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SECTION 1. INTRODUCTION

The Counseling Student Program Guide contains information about all the counseling preparation programs in the School of Counseling, including the masters’-level programs in counseling and the PhD in Counselor Education and Supervision (CES). Students can use this guide as a resource as they progress through their educational experience at Walden University, as it contains essential information for successful completion.

Current versions of important documents related to the counseling programs, including guidebooks, assessments, and other forms mentioned in this guide, are housed on the School of Counseling Office of Field Experience (SOC-OFE) website. Where appropriate, links to other resources have been included to provide students with additional helpful information.

Mission and Vision Statements

University Mission Statement
Walden University provides a diverse community of career professionals with the opportunity to transform themselves as scholar-practitioners so that they may transform society.

University Vision Statement
Walden University envisions a distinctively different 21st-century learning community where knowledge is judged worthy to the degree that it can be applied by its graduates to the immediate solutions of critical societal challenges, thereby advancing the greater global good.

University Social Change Vision Statement
Walden University defines positive social change as a deliberate process of creating and applying ideas, strategies, and actions to promote the worth, dignity, and development of individuals, communities, organizations, institutions, cultures, and societies. Positive social change results in the improvement of human and social conditions.

This definition of positive social change provides an intellectually comprehensive and socially constructive foundation for the programs, research, professional activities, and products created by the Walden academic community.

In addition, Walden University supports positive social change through the development of principled, knowledgeable, and ethical scholar-practitioners, who are and will become civic and professional role models by advancing the betterment of society.

School of Counseling Mission Statement
The School of Counseling prepares competent and confident masters’-level professional counselors and doctoral-level counselor educators and supervisors to address current counseling and educational needs of diverse and multicultural populations across environments and to provide prevention and intervention strategies for maintaining current and future mental health and wellness. Faculty and
administrators are committed to preparing adult learners to be scholar-practitioners, advocates, and leaders who promote positive social change worldwide on both the individual and systemic level. Students are mentored in a technologically advanced milieu by a global faculty community of doctoral-level scholars with a breadth of personal and professional experiences and expertise. Graduates will be equipped with knowledge of contextually and culturally relevant applications and skills that enhance their abilities to ethically practice in a myriad of settings.

**School of Counseling Vision Statement**

The School of Counseling uses technology and innovation to give people who aspire to change the world access to a quality counselor education.

The School of Counseling has adopted a conceptual model to represent the anticipated outcomes related to student learning and skills. Figure 1 identifies that the school is working to develop confident and competent counseling professionals who will be self-aware individuals, agents of social change, scholar-practitioners, and professional ambassadors. Students and graduates will be able to demonstrate their ability to be lifelong learners in the field as well as to be culturally adaptive and ethical in their practice.
Figure 1. School of Counseling Conceptual Model
Overview of Counseling Programs

MS Programs

Four programs compose the CACREP-accredited masters’-level offerings in the School of Counseling: the MS in Addiction Counseling (AC); MS in Clinical Mental Health Counseling (CMHC); MS in Marriage, Couple, and Family Counseling (MCFC); and MS in School Counseling (SC) programs. Each master’s-level program prepares students with a unique focus, but all programs share a common core curriculum and mission.

The first three programs are designed to provide students with the academic preparation for licensure as professional counselors (i.e., licensed professional counselor [LPC] or equivalent):

1. The MS in Addiction Counseling program is designed for students who plan to seek employment as professional counselors with expertise in the treatment of addiction and supporting people dealing with substance abuse and addictive behaviors.
2. The MS in Clinical Mental Health Counseling program is designed for students who plan to seek employment as clinical mental health counselors in mental health settings.
3. The MS in Marriage, Couple, and Family Counseling program is designed for students who plan to seek employment as professional counselors with expertise in marriage, couple, and family counseling in mental health settings.

The fourth, Walden’s MS in School Counseling program, is designed to prepare students to serve as certified or licensed school counselors in K–12 school settings.

PhD Program

Walden’s CACREP-accredited PhD in CES program is designed to provide counseling professionals with clinical, teaching, research, leadership and advocacy, and supervisory skills. Successful graduates are prepared to work as counselor educators, supervisors, researchers, and advanced practitioners in academic and clinical settings.

Program Goals and Outcomes

MS Programs

Program Philosophy and Goals

The counseling programs facilitate the personal and professional development of students by utilizing (a) the professional preparation, research, and service of a multicultural faculty; (b) a robust curriculum designed to meet the highest professional standards; (c) a strong professional counseling identity; and (d) technology. The goal of Walden’s programs is to aid students in discovering and implementing culturally and contextually relevant counseling best practices, creating positive social change within their communities and the world, demonstrating a commitment to professional growth throughout their lifespan, and advancing the counseling profession.
Learning Outcomes

The masters’-level programs in the School of Counseling prepare effective, ethical, and culturally competent counselors according to the highest professional standards (i.e., Council for the Accreditation of Counseling and Related Educational Programs [CACREP]). Students in the School Counseling program complete curricula aligned with both CACREP and the Council for the Accreditation of Education Preparation (CAEP) professional standards. This preparation is achieved through targeted, intensive, supervised experiential learning and interaction with a global and diverse community of instructors and learners.

The program and student learning outcomes listed below apply to all four masters’-level counseling programs in the school.

The confident and competent counseling professional will be able to:
1. Analyze the different roles and settings of a counselor.
2. Apply sound ethical and legal practices in the work of a counselor.
3. Analyze cultural development theories and models.
4. Examine empirically based theories of human development.
5. Evaluate approaches of career development appropriate to diverse needs and life experiences.
6. Examine appropriate evidence-based counseling practices for prevention and intervention.
7. Apply essential counseling skills across multiple settings.
8. Select group facilitation strategies that are culturally and ethically relevant.
9. Analyze assessment procedures to support planning for appropriate counseling interventions.
10. Evaluate research methods commonly used in the counseling profession.

In addition to the above outcomes, each area has four additional program and student learning outcomes specific to the discipline.

Additional Program-Specific Learning Outcomes

MS in Addiction Counseling

The confident and competent counseling professional will be able to:
1. Assess the factors that increase risk for substance abuse and addiction.
2. Develop biopsychospiritual treatment approaches for addressing the needs of addiction clients.
3. Evaluate philosophical principles of addiction-related self-help.
4. Design strategies to help clients identify the effects of addiction on life problems.

MS in Clinical Mental Health Counseling

The confident and competent counseling professional will be able to:
1. Evaluate effective treatment strategies for addressing the needs of mental health clients.
2. Choose appropriate diagnostic intervention processes to meet a broad range of mental health issues.
3. Assess the impact of biological/neurological mechanisms on mental health.
4. Develop strategies for interfacing with outside stakeholders (i.e., the legal system and behavioral health professionals).
**MS in Marriage, Couple, and Family Counseling**
The confident and competent counseling professional will be able to:
1. Evaluate therapeutic models appropriate to marriage, couple, and family counseling.
2. Develop systems-based treatment strategies to address the needs of couples and families.
3. Evaluate the impact of complex life-based factors (e.g., crisis and trauma, addiction, interpersonal violence, employment) on marriages, couples, and families.
4. Identify prevention-based strategies that foster family wellness.

**MS in School Counseling**
The confident and competent counseling professional will be able to:
1. Examine the factors that put K–12 students at risk for mental health and behavioral disorders.
2. Choose strategies to assist K–12 students in reaching personal, academic, and social growth.
3. Assess data to inform decision making within the school setting.
4. Critically examine the connections between social, familial, emotional, and behavior problems and academic achievement.

**PhD Program**

**Philosophy and Goals**
The PhD in Counselor Education and Supervision (CES) program faculty members adhere to the scholar-practitioner model of training. Students work with faculty members who are involved in the counseling profession at national, regional, and local levels. Thus, students are exposed to an array of classroom and Residency/Pre-Practicum experiences in teaching, research, supervision, leadership, and publication. These diverse opportunities prepare students to take on leadership roles in the counseling profession.

The goals of the program are to graduate students who have extensive knowledge of counselor preparation and supervision; possess advanced skills in providing professional services; have advanced skills in conducting, analyzing, interpreting, and disseminating research relevant to the counseling profession; and are committed to the advancement of the counseling profession.

**CACREP Statement on Goals of Doctoral Programs**
Doctoral programs in CES prepare students to work as counselor educators, supervisors, and advanced practitioners in academic and clinical settings. Doctoral programs accept as a primary obligation extending the knowledge base of the counseling profession in a climate of scholarly inquiry. Doctoral programs prepare students to generate new knowledge for the counseling profession through research that results in dissertations appropriate to the field of counselor education or supervision. This extension of knowledge should consider the societal changes of the 21st century and prepare graduates to be leaders and advocates for change.

As stated in the CACREP Standards for PhD in counselor education programs, the Walden PhD in CES program accepts the following as primary obligations:

- Extending the knowledge base of the counseling profession in a climate of scholarly inquiry.
- Supporting faculty members and students in publishing and/or presenting the results of scholarly inquiry.
• Preparing students to contribute to the conversations that inform professional practice by generating new knowledge for the profession through dissertation research focusing on areas relevant to counseling practice, counselor education, and/or supervision.

• Equipping students to assume positions of leadership in the profession and/or their area(s) of specialization (CACREP 2016 Doctoral Standard A.2.).

**Learning Outcomes—PhD**

Using technology, experiential practice, collaboration, and a culturally and contextually relevant curriculum designed to meet the nationally recommended counseling standards, the confident and competent counseling professional will be able to do the following:

1. Respond appropriately to legal and ethical issues across multiple counselor educator roles.
2. Appropriately address multicultural issues across multiple counselor educator roles.
3. Apply advanced skills for practice as a counseling professional.
4. Create a pedagogical identity reflective of effective teaching practices in counselor education.
5. Develop contextually appropriate responses to supervisory situations using evidence-based models.
6. Critically examine the gatekeeping functions required of counselor educators.
7. Critique effective practices of research and scholarship.
8. Recommend research designs appropriate to the problem being studied.
9. Develop effective leadership skills that promote advocacy.

