance from the Professional Assessment of Candidates Committee. CAMFT membership and professional liability insurance are required 4999.33 (3) A-K., 4999.33 (d) 1-10.

CM539 ADVANCED MARRIAGE, COUPLE, AND FAMILY COUNSELING INTERNSHIP (zero credits)

This course consists of a supervised internship experience in a clinical setting that provides a range of marriage, couple, and family 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: CN501, 502, 504, 505, 506, and CM530, 531, 532, & 533.

Additional Details: Students are expected to promote health and wellness, utilize empirically supported psychotherapeutic techniques, recognize issues of development and maladjustment in their clients, find and utilize resources for the clients benefit, and handle documentation of services, treatment plans, progress notes, and agency paperwork as a professional. Enrollment is limited to Marriage, Couple, and Family Counseling students who are prepared for internship by having taken prerequisite courses, having passed the basic counseling skills proficiency evaluation in Clinical Foundations, having completed a minimum of 10 hours of personal therapy, and after clearance from the Professional Assessment of Candidates Committee. CAMFT membership and professional liability insurance are required 4999.33 (3) A-K., 4999.33 (d) 1-10.

Addiction Studies Certificate

Students currently enrolled in the M.A. Counseling program can earn an Addiction Studies Certificate by taking 5 extra units: (see listing of the course descriptions to follow). AC541, AC542, and AC543. This is a 30- unit certificate, 25 units of which are already embedded in the M.A. Counseling degree. Students enrolled in the counseling program for a degree can include an addiction component to their degree practicum/internship and thus be exempt from completing a separate practicum/internship sequence. Contact your advisor for a full description of the program and for information about how to declare your plans to earn this valuable specialization.

The Addiction Certificate program can be taken as a stand-alone program.* The course list includes:

CN500 Professional Orientation (1 Credit)

CN501 Clinical foundations: The Helping Relationship (2 Credits)

CN504 Suicide Prevention and Crisis Intervention (1 Credit)

CN506 Legal and Ethical Issues (3 Credits)

CN513 Multicultural Counseling: Theory & Technique (3 Credits)

CM or CN517 Physiology and Psychopharmacology (3 Credits)

CN519 Addiction Counseling (3 Credits)

CN520 Group Counseling (3 credits)

CN521 Crisis and Trauma Counseling (3 credits)

**See descriptions of these courses above*

AC541 ADDICTIVE BEHAVIOR: TREATMENT AND COUNSELING (two credits)

In this course, students will develop a working knowledge of the 12 core competencies of an addiction counselor. Personal and professional growth issues will be discussed, including stress management. Special emphasis will be placed on treatment planning across treatment settings. The student will develop the ability to utilize established screening and assessment tools for treatment planning and intervention for individuals with substance use disorders. Students will be exposed to the primary theories in the field of addictions and their implications for treatment and practice. Prerequisite: CN519

AC542 ADVANCED ADDICTION COUNSELING (two credits)

This course looks at current trends in addictions treatment and the treatment of co-occurring disorders. Students develop a practical understanding of evidenced based practices in the field of addictions counseling as well as “cross-over” approaches used in mental health settings that can address the needs of clients who have both substance use disorders and other mental health conditions. Additionally, students will develop an understanding of the medically based treatment approaches and settings. Prerequisites: CN519 and 541

AC543 ADDICTION GROUP DYNAMICS (one credit)

This course provides an overview of the principles of group dynamics and process specifically related to the addiction recovery population. Pre- or co-requisite: CN520.

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/internship timelines. Students are encouraged to follow their plan as closely as possible when scheduling classes, and to communicate with their advisor when adjustments need to be made.

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 Christian lifestyle, 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 regarding 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 code of ethics for both Licensed Marriage and Family Therapists and Licensed Professional Clinical Counselors. As such, students are expected to abide by the following:

1. **Responsibility to Clients**
LMFT's & LPCC's 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**
LMFT's & LPCC's 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**
LMFT's & LPCC's maintain high standards of professional competence and integrity.
4. **Supervisor, Student, and Supervisee Responsibilities**
LMFT's & LPCC's do not exploit the trust and dependency of students and supervisees.
5. **Responsibility to Colleagues**
LMFT's & LPCC's 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 clients.
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

LMFT's & LPCC's 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

LMFT's & LPCC's recognize their role in the legal system and their duty to remain objective and truthful.