**Organization**

**Administration**

Dr. Bill Barkley, Dean of School of Counseling, Social Work, and Human Services
Dr. Tracy Senstock, Program Director, MS in Clinical Mental Health Counseling
Dr. April R. Crable, Director of Field Experience, School of Counseling
Dr. Walter Frazier, Director of Academic Quality, School of Counseling
Dr. Maranda Griffin, Director of Clinical Skills Training, School of Counseling
Dr. Jason King, Student Development Coordinator, School of Counseling
Dr. Lori Milo, Academic Integrity Coordinator, School of Counseling
Dr. K. Elizabeth McDonald, Curriculum and Course Development Coordinator, MS in Clinical Mental Health Counseling
Dr. April Young, Student Support Coordinator, MS in Clinical Mental Health Counseling
Dr. Rachel Dilts, Program Coordinator, MS in School Counseling
Dr. Jason Patton, Field Experience Coordinator, School of Counseling
Dr. Susan Carmichael, Field Experience Coordinator, School of Counseling
Dr. Kat Peoples, Field Experience Coordinator, PhD in Counselor Education and Supervision
Dr. Nina Spadaro, Skills Coordinator, School of Counseling
Core Faculty Members

MS in Addiction Counseling
Dr. Constance Matthews

MS in Clinical Mental Health Counseling
Dr. Renee Anderson       Dr. Marilyn Haight       Dr. Eva Reed
Dr. Carrie Lynn Bailey   Dr. Duane Halbur       Dr. Amanda Rovnak
Dr. Sue Banks            Dr. Terri Hamm        Dr. Bruce Rumsey
Dr. Craig Blum           Dr. Brooks Hanks       Dr. Sidney Shaw
Dr. Cyndi Briggs         Dr. Shelley Jackson     Dr. Michelle Slater
Dr. Matthew Buckley      Dr. Christie Jenkins    Dr. Marlene “Marty” Slyter
Dr. David Capuzzi        Dr. Mita Johnson       Dr. Joe Spillman
Dr. KaRaé Carey          Dr. Mark Leggett       Dr. Mark Stauffer
Dr. Richard Cichetti     Dr. Kathleen Levingston Dr. Gary Szirony
Dr. Amanda Costin        Dr. Candace McLain-Tait Dr. Elizabeth Ventura
Dr. Penny Dahlen         Dr. Tomeka McGhee      Dr. Margaret Zappitello
Dr. Christian Dean       Dr. Kimberly Nelson     Dr. Stacy Overton
Dr. Kelly Dunbar Davison Dr. Rachel O’Neill
Dr. Jeannie Falkner
Dr. Linda Foster
Dr. Joelle France
Dr. Brandy Gilea
Dr. Judy Green

MS in Marriage, Couple, and Family Counseling
Dr. Aaron Jackson        Dr. Shawn Parmanand    Dr. Stephanie Scott
Dr. Alicia Fahr          Dr. Heather Ambrose    Dr. Jennifer Gess
Dr. Jessica Russo

MS in School Counseling
Dr. Imelda Bratton       Dr. Tylon Crook       Dr. Kelly Kozlowski
Dr. Kim Mason

PhD in Counselor Education and Supervision
Dr. Corinne Bridges      Dr. Kat Peoples       Dr. Wendy Mallicoat
Dr. Melinda Haley        Dr. Geneva Gray      Dr. Michelle Perepiczka
SECTION 2. GETTING STARTED

Admission

**MS Programs**

Applicants for counseling programs are evaluated by a faculty review committee, and the following criteria are used to determine each applicant’s eligibility to be admitted into the master’s in counseling programs:

- An earned bachelor’s degree from a regionally accredited institution recognized by the Council for Higher Education Accreditation (CHEA) in psychology or a related field;
- A minimum undergraduate GPA of 3.0 on a 4-point scale, for regular admission (Applicants with a GPA less than 3.0 may be considered for conditional admission.); and
- A goal statement with a cultural aptitude component.

**PhD Program**

The following criteria are used to determine each applicant’s eligibility for admission to the PhD in Counselor Education and Supervision (CES) program:

- A master’s degree in counseling from a CACREP-accredited or CACREP-model program\(^1\), of at least 54 quarter credits or 36 semester credits;
- A minimum GPA of 3.0 on a 4-point scale in post–bachelor’s degree coursework;
- Three years of professional and/or academic experience related to the program for which application is made (preferred);
- A goal statement;
- A video interview;
- A clinical skills attestation statement signed by a professional supervisor;
- Three letters of recommendation;
- Curriculum vitae; and
- A case conceptualization activity.

The Office of Admissions reserves the right to request the names and contact information for two persons, professional or academic, qualified to comment knowledgeably on the applicant’s skills and qualifications.

Final admission decisions will be determined by the program faculty.

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\(^1\) Those CES applicants who have not graduated from a CACREP-accredited or CACREP-model program will have their transcript reviewed by the CES program director, or designee, to determine if additional entry-level courses would need to be taken upon admission. Admitted students can take up to 25 credits of approved masters’-level counseling program coursework to meet expectations that the coursework is aligned to CACREP entry-level requirements.
Orientation

Upon admission, students receive a welcome packet equipped with orientation materials for student readiness and a personalized message from the university president. As students begin the matriculation process, they are assigned an academic advisor and a faculty advisor and given access to a host of student support services, including the Walden University Library, the Academic Skills Center, the Career Services Center, and the Student Support Team. These services are all designed to support student success in the online learning environment, helping students balance the educational experience with ongoing personal and professional commitments.

During the first term of program enrollment, students in a counseling program are required to participate in a mandatory new student orientation (NSO) on their respective program. The orientation includes the review of a self-paced tutorial and the submission of an electronic signature page indicating completion of the tutorial and an understanding of the Student Program Participation Agreement, which outlines the program policies on skill development, ethical behavior, and professional functioning. The NSO helps inform students about their specific program, policies, and procedures that affect their matriculation, and endorsement policies for program graduates. This student guide serves as a supplement to that orientation. For students in masters’-level programs in counseling, this orientation is part of COUN 6101 - Foundations for Graduate Study in Counseling (COUN 6110S for MS in School Counseling students); and for PhD students, the orientation is a required assignment within COUN 8001 - Foundations of Graduate Study in Counselor Education and Supervision.

Advising

Faculty Advising

MS Programs

All students in the masters’-level programs in the School of Counseling are assigned a faculty advisor who supports their progress throughout the program, from the time of admission through graduation. Students are enrolled in an advising forum upon admission to their program and have access to a faculty member who will answer questions, facilitate discussions and professional development, and guide their development as professional counselors.

PhD Program

The principle of faculty-student advising and mentoring is a central element of Walden’s CES program. Mentoring and advising is a major responsibility of faculty members who work with doctoral students and a requirement of the 2016 CACREP accreditation standards (Doctoral Standards Section B. Professional Identity). Faculty mentor involvement with students is a significant factor in student retention and success. Just as the university regularly monitors students’ progress toward completion of degree requirements, so too is the effectiveness of faculty mentors in supporting the academic progress of their mentees assessed.

The CES program offers an advising forum that formalizes a mentoring partnership between a student and an assigned faculty advisor upon the student’s admission to the program. Students participate in the advising forum with their assigned faculty advisor and their peers. Faculty members share valuable professional and program information, answer questions, and facilitate meaningful discussions.
Academic Advising

In addition to working with program faculty members throughout their programs, students in the counseling programs work very closely with a team of academic advisors. Once students start their courses at Walden, the academic advisors for the school assume the primary advising responsibility for them. Academic advisors have a depth of program knowledge and work collaboratively with program faculty members to help ensure that students are receiving accurate information throughout their program.

The Academic Advising office has a full-time staff with earned master’s degrees to support students in the School of Counseling. Academic advisors inform students’ academic planning decisions by discussing their options with them, pointing out such specifics as university policies, program curricula and guidelines, prior academic success, student life circumstances, and student personal and professional goals. Additionally, academic advisors make recommendations for faculty member and course selection and sequencing and help students develop a program of study.

Students can contact academic advisors by calling 1-800-WALDENU (1-800-925-3368) and selecting option 3. Students can also e-mail the advising team: academicadvising@mail.waldenu.edu
SECTION 3. EXPECTATIONS OF STUDENTS

School of Counseling students are expected to remain in good academic standing throughout their studies in accordance with university requirements. However, there are situations in which students may be in satisfactory academic standing but exhibit behaviors that bring question upon their capacity to perform as future professionals. There are a number of professional skills and characteristics that are important for students who provide services to children, adolescents, and adults, as well as to professional organizations, in a variety of settings. These interpersonal/professional skills include, but are not limited to, adherence to the 2014 American Counseling Association (ACA) Code of Ethics, professional deportment, sensitivity to client issues, and appropriate use of supervision.

Situations can arise in which counselor educators, university staff, site supervisors, or other professionals observe behaviors from counseling students that demonstrate a lack of appropriate interpersonal or professional skills. A School of Counseling student’s professional development may be impeded by three different types of behaviors: (1) problem behaviors, (2) inappropriate/unprofessional behaviors, or (3) critical behaviors. For an expanded description of these type of behaviors, please read the Student Professional Competence Policy located in Section 3: Student Conduct and Responsibilities in the current Walden University Student Handbook.

Academic Integrity

When School of Counseling students do not “aspire to open, honest, and accurate communication in dealing with the public and other professionals” (2014 ACA Code of Ethics, Section: C Professional Responsibility, Introduction), they risk committing academic integrity violations. According to the Walden University Code of Conduct, “A violation of academic integrity is any action or attempted action that may result in creating an unfair academic advantage for the student or an unfair academic advantage or disadvantage for any other member or members of the academic community.” Academic integrity violations may include, but are not limited to the following:

- **Plagiarism** (e.g., presenting the ideas and written words of another as if it were one’s own work). Examples include the following:
  - Submitting another’s work, word-for-word, as one’s own.
  - Containing significant portions of text from a single source without alterations.
  - Changing keywords and phrases but retaining the essential content of the source.
  - Mixing paraphrased material from multiple sources.
  - Combining perfectly cited sources with copied passages without citation.
  - Mixing copied material from multiple sources.
  - Citing non-existent sources or including inaccurate information about sources.
  - Including proper citation of sources but containing almost no original work.
  - Including proper citation but relying too closely on the text’s original wording and/or structure.

- **Students’ misuse of their own scholarly work** (e.g., borrowing generously from one’s previous work without citation, repurposing, or self-plagiarism as defined in the Publication Manual of the American Psychological Association).
• **Cheating** (e.g., copying of other students’ discussion posts, application papers, and working on exams together). Contemporary examples also include the following:
  o Using online learning platform for students to access study materials and resources like practice exams, problem sets, syllabi, flashcards, class notes, class papers, and other related study guides from users who upload course-specific study materials (e.g., CourseHero.com, Helpwithassignment.com, Goessayhelp.com, Bestassignmentservices.com, and other related websites). School of Counseling faculty and Walden University staff actively monitor students use of “cheating websites” and both Turnitin and SafeAssign identify when students use these sites.

• **Providing false information** (e.g., reporting non-approved Field Experience hours or submitting a session recording that uses another individual – posed as the required client – instead of the required client).

• **Copyright violation**. (e.g., submitting intellectual property of instructors, Walden University, or student-produced documents from their classes – such as previous written assignments, study guides, exam solutions, lecture notes, presentations, lab results, research papers, essays and homework assignments – to online learning platforms for other students to access as study materials and resources).

• **Misrepresentation of credentials** (e.g., claiming unearned degrees, not disclosing student status to clients as a supervisee, and using “ABD” – all but dissertation – or other such terms to imply competency).

• **Theft or damage of property** (e.g., taking or using another student’s or university’s faculty or staff electronic device or personal property while attending a Pre-Practicum).

• **Alteration of university documents** (e.g., forging a supervisor’s signature or adding, changing, or removing any content from a document after signed by a supervisor).

Academic integrity violations will incur sanctions up to and including dismissal from the university. To learn more, School of Counseling students should refer to 4. Academic Integrity in the Code of Conduct section located in the current Walden University Student Handbook.

**Key Professional Dispositions**

Our programmatic accreditation standards from the Council for Accreditation of Counseling & Related Educational Programs (CACREP) require counseling graduates to demonstrate adequate knowledge, capable skills, and professional dispositions. Professional dispositions are “the commitments, characteristics, values, beliefs, interpersonal functioning, and behaviors that influence the counselor’s professional growth and interactions with clients and colleagues” (2016 CACREP Standards, p. 43). Counseling students are also expected to participate in self-growth experiences that stimulate “a process of self-examination and challenging of a counselor’s assumptions to enhance professional effectiveness” (2014 ACA Code of Ethics, Section F.8.c. and Glossary of Terms, p. 20). School of Counseling students demonstrate professional effectiveness when they acquire and integrate professional standards into their repertoire of professional identity and when they consistently demonstrate the following Key Professional Dispositions: Engagement, Accountability, Relationships, Sensitivity, Impartiality, Discipline, Awareness, Growth, Communication, and Congruence.
Responsibility

➢ **Engagement**: Student punctually attends scheduled meetings, actively contributes in required academic settings, and promotes other students’ learning. Behavioral examples of *engagement* include the following:

- Engage actively in learning, training, or experiential processes and opportunities for personal and professional development.
- Fulfill obligations promptly, consistently, reliably, and according to expectations stated by program faculty, academic leadership, or supervisor.
- Engage in productive supervision and consultation with colleagues and peers.
- Engage effectively as a team member, supporting the efforts of the institution, agency, or work group.
- Support the learning process of others.

➢ **Accountability**: Student accepts personal responsibility for academic, skills, and comportment deficiencies and acts responsibly to enhance professional effectiveness. Behavioral examples of *accountability* include the following:

- Expand professional knowledge related to clinical work and client cases independent of course requirements.
- Accept responsibility for actions and problems.
- Manage personal mental health, emotional problems, stress, or interpersonal issues effectively.
- Take responsibility for appropriately fulfilling personal and emotional needs.
- Manage personal wellness physically, spiritually, psychologically, and socially.

Fitness

➢ **Relationships**: Student interacts with others in a professional manner and effectively navigates interpersonal differences. Behavioral examples of *relationships* include the following:

- Maintain sensitivity to role differences and power dynamics that may exist in relationships and settings and manage them appropriately.
- Establish and maintain effective and functional relationships personally, professionally, and therapeutically.
- Respond to discomfort and difficult circumstances with thoughtful consideration for self and others.
- Resolve interpersonal conflicts with superiors and colleagues in a timely and professional manner.
- Work cooperatively and collaboratively with others across multiple settings.

➢ **Sensitivity**: Student attends to the feelings, experiences, and perceptions of others and consistently honors their autonomy. Behavioral examples of *sensitivity* include the following:

- Prioritize welfare of clients over self-interests when providing professional services.
- Respect the autonomy and beliefs of others and refrain from imposing one’s personal beliefs on others.
- Demonstrate genuineness, empathy, and interest in the welfare of others.
- Display sensitivity to the feelings, thoughts, and needs of others.
✓ Provide helpful, nondefensive feedback to others when asked or when appropriate.

➢ **Impartiality**: Student displays contextual and cultural competence by valuing the fundamental rights, dignity, and worth of all people. This includes respect for age, culture, disability, ethnicity, race, religion/spirituality, gender, sexual orientation, marital/partnership status, language preference, socioeconomic status, veteran status, immigration status, or any basis prescribed by law or as defined by potential clients’ experience. Behavioral examples of impartiality include the following:

✓ Exhibit sensitivity to the individual and cultural identities of others and display cultural competence by acting respectfully and skillfully in interactions with others.
✓ Support the individual rights and dignity of others.
✓ Value self as a person of worth and dignity.
✓ Maintain openness to and respect for differences in ideology.
✓ Act with professionalism appropriate to the situation or setting.
✓ Demonstrate flexible, adaptable, and solution-oriented thinking.

**Maturity**

➢ **Discipline**: Student exhibits the ability to control personal stress, self-disclosure, and excessive emotional reactions that interfere with professional functioning. Behavioral examples of discipline include the following:

✓ Maintain a professional appearance (including hygiene and attire) appropriate for the setting.
✓ Interact with appropriate assertiveness and emotional control.
✓ Exhibit maturity and professionalism in reactions and behaviors.
✓ Refrain from allowing the use of behavior- or mind-altering substances to impede professional functioning.
✓ Manage emotional reactions adeptly and exhibit emotional self-control.
✓ Manage ambiguity and uncertainty appropriately.

➢ **Awareness**: Student manifests alertness of how personal beliefs, attitudes, values, and behaviors affect others and uses sound judgment to assess situations properly. Behavioral examples of awareness include the following:

✓ Exhibit awareness of and respect for appropriate interpersonal boundaries.
✓ Act with awareness of how personal actions affect others.
✓ Maintain awareness of power and privilege dynamics on various levels.
✓ Exhibit awareness of personal beliefs, values, needs, strengths, and limitations and understand their potential influence on personal and professional performance.
✓ Examine personal reactions.
✓ Use organized reasoning and good judgment to assess and respond to situations.

➢ **Growth**: Student exhibits willingness to engage in self-examination, challenge assumptions, and integrate feedback to reach an acceptable level of competency. Behavioral examples of growth include the following:

✓ Remain open to ideas, learning, and change.
✓ Cooperate with remediation plans and endeavor to adjust or improve behavior.
✓ Seek professional consultation with regard to recognized areas of personal growth.
✓ Participate in self-reflection and self-exploration.
✓ Solicit, consider, and respond thoughtfully to constructive feedback from others.
✓ Participate in personal growth and self-development activities.

**Integrity**

- *Communication*: Student displays respectful tone and uses open, honest, and accurate statements in dealing with others. Behavioral examples of communication include the following:
  ✓ Use technology appropriately and ethically in all situations while respecting others who are present or affected.
  ✓ Advocate for the advancement of and excellence in the profession.
  ✓ Communicate with academic leadership, faculty, clients, and colleagues respectfully and professionally using appropriate verbal and non-verbal language.
  ✓ Communicate information truthfully and accurately.
  ✓ Express thoughts and feelings effectively both verbally and in writing.

- *Congruence*: Student demonstrates the ability to acquire and integrate ethical codes, accreditation standards, and institutional policy into one’s repertoire of professional behavior in all settings. Behavioral examples of congruence include the following:
  ✓ Respect the privacy and confidentiality needs of others.
  ✓ Understand and maintain the ethical guidelines for counselors as published by the University and the profession.
  ✓ Follow the procedures and policies of the graduate program.
  ✓ Demonstrate personal and professional integrity in stated thoughts and actions.
  ✓ Exhibit behaviors and express thoughts and feelings that are genuine and congruent with intrapersonal experience.
  ✓ Act consistently and reliably.


**Assessment of Students**

CACREP requires counselor education program faculty members to systematically assess each student’s professional dispositions during their entire program of study. Before being evaluated, all School of Counseling students must review and sign the New Student Orientation (NSO) Agreement during the first course in their program. This contract fulfills the 2014 ACA Code of Ethics requirement that “counselor educators clearly state to students, before and throughout the training program, the levels of competency expected, appraisal methods, and timing of evaluations for both
didactic and clinical competencies” (F.9.a. Evaluation of Students). The *NSO Agreement* also introduces counseling students to the ethical obligation that counselor educators have to engage in *gatekeeping*. This duty is defined as “the initial and ongoing academic, skill, and dispositional assessment of students’ competence for professional practice, including remediation and termination as appropriate” (2014 *ACA Code of Ethics*, Glossary of Terms, p. 19). This objective is achieved, in part, when students are evaluated on a variety of aspects – including knowledge, skills, and professional dispositions at the following points in time, with the following measures:

**Student Development Assessment (SDA)**

The *SDA* is based upon the published counseling-related literature and serves to assist students in meeting program outcomes and help faculty members understand support or remediation needs in students’ professional identity development. The *SDA* identifies and measures the School of Counseling’s **Key Professional Dispositions**: engagement, accountability, relationships, sensitivity, impartiality, discipline, awareness, growth, communication, and congruence. Program faculty members use the following rating scale to measure each student’s competence within each disposition (as described in Key Professional Dispositions of this section):

- 0 = **ABSENT**: the student does not demonstrate the expected competency—*remediation is strongly recommended*.
- 1 = **INCONSISTENT**: the student intermittently demonstrates the expected competency—*but this irregularity is within normal student growth and development*.
- 2 = **CONSISTENT**: the student frequently demonstrates the expected competency—*fitness for practice is recommended*.