9. Financial Arrangements

LMFT's & LPCC's make financial arrangements with clients and supervisees that are understandable, and conform to accepted professional practices and legal requirements.

10. Advertising

LMFT's & LPCC's 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 POLICY

Educational programs at Western Seminary employ a common set of marks to indicate student performance for each level of achievement. This is the grading scale that we have decided to use in all Western Seminary classes.

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%

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-	B+	B	B-	C+	C	C-	D+	D	D-	F
4.0	3.7	3.3	3.0	2.7	2.3	2.0	1.7	1.3	1.0	0.7	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 Counseling program. The student will be given the opportunity to appeal the referral before the action to dismiss is implemented. Additionally, a “C” grade in one of the student’s Practicum courses will automatically activate the Professional Assessment of Candidates Committee to initiate a remedial plan.

ATTENDANCE POLICY

Students must communicate with their professor well in advance of any foreseen absence. An absence of 20% or more of 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 APA writing guidelines are provided. 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/courses 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. Evaluation forms will be available on line, three weeks before the end of each semester.

Evaluation of students and their trainee sites are required as part of the Practicum experience. Site supervisors will be sent a link to the online evaluations at least three weeks in advance of the end of the semester. They are asked to make a copy of the completed evaluations for themselves and the student before they submit it, and to review it with the student.

Staff and faculty always welcome suggestions and comments.

PROFESSIONAL ASSESSMENT 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.

PAC Review Criteria

	No Significant Deficiencies Observed	Observable Deficiency
Academic Performance	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	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
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	demonstrates ongoing personal and spiritual transformation; utilizes life events in a pattern of faith, spiritual growth and well-being; integrates advanced theological understanding into thought and practice; connected to others who stimulate spiritual growth	behavior incongruent with ongoing personal and spiritual transformation; life events do not reflect a pattern of faith, spiritual growth and well-being; advanced theological understanding does not appear to be integrated into thought and practice; and/or lacking connection to others who stimulate spiritual growth
Interpersonal Skills, Emotional Health (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	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	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>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>
<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. 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>

COUNSELOR PREPARATION COMPREHENSIVE EXAMINATION (CPCE)

To complete the counseling program students must successfully pass the Counselor Preparation Comprehensive Exam (instituted November, 2017.) The Counselor Preparation Comprehensive Examination (CPCE) is a nationally administered multiple choice exam designed to evaluate the professional knowledge students have acquired during their Counseling Program. 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 often required for National Certification and state licensure. The Counseling Program Administrative Assistant will register students for the exam and collect the fee. Students may take the exam any semester they wish but are strongly encouraged to take it at least one semester prior to their anticipated graduation. If a student does not pass after two attempts, the student must register for a two credit individualized study course and subsequently re-take and pass the exam. If further re-takes are necessary, students are limited to one attempt per semester until they achieve a passing score.

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/Internship (CN 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 [CN 501, 502]
- Professional Orientation & Ethics [CN 506]
- Human Growth & Development [CN 507]
- Group Dynamics [CN 520]
- Social & Cultural Foundations [CN 513]
- Career & Lifestyle Development [CN 518]
- Research Methods [CN 514]
- Appraisal or Assessment Techniques [CN 515]

Students are allowed four hours to complete the exam.

Registration

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

Results

Completed exams are 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, he or she will be re-tested.

Preparation for the CPCE

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. There are also study materials available for checkout from the Student Resource Center.

PRACTICUM & INTERNSHIPS

PURPOSE

Students will complete a minimum of four semesters of field experience as Trainees. This experience offers opportunities for the student to apply their classroom learning to the clinical counseling field. Students can view an orientation to practicum and internship at: <https://learn.westernseminary.edu/classrooms/course/view.php?id=2362>.

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/Internship Professor. In the 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 CN 501, 502, 504, 505, and 506 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 Counseling Director and the PAC Review committee.

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

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

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 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 FIELD EXPERIENCE

Records

A record of the hours worked 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 field experience classes, 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. Students will not be registered for the next semester of internship until all required paperwork is submitted to the Counseling Program Administrative Assistant by the last day of the current semester. If paperwork is not submitted or submitted later than the last day of the semester, the student may be subject to late registration fees.

Confidentiality of Client Information in Clinical Training Experience

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

Field Experience Hours*

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

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

*Students entering the program Fall 2019 and beyond must complete 700 hours, 280 of which are direct client contact hours, regardless of the license they wish to pursue.

Internship Hours for students entering the program Fall 2019 and thereafter:

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
Hours required to graduate from Western Seminary	Total	Minimum of 280	Minimum of 700 (includes direct client contact hours)
	Practicum	40	100
	Internship	240	600

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

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

Total Hours towards Licensure*

**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 PCC license.

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

800	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

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.

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 Internship Professor one week prior to the last week of your last Internship.

Personal Psychotherapy: Personal psychotherapy hours are not limited to 20 individual hours. They may include marital, conjoint or even family psychotherapy. In addition, 10 hours of group counseling led by a professional counselor/therapist (not including hours obtained in the Group Counseling class) is required to complete the program.

Qualified Psychotherapists: Licensed Marriage and Family Therapists, Licensed Professional Clinical Counselors, Licensed Clinical Social Workers, Licensed Psychologists and Licensed Physicians certified in psychiatry by the American Board of Psychiatry and Neurology. Experienced Associates may also provide psychotherapy.

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

GROUP COUNSELING LOG

Unofficial record (not required by the Board of Behavioral Sciences)

Completion of 10 hours of group counseling with a program approved therapy/growth group, led by a licensed therapist, and focusing on your own process and personal/emotional growth.

Student Name _____
Print name

Date	Group Attended	Hours	Total

Student: _____
Sign name Date

Counselor: _____
Print name & license number Sign name

SACRAMENTO
290 Technology Way, Ste 200
Rocklin, CA 95765
Phone: 916.488.3720
Fax: 916.488.3735

SAN JOSE CAMPUS
1000 S. Park Victoria Drive
Milpitas, CA 95035
Phone: 408.356.6889
Fax: 408.668.2800

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. 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 Association for Marriage and Family Therapy (AAMFT)
703-838-9808 <https://www.aamft.org/>
- American Mental Health Counselors Association (AMHCA)
800-326-2642 <http://www.amhca.org/>
- California Association of Marriage and Family (CAMFT)
858-292-2638 <https://www.camft.org/>
- California Board of Behavioral Science (BBS)
916-574-7830 <https://www.bbs.ca.gov/>
- Christian Association for Psychological Studies (CAPS)
210-629-2277 <http://www.caps.net>
- Council for Accreditation of Counseling & Related Educational Programs (CACREP)
703-535-5990 <http://www.cacrep.org/>
- National Board of Certified Counselors (NBCC)
336-547-0607 <http://www.nbcc.org/>

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 [APAExamplePaper](#) 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, and accreditation agencies, 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. This will be a no-credit registration. It is graded as a pass/no pass course.

APA WRITING GUIDELINES

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 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)

APA WRITING SAMPLE

EXAMPLE OF APA STYLE

Running head: APA STYLE

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

1

Example of APA Style: Cultivating Cultural Competence

Mary L. Smith and Jennifer S. Fox

Western Seminary

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

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

Author Note

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

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

Author Note

This is generally used when submitting manuscripts to journals. You will not need to do this for any of your classes unless the professor requires it.

APA STYLE

No "Running
head:" here.

Abstract is centered and not
bolded. The first sentence
after that is not indented as
is done for most of the body
of the document.

Abstract

Cultural identity as inclusive of but distinct from ethnic identity is the primary theme of exploration in this paper. Two levels of cultural identity are cited as particularly significant to the counseling practitioner. Every individual including the client and the counselor has a personal and cultural history that shapes perception. This paper will address the most central and essential cultural, individual, and interpersonal factors present for a dynamic and relationally based cultural competence.

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

We use "pp."
when there are
multiple page
numbers from
which you are
quoting.

The beginning of the main text starts with the title of your paper

Example of APA Style: Cultivating Cultural Competence

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

-E. Sampson (1993, p. 1227)

You may begin your work with a quote like this or choose not to. It is optional.