Program faculty members administer the *SDA* during the following points in time in the respective program specializations:

<table>
<thead>
<tr>
<th>Program Specialization</th>
<th>1st Point of Administration</th>
<th>2nd Point of Administration</th>
<th>3rd Point of Administration</th>
<th>4th Point of Administration</th>
<th>5th Point of Administration</th>
</tr>
</thead>
<tbody>
<tr>
<td>M.S. in Clinical Mental Health Counseling</td>
<td>COUN 6316 Techniques of Counseling</td>
<td>COUN 6250 Group Process and Dynamics</td>
<td>Pre-Practicum 1</td>
<td>Pre-Practicum 2</td>
<td>Field Experience (each course)</td>
</tr>
<tr>
<td>M.S. in Marriage, Couple, and Family Counseling</td>
<td>COUN 6316 Techniques of Counseling</td>
<td>COUN 6250 Group Process and Dynamics</td>
<td>Pre-Practicum 1</td>
<td>Pre-Practicum 2</td>
<td>Field Experience (each course)</td>
</tr>
<tr>
<td>M.S. in Addiction Counseling</td>
<td>COUN 6316 Techniques of Counseling</td>
<td>COUN 6250 Group Process and Dynamics</td>
<td>Pre-Practicum 1</td>
<td>Pre-Practicum 2</td>
<td>Field Experience (each course)</td>
</tr>
<tr>
<td>M.S. in School Counseling</td>
<td>COUN 6302S-Counseling Techniques in Schools</td>
<td>COUN 6320S Group Counseling and Guidance in the Schools</td>
<td>Pre-Practicum 1</td>
<td>Pre-Practicum 2</td>
<td>Field Experience (each course)</td>
</tr>
<tr>
<td>Ph.D. in Counselor Education and Supervision</td>
<td>COUN 8125 Teaching in Counselor Education</td>
<td>CES Pre-Practicum 1</td>
<td>CES Pre-Practicum 2</td>
<td>COUN 8890 Doctoral Practicum</td>
<td></td>
</tr>
</tbody>
</table>
Cultural Competency Assessment (CCA)

The CCA provides students with a 22-question self-evaluation for measuring their opportunities to develop or engage in actions that value the autonomy and beliefs of others and refrain from imposing one's personal beliefs on others. Maintaining awareness of power and privilege dynamics on various levels and maintaining openness to and respect for differences in ideology is essential to counseling effectiveness. Competency in this area is further demonstrated by exhibiting sensitivity to the individual and cultural identities of others and displaying cultural competence by acting respectfully and skillfully in interactions with others. Students can use their results to support the individual rights and dignity of others, to act with awareness of how personal actions affect others, and to display sensitivity to the feelings, thoughts, and needs of others. The competencies measured in the CCA were identified from current counseling ethical guidelines (2014 ACA Code of Ethics), current counseling accreditation criteria (2016 CACREP Standards), and current counseling published literature (2015 Multicultural and Social Justice Counseling Competencies). School of Counseling students use the following rating scale to describe their personal level of comfort for each cultural competency:

- 0 = I have not yet had the opportunity to develop or engage in this cultural competency
- 1 = Strongly Disagree
- 2 = Disagree
- 3 = Agree
- 4 = Strongly Agree

Students complete the CCA at the following points in time in the respective program specializations:

<table>
<thead>
<tr>
<th>Program Specialization</th>
<th>1st Point of Administration</th>
<th>2nd Point of Administration</th>
<th>3rd Point of Administration</th>
<th>4th Point of Administration</th>
</tr>
</thead>
<tbody>
<tr>
<td>MS in Clinical Mental Health Counseling</td>
<td>COUN 6723A Multicultural Counseling</td>
<td>COUN 6671A Counseling Practicum</td>
<td>COUN 6682A Internship I</td>
<td>COUN 6682B Internship II</td>
</tr>
<tr>
<td>MS in Marriage, Couple, and Family Counseling</td>
<td>COUN 6723A Multicultural Counseling</td>
<td>COUN 6671A Counseling Practicum</td>
<td>COUN 6682A Internship I</td>
<td>COUN 6682B Internship II</td>
</tr>
<tr>
<td>MS in School Counseling</td>
<td>COUN 6312S Multicultural Counseling in the Schools</td>
<td>COUN 6401S School Counseling Practicum</td>
<td>COUN 6500S School Counseling Internship I</td>
<td>COUN 6501S School Counseling Internship II</td>
</tr>
<tr>
<td>MS in Addiction Counseling</td>
<td>COUN 6723A Multicultural Counseling</td>
<td>COUN 6671A Counseling Practicum</td>
<td>COUN 6682A Counseling Internship I</td>
<td>COUN 6682B Counseling Internship II</td>
</tr>
<tr>
<td>Ph.D. in Counselor Education and Supervision</td>
<td>COUN 8110 Professional Orientation, Ethics, and Identity</td>
<td>COUN 8135 Clinical Supervision</td>
<td>COUN 8890 Counseling Doctoral Practicum</td>
<td>COUN 8895 Doctoral Internship B</td>
</tr>
</tbody>
</table>

Professional Practice Assessment (PPA)

The PPA adds 20 questions to the Key Professional Dispositions contained in the Student Development Assessment (SDA). These questions have students evaluate their opportunities to demonstrate each professional disposition during supervised practicum and internship field experiences, so they can expand professional knowledge related to clinical work and client cases independent of course requirements. The PPA also helps students to “continually monitor their effectiveness as professionals and take steps to improve when necessary” (ACA 2014 Code of Ethics, Section C.2.d. Monitor Effectiveness) as they counsel individuals, families, groups, and communities.
School of Counseling students use the following rating scale to describe their actions in each of the **Key Professional Dispositions**:

- 0 = I have not yet had the **opportunity** to develop or engage in this professional disposition
- 1 = Strongly Disagree
- 2 = Disagree
- 3 = Agree
- 4 = Strongly Agree

Students complete the *PPA* at the following points in time in the respective program specializations:

<table>
<thead>
<tr>
<th>Program Specialization</th>
<th>1st Point of Administration</th>
<th>2nd Point of Administration</th>
<th>3rd Point of Administration</th>
</tr>
</thead>
<tbody>
<tr>
<td>MS in Clinical Mental Health Counseling</td>
<td>COUN 6671 Counseling Practicum</td>
<td>COUN 6682A Counseling Internship I</td>
<td>COUN 6682B Counseling Internship II</td>
</tr>
<tr>
<td>MS in Marriage, Couple, and Family Counseling</td>
<td>COUN 6671 Counseling Practicum</td>
<td>COUN 6682A Counseling Internship I</td>
<td>COUN 6682B Counseling Internship II</td>
</tr>
<tr>
<td>MS in School Counseling</td>
<td>COUN 6401S School Counseling Practicum</td>
<td>COUN 6500S School Counseling Internship I</td>
<td>COUN 6501S School Counseling Internship II</td>
</tr>
<tr>
<td>MS in Addiction Counseling</td>
<td>COUN 6671A Counseling Practicum</td>
<td>COUN 6682A Counseling Internship I</td>
<td>COUN 6682B Counseling Internship II</td>
</tr>
<tr>
<td>Ph.D. in Counselor Education and Supervision</td>
<td>COUN 8890 Doctoral Practicum</td>
<td>COUN 8995 Doctoral Internship A</td>
<td>COUN 8996 Doctoral Internship B</td>
</tr>
</tbody>
</table>

**Student Concern Referral (SCR)**

At any point in time during a student’s program of study, faculty members, academic advisors, or field experience supervisors may observe student behavior(s) that demonstrate a lack of appropriate interpersonal or professional skills required to achieve counseling competencies. Examples of behaviors that bring question upon a student’s capacity as an aspiring professional (i.e., licensed/certified counselor or a counselor educator in his or her respective area of study) may include but are not limited to the following:

- An inability to manage personal mental health, emotional problems, stress, or interpersonal issues effectively.
- An inability to support the learning process of others.
- An unwillingness to solicit, consider, and respond thoughtfully to constructive feedback from others.
- An inability to manage ambiguity and uncertainty appropriately.
- An unwillingness to take responsibility for adequately fulfilling personal and emotional needs.
- An inability to manage emotional reactions adeptly and exhibit emotional self-control.
- An unwillingness to accept responsibility for actions and problems.
- An inability to express thoughts and feelings effectively both verbally and in writing.
- An inability to establish and maintain effective and functional relationships personally, professionally, and therapeutically.

Consequently, a **Student Concern Referral (SCR)** could be submitted to the School of Counseling’s Student Development Coordinator (*socstudentdevelopment@mail.waldenu.edu*). The *SCR* parallels the **Key Professional Dispositions** listed on the *Student Development Assessment (SDA)*, and it documents any personal concerns that have the potential to affect professional competence. School of
Counseling faculty members primarily use the SCR to “provide students with ongoing feedback regarding their performance throughout the training program” (2014 ACA Code of Ethics, Section F.9. Evaluation and Remediation). The SCR is also used to identify students who need faculty support during unplanned life events or ongoing life stress that interferes with self-care activities to maintain and promote emotional, physical, mental, and spiritual well-being to best meet their professional responsibilities. It further assists School of Counseling faculty members with documenting student behavior that demonstrates a diminished capacity to perform professional functions (incompetence). The SCR may, but does not automatically initiate student corrective action, student remediation, student sanctions, or student dismissal; in some situations, no further action is required. However, if students are not responsive to communication from the School of Counseling’s Student Development Coordinator regarding the need to discuss the evaluation of Key Professional Dispositions on the SCR, more formal measures may be necessary. For example, students who do not respond to communication requests from the Student Development Coordinator within a specified time frame may have an academic registration hold placed on their student account, which will be effective starting with the next quarter and will remain until determined by consultation between the Student Development Coordinator and the student’s Program Director.

Upon receipt, an SCR assists the School of Counseling’s Student Development Coordinator in promoting student welfare by organizing the following educative actions (see also 2014 ACA Code of Ethics, Section F.9.b. Limitations):

- Conversation with students about the New Student Orientation (NSO) Agreement they signed and submitted during the Foundations course at the beginning of their program of study.
- Review with students the School of Counseling’s Key Professional Dispositions and their associated professional, interpersonal, and intrapersonal behavioral skills.
- Assist students in identifying appropriate counseling services (e.g., Walden’s Student Assistance Program).
- Discuss with students a range of procedures and resources to manage personal emotional, physical, mental, and spiritual wellness (e.g., Self-care Practices or Accommodations from Walden’s Disability Services).
- Help students develop academic aptitude to express thoughts and feelings effectively both verbally and in writing (e.g., Walden’s Academic Skills Center).
- Use established faculty support systems for students experiencing unplanned life event or ongoing life stress (e.g., referral to the School of Counseling’s Student Support Coordinator or Requesting Leniency Based on Illness or Injury).
- Assist students in securing remedial assistance when needed (e.g., Student Development Plan).
- Seek professional consultation (e.g., Program Director, Dean, Director of Student Affairs, or Assistant Divisional Counsel) to transition students out of the School of Counseling and, if possible, into a different area of study within Walden University.
- Ensure that students have their right to a fair process as identified by institutional policies and procedures and recourse promptly to address decisions requiring them to seek remediation, transition, or dismissal (e.g., Walden’s Student Affairs Office or the appointed university Ombudsperson).
- Converse with students about their fitness for the profession, including academic aptitude for graduate-level study, self-awareness and emotional stability, oral and written communication skills, and cultural sensitivity and awareness (e.g., Academic Advising).
Retention and Remediation of Students

Counselor educators, ethically charged to function as *gatekeepers* to the counseling profession, “may require students to address any personal concerns that have the potential to affect professional competency” (2014 ACA *Code of Ethics*, Section F.8.d. Addressing Personal Concerns). Evaluations from the SDA, the CCA, the PPA, or the SCR may identify students who are unwilling or unable to demonstrate the School of Counseling’s **Key Professional Dispositions** consistently. Concerns also may be identified when students are interacting within the university community (e.g., the online academic classroom or at a Pre-Practicum) and when students are representing the university at events outside the institution (e.g., at a Field Experience clinical site). Any such concerns, if not properly resolved after identification, may jeopardize a student’s retention in the School of Counseling. Examples of possible student development assistance may include, but are not limited to, the student being required to do the following:

- Examine personal reactions.
- Participate in personal growth and self-development activities.
- Engage actively in learning, training, or experiential processes and opportunities for personal and professional development.
- Seek professional consultation about recognized areas of personal growth.
- Participate in self-reflection and self-exploration.
- Cooperate with remediation plans and endeavor to adjust or improve behavior.

**Student Development Plan (SDP)**

The *SDP* is a collaborative process between the student and the School of Counseling’s Student Development Committee, academic leadership, and university offices. The *SDP* requires students to engage actively in learning, training, or experiential processes and opportunities for personal and professional development through accountability assignments and scheduled meetings. The purpose of the *SDP* is student retention and remediation, and is twofold:

1. Facilitating expected student self-examination and challenging of assumptions to enhance professional effectiveness (*self-growth*).
2. Student consistent demonstration of the necessary commitments, characteristics, values, beliefs, interpersonal functioning, and behaviors that personify a licensed/certified counselor or counselor educator (*professional dispositions*).

*SDPs* typically contain the following:

- The specified level of expectations (e.g., Level 1-*Performance*, Level 2-*Competence*, or Level 3-*Remediation*) are benchmarks that provide a standard for the requisite adeptness and proficiency of students.
- Contact information for students, their assigned *SDP* faculty member, and the Student Development Coordinator.
- Review of CACREP *Standards* and ACA *Code of Ethics* requirements for counselor education gatekeeping and for student retention, remediation, and dismissal.
- Listing of the School of Counseling’s **Key Professional Dispositions**.
- Definitions and examples of the *self-growth*.
- Definitions and examples of the *professional dispositions*.
• Feedback process and steps for preparation, accepting, implementing, and revaluing feedback.
• Evaluation rating scale for student self-growth and professional dispositions.
• Description of ongoing support and assistance through a variety of frequent and interactive communication procedures and accountability calls.
• Listing of the referred identified behaviors of concern requiring correction.
• Listing of the required professional dispositions for assignment completion.
• Instructions, readings, response templates, and evaluation rating rubrics for development assignments.
• Targeted assignment submission due dates synched with academic quarters, Pre-Practicum locations, and Field Experience application deadlines.
• Specific tasks in which students will engage to participate in self-reflection and self-exploration and to participate in personal growth and self-development activities.
• Outcomes for a student who is not demonstrating the expected self-growth and the required professional dispositions to become fit for professional practice.
• Description of policies about the SDP process, university expectations and procedures, and guidelines for student recourse and due process options.

SDP Levels and Dynamics

Students of the School of Counseling are periodically assessed to determine demeanor with the behavioral skills necessary for successful transition to become a licensed and/or certified professional. If the assessment of a student identifies an inability to demonstrate these required professional dispositions consistently, School of Counseling faculty shall assist the student in securing remedial assistance to alleviate the identified deficiencies and to promote the development of required competencies (Henderson, 2010). When assessment indicates that a student is not progressing as required or is not fit for the profession, the program faculty have a responsibility to protect the welfare of the public (see Dougherty, Haddock, & Coker, 2015). Consequently, program faculty may facilitate the student’s transition out of the School of Counseling (if possible), into a more appropriate area of study (Brown-Rice & Furr, 2013). These gatekeeping procedures are consistent with ethical codes (2014 ACA Code of Ethics, F.6.b. Gatekeeping and Remediation and F.9. Evaluation and Remediation, Glossary of Terms), accreditation standards (2016 CACREP Standards, Section 1: The Learning Environment, Standards N. and O., Section 4: Evaluation in the Program, Standards F., G., and H.), and established institutional due process policy (Student Conduct and Responsibilities in current Walden University Student Handbook).

Kaslow et al. (2007) articulated the importance to “define key terms, establish benchmarks for performance, and develop a categorization schema” (p. 480). The 2014 ACA Code of Ethics requires that counselor educators “clearly state to students, prior to and throughout the training program, the levels of competency expected” (F.9.a. Evaluation of Students). Stephenson, Elmore, and Evans (2000) “stressed the importance of counselor preparation programs establishing formal levels of expectations or benchmarks that provide a standard for the requisite adeptness and proficiency of students” (as quoted in Duba, Paez, & Kindsvatter, 2010, p. 155). School of Counseling faculty use the following Student Development Dynamics, or process model (Wilkerson, 2006), to guide their decisions regarding student retention, remediation, or dismissal from the program through one of three Student Development Plan (SDP) levels. Completion of an assigned SDP level (as defined below) is necessary for the continuation of the student’s academic program.
<table>
<thead>
<tr>
<th>GUIDING ETHICAL PRINCIPLE OF EACH SDP LEVEL (2014 ACA Code of Ethics)</th>
<th>SDP LEVEL 1: PERFORMANCE</th>
<th>SDP LEVEL 2: COMPETENCE</th>
<th>SDP LEVEL 3: REMEDIATION</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>QUALIFYING CRITERIA FOR EACH SDP</strong> (McAdams &amp; Foster, 2007)</td>
<td><strong>F.9.a. Evaluation of Students.</strong> Counselor educators provide students with ongoing feedback regarding their performance throughout the training program.</td>
<td><strong>F.8.d. Addressing Personal Concerns.</strong> Counselor educators may require students to address any personal concerns that have the potential to affect professional competency.</td>
<td><strong>F.9.b. Limitations.</strong> Counselor educators, through ongoing evaluation, are aware of and address the inability of some students to achieve counseling competencies and assist students in securing remedial assistance when needed.</td>
</tr>
</tbody>
</table>
| If program faculty and leadership identify at least one behavioral characteristic from the bulleted list under an SDP level column to the right, the appropriate SDP is established and implemented. This listing of the qualifying criteria represents the minimum event required to necessitate the respective SDP level, but the presence of qualifying criteria does not automatically initiate an SDP or its assigned level. Current institutional policy, 2014 ACA Code of Ethics, and 2016 CACREP Standards guide School of Counseling academic leadership and program faculty decision-making about student retention, remediation, and dismissal to demonstrate adaptability to the individual student. For example, “The counselor education program faculty systematically assesses each student’s professional dispositions throughout the program. The assessment process includes the following: | - The student has received a Student Concern Referral (SCR) documenting problematic behavior defined as any personal concerns requiring correction that is reflected in one or more of the following ways:  
  a. The behavior can typically be corrected with feedback and further training and supervision; or  
  b. The behavior does not result in the potential for physical and/or emotional harm to others; or  
  c. The behavior is limited in duration; or  
  d. The behavior will likely not develop into an inappropriate and/or unprofessional conduct situation.  
  - **Problematic** behavior that results in a violation of Walden University’s Student Conduct and Responsibilities policy (as defined in the current Student Handbook) | - The student has received a Student Concern Referral (SCR) documenting inappropriate or unprofessional behavior defined as interference in the student’s professional functioning that is reflected in one or more of the following ways:  
  a. An inability to acknowledge, understand or address the problem when it is identified – resulting in further manifestations signifying a more pervasive problem; or  
  b. An inability to acquire and integrate professional standards into one’s repertoire of professional behavior; or  
  c. An inability to acquire professional skills to reach an acceptable level of competency expected of students with similar experience and qualifications; or  
  d. An inability to control personal behavior after a reoccurrence of inappropriate or unprofessional behavior. | - The student has received a Student Concern Referral (SCR) documenting critical behavior defined as conduct that has put, or has the potential to put, students or instructors and staff (including oneself) at risk for physical harm or serious emotional distress that is reflected in one or more of the following ways:  
  a. A disproportionate amount of attention and intervention by training personnel and/or instructors is required to remediate the behavior; or  
  b. The quality of services delivered by the student is insufficiently negatively affected; or  
  c. The behaviors negatively affect other students’ learning; or  
  d. These behaviors may result in legal, law enforcement, medical, and/or mental health interventions. |
See Student Professional Competence Policy in Section 3 of the current Walden University Student Handbook located at http://catalog.waldenu.edu for further description of problem behaviors, inappropriate/unprofessional conduct, and critical behaviors.

### LEVELS OF CONCERNING BEHAVIOR (Stephenson, Elmore, & Evans, 2000)

Each SDP level is designed to address an increasing degree of diminished capacity to perform professional functions and the likelihood to harm a client or others. The seriousness of the identified behaviors of concern determine each SDP level:

- “diminished capacity to perform professional functions” may result from unawareness of own values, attitudes, stress, psychological dysfunction, and/or excessive emotional reactions that interfere with professional functioning.
- Reoccurrence of problematic behavior after a previously completed SDP Level 1: Performance.
- Inappropriate or unprofessional behavior that results in a violation of Walden University’s Student Conduct and Responsibilities policy (as defined in the current Student Handbook).
- Unsatisfactory (U) grade during Field Experience resulting from non-academic conduct related concerns.
- Involuntary termination and/or dismissal from an approved Field Experience site.