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

On the next page, you will have an example of a paper that does not start with a quote, as well as levels of headings used in APA style of writing. Finally, we will address how references are organized after a paper is completed.

APA STYLE

The is the title of the manuscript

Use the full meaning of an acronym the first time then subsequent usage can use short form

3

Assessing the Fit of Six Models for DSM-5's PTSD Symptomatology in a War-Related Sample

Indented

Theoretical models associated with post-traumatic stress disorder (PTSD; American Psychiatric Association [APA], 2013) posit that the syndrome is heterogenous and yet contains

More than 6 authors first time citing them

distinct factors (Amour et al., 2015; Pietrzak et al., 2015; Seligowski & Orcutt, 2016). The revision of the *Diagnostic and Statistical Manual of Mental Disorders* (DSM-5; APA, 2013) made changes in some diagnoses while others remained unchanged (Frankfurt, Amour,

More than 2 and less than 6 authors

Contractor & Elhai, 2016). For example, while the diagnostic criteria for major depressive disorder remained unchanged, post-traumatic stress disorder (PTSD) experienced major revisions (Frankfurt et al., 2016). PTSD in earlier editions was classified as part of an anxiety disorder. In the DSM-5, it is classified as 'trauma and stress related disorders.'

Because we cited them fully the first time, any subsequent mention of them will take this format (First author et al., date)

Levels of Headings

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

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

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

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

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

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

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

APA manual (2010, p. 37)

References acknowledge the work of previous scholars and provide a reliable way to locate it.

References are used to document statements made about the literature, just as data in a manuscript support interpretations and conclusions. The standard procedures for citation ensure that references are accurate, complete, and useful to investigators and readers.

Start the reference list on a new page. The word "Reference" should appear in upper case and lowercase letters, and centered. Double-space all reference entries and do it in a hanging format, meaning that the first line of each reference is set flush left and subsequent lines are indented (as indicated below).

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

Referencing the
DSM-5

References

American Psychiatric Association (2013). *Diagnostic and statistical manual of mental disorders* (5th ed.). Arlington, VA: American Psychiatric Association.

Armour, C., Tsai, J., Durham, T. A., Charak, R., Biehn, T. L., Elhai, J. D., & Pietrzak, R. H.

(2015). Dimensional structure of DSM-5 posttraumatic stress symptoms: Support for a hybrid anhedonia and externalizing behaviors model. *Journal of Psychiatric Research*, 61(2015), 106-113. doi: [org/10.1016/j.jpsychires.2014.10.012](https://doi.org/10.1016/j.jpsychires.2014.10.012)

Article reference
with digital
object identifier
(DOI)

Brown, L. (2009). Cultural competence: A new way of thinking about integration in therapy. *Journal of Psychotherapy Integration*, 19(4), 340-353. doi: [10.1037/a0017967](https://doi.org/10.1037/a0017967)

Frankfurt, S. B., Armour, C., Contractor, A. A., & Elhai, J. D. (2016). Do gender and directness of trauma exposure moderate PTSD's latent structure? *Psychiatry Research*, 245(2016), 365-370. doi: [org/10.1016/j.psychres.2016.08.049](https://doi.org/10.1016/j.psychres.2016.08.049)

Order of referencing:

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

Unique references

1. Making a reference from a book chapter

Lang, P. J., Bradley, M. M., & Cuthbert, B. N. (1997). Motivated attention: Affect, activation, and action. In P. J. Lang, R. F. Simons, & M. Balaban (Eds.), *Attention and orienting: Sensory and motivational process* (pp. 97-135). Mahwah, NJ: Erlbaum.

2. Making a reference from an online newsfeed

Douclevff, M. (2015). Ebola returns to Liberia with a mysterious case near Monrovia. Goats and Soda: Stories of Life in a Changing World. Retrieved June 30, 2016 from www.npr.org/sections/goatsandsoda/2015/06/30/418913144/ebola-returns-to-liberia-with-a-mysterious-case-near-monrovia

3. Making a book reference

Sue, D. W., & Sue, D. (2016). *Counseling the culturally diverse: Theory and practice* (7th ed.). Hoboken, NJ: Wiley.

Above all, when confused, consult your APA Manual