<table>
<thead>
<tr>
<th>Low level of concerning behavior (based on professional standards):</th>
<th>Medium level of concerning behavior (based on professional standards):</th>
<th>High level of concerning behavior (based on professional standards):</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Behaviors, attitudes, or characteristics that need to be the focus of attention and change but are not considered excessive or inappropriate; they may, in fact, be important components of one’s learning experience (Lamb et al., 1987); or</td>
<td>- When problem behaviors become chronic (Lamb et al., 1987); or</td>
<td>- When multiple interventions fail to bring about acceptable change (Lamb et al., 1987); or</td>
</tr>
<tr>
<td>- Behaviors, attitudes, or characteristics that can reasonably be predictive of poor</td>
<td>- An inability or unwillingness to acquire or manifest professional skills at an acceptable level of competency (Brown, 2013); or</td>
<td>- An ongoing deficit in knowledge and application of professional standards (Lamb et al., 1987; Rosenberg et al., 2005); or</td>
</tr>
<tr>
<td></td>
<td>- An inability to successfully navigate the professional roles of a counselor (e.g.,</td>
<td>- Violation of professional standards of ethical codes or unethical behavior</td>
</tr>
<tr>
<td>Beliefs, and behaviors; an inability to properly manage physical, mental, or emotionally-based personal issues (excluding disabilities receiving approved university accommodations); an inability to participate in self-growth experiences; an inability to address any personal concerns; substance abuse or addictive behavior. (see 2014 ACA Code of Ethics Sections A.4.b. Personal Values, F.8.c. Self-Growth Experiences, F.8.d. Addressing Personal Concerns)</td>
<td>Future professional functioning (e.g., performance anxiety, trouble dealing with conflict, not being on time and attending required meetings, difficulty expressing feelings adequately; Brown, 2013; Kress &amp; Protivnak, 2009); or</td>
<td>Lack of appreciation for agency rules and expectations or inaccurate representation of credentials; Henderson, 2010; Li et al., 2008); or</td>
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<tr>
<td>“likelihood to harm a client or others” may include failure to communicate information to clients in ways that are both developmentally and culturally appropriate; imposing values, attitudes, beliefs, and behaviors onto others; engaging in sexual and/or romantic and/or virtual personal relationships with clients; failure to obtain written, informed consent from clients and/or to disclose student status to clients; failure to screen prospective group counseling participants; cases of potential exploitation; abandonment and client neglect or inadequate client termination/referral; disrespect for the privacy and confidentiality of clients; behavior that compromises the training experience or</td>
<td>A deficit in personal functioning that interferes with academic or clinical performance (e.g., inadequate interpersonal skills, dysregulated emotions, poor grades and academic deficits, discomfort with clients of diverse ethnic backgrounds, psychological concerns; Brown-Rice &amp; Furr, 2016; Henderson, 2010; Lamb et al., 1987); or</td>
<td>Incompetence in areas such as conceptualization, diagnosis, assessment, and appropriate clinical interventions (Rosenberg et al., 2005); or</td>
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<tr>
<td></td>
<td>Limited awareness of personal impact on other people or inadequate awareness of self, personal strengths, and limitations (Frame &amp; Stevens-Smith, 1995; McAdams &amp; Foster, 2007; Rosenberg et al., 2005); or</td>
<td>Failure to notify faculty and/or supervisors and seek assistance for problems that reach the level of professional incompetence (2014 ACA Code of Ethics); or</td>
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<tr>
<td></td>
<td>Not open to receiving feedback and empathizing with different ideas, refusing to take suggestions and directions, unable to engage in self-examination, inability to accept personal responsibility (Dufrene &amp; Henderson, 2009; Frame &amp; Stevens-Smith, 1995; McAdams &amp; Adams, 2007; Olkin &amp; Gaughen, 1991); or</td>
<td>Personal issues that interfere with competently performing counseling duties (e.g., partner relationship concerns, financial concerns, physical illness, an unresolved deeply distressing or disturbing experience; Forrest et al., 1999; Gaubatz &amp; Vera, 2002); or</td>
</tr>
<tr>
<td></td>
<td>Inflexible responses demonstrated by uncooperativeness, (Brown, 2013; Forrest et al., 1999); or</td>
<td>Deficient self-control, inappropriate boundaries with clients, supervisors, and/or colleagues, or unsuitable self-disclosure (Fly et al., 1997; Kerl et al., 2002; Kress &amp; Protivnak, 2009); or</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Prejudicial values, sexist style, biased attitudes, interpersonal insensitivity (Means &amp; Allen, 1991); or</td>
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<tr>
<td></td>
<td></td>
<td>Inflexible responses demonstrated by uncooperativeness, (Brown, 2013; Forrest et al., 1999); or</td>
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<tr>
<td></td>
<td></td>
<td>Conduct that negatively affected client care and/or negatively affected the reputation of the program, university, or profession (Brown-Rice &amp; Furr, 2016).</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Failure to limit, suspend, or terminate professional responsibilities due to physical, mental, or emotional problems until it is determined to safely resume counseling services (2014 ACA Code of Ethics); or</td>
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<td></td>
<td>Exhibiting severe psychological decomposition (e.g., those associated with such things as suicide ideation, dissociation, psychosis, paranoid ideation, or mania; Burgess, 1995; Huprich &amp; Rudd, 2004); or</td>
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<td></td>
<td>Egregious moral character due to unprincipled demeanor and poor judgment (Koerin &amp; Miller, 1995; Mearns &amp; Allen, 1991; Russell &amp; Peterson, 2003); or</td>
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<tr>
<td></td>
<td></td>
<td>Statements that are false or misleading, manipulative or exploitative behavior, insulting conduct towards authority, vulgar language, or employing abusive behavior (Kerl et al., 2002; Li et al., 2008); or</td>
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<tr>
<td></td>
<td></td>
<td>Failure to safeguard the integrity of the counselor-client relationship (e.g., trust, privacy, confidentiality, client</td>
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</tbody>
</table>

- Behaviors that indicate problematic personality issues (e.g., interrupted the classroom learning environment, negatively affected other students, negatively affected relationship with colleagues; Brown-Rice & Furr, 2016; Henderson, 2010); or
- Inadequate performance regarding clinical skills directly related to problems associated with taking instruction from faculty or supervisor, including defensiveness (Bogo et al., 2007; Olkin & Gaughen, 1991; Vacha-Haase et al., 2004); or
- Insufficient self-care activities to maintain and promote emotional, physical, mental, and spiritual well-being to best meet professional responsibilities (2014 ACA Code of Ethics); or
- Values, attitudes, beliefs, and/or behaviors that are incongruent with diversity and a multicultural approach in support of the worth, dignity, potential, and uniqueness of people within their social and cultural contexts. (2014 ACA Code of Ethics); or
- Not consulting with other professionals or not taking appropriate initiative while at the fieldwork site, as well as not communicating openly about needs or concerns with supervisors or faculty.

inability to work closely with others, failure to compromise and collaborate with others, inability to adapt to the changing needs of the environment; Baldo et al., 1997; McAdams & Adams, 2007; Oliver et al., 2004); or

- Failure to demonstrate procedural compliance (e.g., knowing the university and field site rules and procedures and attending supervision on time, excessive tardiness or absences from the field site), or documentation compliance (e.g., turning in audio or video recordings of sessions as necessary, and writing client case notes), or adherence to the requirements set by the program, department, and university Dufrene & Henderson, 2009).

• Any unwelcome, offensive, or aggressive pressure or intimidation directed toward another employee, instructor, student, or any other person affiliated with the university that creates a hostile workplace or learning environment; and/or is sufficiently severe or intense to be perceived as cyberbullying or other types of harassment by a reasonable person (2014 ACA Code of Ethics).
<table>
<thead>
<tr>
<th>PROFESSIONAL DISPOSITIONS IDENTIFIED ([Gilfoyle, 2008])</th>
<th>1-4.</th>
<th>5-8.</th>
<th>9-12.</th>
</tr>
</thead>
<tbody>
<tr>
<td>The average number of professional dispositions recognized and which students are required to have demonstrated competency for SDP completion. (see APPENDIX: Behavioral Examples of Professional Dispositions).</td>
<td></td>
<td></td>
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<tr>
<td>Professional dispositions are defined as “The commitments, characteristics, values, beliefs, interpersonal functioning, and behaviors that influence the counselor’s professional growth and interactions with clients and colleagues” ([2016 CACREP Standards, p. 47]).</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>AVERAGE DURATION OF SDP ([Kaslow et al., 2007])</td>
<td>Two months.</td>
<td>Three months.</td>
<td>Four months.</td>
</tr>
<tr>
<td>MINIMAL OUTCOME IF NOT COMPLETED ([Kaslow et al., 2007])</td>
<td>Assignment of SDP Level 2: Competence.</td>
<td>Assignment of SDP Level 3: Remediation.</td>
<td>The transition of a student from the School of Counseling or recommendation for the dismissal of a student from Walden University is considered when a group of professional experts (School of Counseling academic leadership and University Student Affairs team) determines the following: 1. The student’s behavior does not change as a function of feedback, remediation efforts, and time; and 2. The student’s behavior is not merely a reflection of a skill deficit that can be remediated by academic or didactic training (see Walden University’s Student</td>
</tr>
</tbody>
</table>
SDP Consultation and Creation

In alignment with counseling ethical standards, the Student Development Coordinator seeks professional consultation with appropriate School of Counseling academic leadership (e.g., Program Director, Director of Field Experience and Field Experience Academic Coordinator, Director of Clinical Skills Training, Academic Coordinators and Student Support Coordinator, and Core Faculty members) and applicable Walden University administration (e.g., Dean, Assistant Divisional Counsel, Director of Student Affairs, or Director of Disabilities Services) to construct a personalized SDP, when needed. These procedures ensure the SDP accurately describes student identified behaviors and requires the necessary professional dispositions to resolve those behaviors. The Student Development Coordinator reviews the current counseling-related literature and ethical standards to seek guidance and to obtain content in the creation of the SDP assignments. Through the professional consultation process, a Core Faculty member from the Student Development Committee who is the best match for the student’s cultural needs (e.g., gender, language, race, ethnicity, sexual/relational identity), the student’s program specialization (e.g., addiction counseling, clinical mental health counseling; school counseling; marriage, couple, family counseling; or counselor education and supervision), and the student’s academic sequencing (e.g., regular course, Pre-Practicum, or Field Experience) is also selected.

After the initial consultation process, the Student Development Coordinator schedules an SDP Goal Setting call with the student to receive their input about possible professional, interpersonal, and intrapersonal behavioral skills listed in the School of Counseling’s Key Professional Dispositions document they desire to have as targeted outcome goals in their SDP. After this call, the Student Development Coordinator constructs a draft of the SDP and then emails the document to academic leadership for additional review, feedback, and approval. The Student Development Coordinator then emails the revised draft SDP to the student for review. An SDP Orientation call with the student and the Student Development Coordinator verifies all aspects of the draft SDP. The SDP Orientation call is the opportunity to answer questions, discuss concerns, and ensure that understanding of all SDP policies, procedures, and expectations. After the SDP Orientation call is completed, students then initial all points described in the SDP’s section titled Acknowledgments of an Understanding, and electronically sign and date the finalized document. The SDP document containing the student's initials and signature are then be emailed to the Student Development Coordinator, who then emails the finalized SDP document (and its associated assignment readings, response templates, and evaluation rubrics) to the student, to their assigned SDP faculty member, and carbon copies applicable academic leadership and university staff.

SDP Implementation and Procedures

After receipt of the finalized SDP, students then participate in the SDP Engagement call with their assigned SDP faculty member that will be primarily evaluating their assignment responses to assess their ability to demonstrate the expected self-growth and the required professional dispositions consistently. The focus of this call is to initiate a collaborative working relationship, identify and resolve potential challenges to SDP completion, review the SDP assignments and their associated evaluation rating rubrics, and discuss any other items the students desire. Students also participate in
bi-weekly accountability calls with their assigned SDP faculty member and monthly accountability calls with the Student Development Coordinator. The focus of these calls is to offer students ongoing assistance as they provide an accounting of their work on the SDP assignments. Students are held to strict assignment submission deadlines (with disability accommodations honored when formally approved) and receive objective evaluation ratings (as described in SDA of this section) after each assignment submission.

SDPs can occur at various points during the masters’ counseling program.

- Students who need an SDP during regular academic coursework characteristically remain enrolled during that academic quarter.
- After attending a Pre-Practicum, students who receive a grade of “I” (Incomplete) or “U” (Unsatisfactory) because of one or more absent ratings (score of 0) on the SDA, must complete the required SDP to have the Pre-Practicum grade changed to “S” (Satisfactory).
- If a student needs an SDP during Field Experience (practicum or internship), the School of Counseling’s Office of Field Experience (OFE) could possibly suspend student enrollment for future quarters until the SDP is completed. During the SDP process, if students need to secure a Field Experience site and clinical supervisor, they can search for a site and submit the required application documents to the OFE before they complete the required SDP.

Students working on an SDP that results from a sanction for a violation of Walden University’s Student Conduct and Responsibilities policy (e.g., Professional Conduct or Academic Integrity) are not in “good standing” and therefore are not eligible for membership in Chi Sigma Iota (CSI)— Counseling Academic and Professional Honor Society and do not qualify to register for the National Counselor Examination (NCE) issued by the National Board for Certified Counselors (NBCC). SDPs are not recorded on transcripts, do not incur additional tuition or fees, are not shared with other institutions, and can usually be completed within one or two academic quarters.

**SDP Completion and Outcomes**

Contingent upon on the ability to engage in the expected self-growth and to consistently demonstrate each of the required professional dispositions listed in the SDP, students and their SDP faculty member provide a written accounting of the outcomes to the Student Development Coordinator, who then hosts the SDP Completion call. The focus of this call is to discuss with students their obtained outcomes, to review their strategy to continually monitor their effectiveness as professionals and to identify steps they will take to improve when necessary (2014 ACA Code of Ethics, Section C.2.d. Monitor Effectiveness). This outcome plan, guided by ethical standards (2014 ACA Code of Ethics, Sections C.2.e. Consultations on Ethical Obligations and F.5.b. Impairment), typically includes the following:

1. Specific student action to take reasonable steps to consult with their faculty or supervisors, the ACA Ethics and Professional Standards Department (see [http://www.counseling.org/knowledge-center/ethics](http://www.counseling.org/knowledge-center/ethics)), or related professionals when they have questions regarding their ethical obligations or professional practice.

2. Specific student action when faced with an ethical dilemma to use and document, as appropriate, an ethical decision-making model.

3. Specific student action to monitor themselves for signs of incompetence from their physical, mental, or emotional problems.
4. Specific student action to notify their faculty or supervisors and seek assistance for problems that reach the level of professional incompetence.

5. Specific student action—*if necessary*—to limit, suspend, or terminate their professional responsibilities until it is determined that they may safely resume their work.

6. Specific student action to engage in self-care activities to maintain and promote emotional, physical, mental, and spiritual well-being to best meet their professional responsibilities.

7. Specific student action to engage in self-examination and challenging of assumptions to enhance their professional effectiveness.

After the *SDP Completion* call, the Student Development Coordinator emails students, their *SDP* faculty member, and applicable academic leadership. This process documents formal completion, provides congratulations, and requests removal of any appropriate academic registration hold (notice is sent to Academic Advising) or change of Pre-Practicum grade (notice is sent to Director of Clinical Skills Training and to Walden’s Change of Grade). The Student Development Coordinator also informs the referring faculty (that initially identified the concerning student conduct) to inform them of their referral outcome.

**Transition and Dismissal of Students**

Students are reminded that accreditation standards require counselor education program faculty to assess each student’s *professional dispositions* throughout the program systematically (2016 CACREP Standards, p. 18), and ethical codes require counselor educators to provide students with ongoing feedback regarding their performance throughout the training program (2014 ACA *Code of Ethics*, Section F.9. Evaluation and Remediation). If at any point in time between enrollment and graduation—*especially during a current SDP or after a completed SDP*—individual student assessment data cause faculty members to become aware of the inability of some students to achieve counseling competencies, and, therefore, are not well matched for any School of Counseling program, faculty members and academic advisors help facilitate transition of those students out of the School of Counseling, and, if possible, into a fitting Walden area of study that best aligns with that student’s aptitude. Transitions are consistent with established institutional fair process policy and the ethical codes (see 2014 ACA *Code of Ethics*, Section F.9.b. Limitations) and standards of practice of professional counseling organizations (see 2016 CACREP Standards, Section I., Standard O) to safeguard the rights of students.

Certain student actions that seriously violate the Walden University *Code of Conduct* or the 2014 ACA *Code of Ethics* (e.g., breaches of confidentiality, discrimination, academic dishonesty, being under the influence of drugs or alcohol, carrying a weapon, sexual or other types of harassment, verbal abuse, threats of harm, intimidation, abusive or threatening conduct) may be entered into the Student Affairs Conduct Database, and may result in dismissal from the university.
SECTION 4. PROGRAMS OF STUDY

MS Program Requirements

The master’s-level counseling programs consist of core coursework, two Pre-Practica*, a practicum, and an internship (over two academic terms). Core courses must be taken in the order described (see Program of Study). Students may take additional courses at the end of the program of study to provide breadth and depth of learning, for specific state licensure requirements, or for specialty training areas offered within the program (see the Specializations section below). See the Field Experience section of this guide for more information about the field experience.

The following are the completion requirements for the counseling programs at the master’s level:

- 90 total quarter credits (General Program) for the MS in Addiction Counseling; MS in Clinical Mental Health Counseling; and MS in Marriage, Couple, and Family Counseling programs; 75 total quarter credits (General Program) for the MS in School Counseling program
- Foundation course (1 cr.)
- Core courses (80 cr., except 65 cr. for the MS in School Counseling program)
- Optional specialization courses (10–25 cr.)
- Field experience courses (9 cr.; practicum: 100 hours; internship: 600 hours)
- Professional development plan, program of study, licensure plan

*Two synchronous experiences: Pre-Practicum 1 and 2

Specializations

Students can select the General Program, which consists of the core course requirements for each program area. Students also have the option to choose a specialization topic and add two 11-week, 5-credit courses (10 credits) to their program of study.

MS in Addiction Counseling Specializations

Students in the MS in Addiction Counseling program can select from the following optional specializations:

Addictions and Public Health
COUN 6777A - Essentials of Public Health: A Case Study Approach
COUN 6778A - Social, Behavioral, and Cultural Factors in Public Health

Child and Adolescent Counseling
COUN 6346A - Child and Adolescent Counseling
COUN 6512A - Juvenile Justice, Delinquency, and Development
Family Studies and Interventions
COUN 6201A - Introduction to Marriage, Couple, and Family Counseling
COUN 6356A - Theories and Techniques in Marriage, Couple, and Family Counseling

Forensic Counseling
COUN 6511A - Treatment of Forensic Populations
COUN 6912A - Mental Health Law

Military Families and Culture
COUN 6400 - Military Culture
COUN 6402 - Working with Military Spouses, Families, and children

Trauma and Crisis Counseling
COUN 6145A - Crisis Management
COUN 6333A - Vicarious Trauma and Compassion Fatigue

**MS in Clinical Mental Health Counseling; MS in Marriage, Couple, and Family Counseling Specializations**

Students in the MS in Clinical Mental Health Counseling program or the MS in Marriage, Couple, and Family Counseling program can select from the following specializations:

Addiction Counseling
COUN 6202 - Theories, Treatment, and Case Management of Addiction
COUN 6204 - Assessment in Counseling and Addiction

Career Counseling
COUN 6345 - Career, Consultation, and Assessment
COUN 6355 - Academic and Career Counseling

Forensic Counseling
COUN 6511 - Treatment of Forensic Populations
COUN 6912 - Mental Health Law*

*Instead of COUN 6912, students in the MS in Clinical Mental Health Counseling program may complete one of the following:
COUN 6512 - Juvenile Justice, Delinquency, and Development
COUN 6742 - Conflict, Conflict Resolution, and Peace

Military Families and Culture
COUN 6404 - Military Culture
COUN 6406 - Working With Military Spouses, Families, and Children

Trauma and Crisis Counseling
COUN 6145 - Crisis Management
COUN 6333 - Vicarious Trauma and Compassion Fatigue
**MS in School Counseling Specializations**

Students in the MS in School Counseling program can select from the following optional specializations:

**Addiction Counseling**
COUN 6103 - Introduction to Addiction
COUN 6728 - Substance Abuse Counseling

**Career Counseling**
COUN 6102 - Introduction to Career Counseling
COUN 6345 - Career, Consultation, and Assessment

**Crisis and Trauma**
COUN 6145 - Crisis Management
COUN 6333 - Vicarious Trauma and Compassion Fatigue

**Military Families and Culture**
COUN 6400 - Military Culture
COUN 6405 - Working With Military Spouses, Families, and Children

**State Education Specialization**
The School of Counseling also offers a customized State Education specialization that allows students an opportunity to add courses that are not included in the degree’s General Program yet may be necessary to meet the educational requirements for licensure in the state(s) in which they plan to practice. It is the students’ responsibility to identify any additional courses required for licensure in their state. As part of the process, students are required to contact their state licensing board to obtain confirmation of the specific courses they will need to meet the specific educational licensure requirement for the state in which they plan to practice.

Students are eligible to add the State Education specialization after they have satisfactorily completed all core coursework for their Program of Study. The State Education specialization can consist of up to 25 credits.

**PhD Program Requirements**
The PhD in Counselor Education and Supervision (CES) program consists of core coursework, one Residency, two Pre-Practica, a practicum, and an internship (over two academic terms). Core course sequencing is critical: see the required core sequence below and the complete programs of study. See the Field Experience section of this guide and the CES field experience manual for more information about the field experience.

The following are the completion requirements for the PhD program starting in May 2017: for students admitted before May 2017, please see program requirements on the CES website at: [https://www.waldenu.edu/doctoral/phd-in-counselor-education-and-supervision/curriculum](https://www.waldenu.edu/doctoral/phd-in-counselor-education-and-supervision/curriculum):

- 85 total quarter credits
• Foundation course (1 cr.)
• Core courses (35 cr.)
• Foundation Research Sequence (12 cr.)
• Advanced Research course (4 cr.)
• Elective and/or optional specialization courses (10–15 cr., depending on the specialization)
• Field experience courses (9 cr.; practicum: 100 hours; internship: 600 hours)
• Proposal, dissertation, and oral presentation (20 cr.)
• Professional development plan and Program of Study (included in COUN 8001)
• Three synchronous experiences: Residency 1, 2, and 3 (students admitted before 2/27/2017 term start) or Residency 1 and Pre-Practica 1 and 2 (students admitted after 2/27/2017 term start)

Optional Specializations
In addition to the General Program, the CES program has six optional specializations, each with its own specialization courses:

- Advanced Research Methods (10 cr.)
- Consultation (10 cr.)
- Counseling and Social Change (10 cr.)
- Forensic Mental Health Counseling (15 cr.)
- Leadership and Program Evaluation (10 cr.)
- Trauma and Crisis (10 cr.)

Dissertation
The capstone experience of the PhD in Counselor Education and Supervision program is the dissertation. Students are afforded an opportunity to develop their research agenda throughout their coursework, Residency/Pre-Practicum, and field experiences.

Throughout the development of the dissertation, students work under the supervision of their mentors, dissertation committee members, and other faculty members who have expertise conducive to the success of the dissertation. For example, some faculty members have strong skills in research design and data analysis, while other faculty members are subject matter experts.

Each student works with a three-person dissertation committee. Students choose or are matched with the chair and one member of this committee from Walden’s faculty, based on the research topic and design. Walden appoints the final member of the committee, a university research reviewer (URR), who serves as the quality management auditor to ensure that the dissertation is of superior quality. Students do not have input into the appointment of the URR.

While completing the dissertation, students are enrolled in a dissertation course, which allows for weekly contact with their dissertation committee chair to communicate about their progress.
Student dissertation work products are submitted through MyDR, which includes Taskstream, software that allows for the systematic review and tracking of all iterations of student work.

The dissertation is a scholarly document intended to demonstrate the research competence of the author and to produce greater understanding of cultural, social, psychological, or physical phenomena. It is written in the formal language and style of its discipline or field of study, and it results from a comprehensive, logical, and ethical investigation. The dissertation is a logical extension of published research that involves the acquisition, analysis, and interpretation of new data. It is presented in five chapters:

1. Chapter 1—Research problem
2. Chapter 2—Literature review
3. Chapter 3—Research method(s)
4. Chapter 4—Findings
5. Chapter 5—Summary, conclusions, and implications

The dissertation process includes a series of milestones. The first milestone is the dissertation prospectus, which is developed through a collaborative process under the guidance of the doctoral mentor. Following approval of the prospectus, the student develops and orally defends the proposal, which includes the first three chapters, before applying to the IRB for approval to collect data. Upon successful completion of the data collection and analysis and the development of the final two chapters, students provide an oral defense of the entire dissertation. For detailed information about the dissertation process, students should refer to the Dissertation Guidebook and other documents at the Center for Research Quality. Information specific to the Counselor Education and Supervision program may be found at http://academicguides.waldenu.edu/c.php?g=233739&p=1551867.

**Academic Residencies/Pre-Practicum**

Students’ attendance at academic residencies is essential to identifying their developmental needs at different stages in the program. Students in the counseling programs have numerous options each term for Residency/Pre-Practicum locations and dates, as shown on the online Residency/Pre-Practicum calendar. For students entering the program after February of 2017, the Pre-Practicum model will be followed. Please see the chart below to determine which model you will follow.

**This information is for MS students who started their program PRIOR TO February 27, 2017.**

<table>
<thead>
<tr>
<th>Residency</th>
<th>Required or Optional</th>
<th>Timing</th>
<th>Last Residency Opportunity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Residency 1</td>
<td>Required face-to-face</td>
<td>Complete residency 1 face-to-face in your 3rd or 4th term; required to advance into term 5 (COUN 6720 and COUN 6250).</td>
<td>September 2017</td>
</tr>
<tr>
<td>(RESI 6601)</td>
<td></td>
<td></td>
<td>Location: Tucson, AZ</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Dates: Sept 18-22, 2017</td>
</tr>
</tbody>
</table>
### Residency 2 (RESI 6602)

**Required face-to-face**

**Timing**

**Focus:** Skills and multicultural competencies needed for counseling, preparation for practicum and internship, program and academic advising.

**Last Residency Opportunity**

- **Complete residency 2 face-to-face in your 6th or 7th term:** required in order to advance into term 8 (COUN 6730 and COUN 6743).

**Focus:** Advanced clinical skill building, continued mental health counseling skill development, group work, program progress, preparation for licensure exams.

**Summer 2018**

- **Location:** Phoenix, AZ
- **Dates:** June 20-24, 2018

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This information is for MS students who started their program ON OR AFTER February 27, 2017.

### Residency 2 (RESI 6602)

**Required online and integrated face-to-face experience**

**Students will be registered for Pre-Practicum 1 by the university after they have completed COUN 6316 and COUN 6722:** required in order to advance into term 5 (COUN 6720 and COUN 6250).

- The pre-practicum includes online course content integrated with a 4-day, face-to-face residential requirement.
  - 3 weeks online
  - 4 days face-to-face
  - 2 weeks online

**Focus:** Skill development as a scholar-practitioner, expand your network of peers and faculty members, develop professional skills and identity, begin to apply the core skills and techniques introduced in the Techniques course, and begin to develop the multicultural competencies needed for counseling.

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### Residency 2 (RESI 6602)

**Required online and integrated face-to-face experience**

**Students will be registered for Pre-Practicum 2 by the university after they have completed COUN 6720 and COUN 6250:** required in order to advance into term 8 (COUN 6730 and COUN 6743).

- The Pre-Practicum includes online course content integrated with a 4-day, face-to-face residential requirement.
  - 3 weeks online
  - 4 days face-to-face
  - 2 weeks online

**Focus:** Further develop core skills from Pre-Practicum 1, integrate advanced skills in your development as a scholar-practitioner, expand your network of peers and faculty members, further develop your professional skills and identity, begin to develop group...
leadership skills, integrate counseling theory, and continue to demonstrate cultural competency skills, develop your upcoming field experience plan, and continue credentialing skills activities.

### MS Programs

All students in the master’s-level counseling programs admitted prior to February 2017 are required to attend two Residencies. Students admitted after February 2017 will engage in an online and on-ground Pre-Practicum experience. The following table provides guidelines as to when students should attend the residencies and enroll in Pre-Practicum:

<table>
<thead>
<tr>
<th>MS Program</th>
<th>Residency/Pre-Practicum 1</th>
<th>Residency/Pre-Practicum 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Addiction Counseling; Clinical Mental Health Counseling; Marriage, Couple, and Family Counseling</td>
<td>After COUN 6316; before COUN 6250 and Quarter 5.</td>
<td>After COUN 6250; before Quarter 9.</td>
</tr>
<tr>
<td>School Counseling</td>
<td>After COUN 6302; before COUN 6320 and Quarter 5 (Quarter 3 in the accelerated program*).</td>
<td>After COUN 6320; before Quarter 8 (Quarter 6 in the accelerated program*).</td>
</tr>
</tbody>
</table>

*The accelerated School Counseling program allows students to take the first Residency/Pre-Practicum in their second quarter and the second Residency/Pre-Practicum in their fourth quarter.

Counseling students cannot start their practicum experience without successfully completing all Residency/Pre-Practicum requirements. Residencies may not be taken in consecutive terms: A minimum of one term must pass between Residency/Pre-Practicum 1 and Residency/Pre-Practicum 2. If students do not take Residency/Pre-Practicum in the allotted time frame, their Program of Study may be affected.

These practice experiences are designed to provide students with the following:
- Basic/advanced counseling skills preparation and practice
- Cultural competency training
- Group work
- Field training supervision
- Faculty and academic advising
- Peer and faculty interaction
- Critiques in both individual and group counseling

See the [Residency/Pre-Practicum skills assessments](#) for more information.
**PhD Program**

Each student in the PhD in Counselor Education and Supervision program is required to attend one Residency and two Pre-Practica during the course of the program. Residency/Pre-Practica are offered several times per year at various locations (see Residency/Pre-Practicum calendar), and each Residency/Pre-Practicum has a particular focus and prerequisites. Students enrolled prior to February 2017 will engage in the Residency sequence, and students enrolled after February 2017 will participate in Pre-Practicum.

- PhD in CES Residency primarily focuses on orientation to doctoral research and Walden resources. Walden recommends that students attend this Residency within their first 90 days enrolled in the program, following completion of all masters’-level prerequisite coursework.
- Residency 2/Pre-Practicum 1 is held in conjunction with the MS in Clinical Mental Health Counseling Residency/Pre-Practicum. This Residency/Pre-Practicum is an applied skill opportunity for teaching and supervising masters’-level counseling students. Prerequisites for attending this Residency/Pre-Practicum include COUN 8100, 8125, 8201, and 8203.
- Residency 3/Pre-Practicum 2 is also held in conjunction with the MS in Clinical Mental Health Counseling Residency/Pre-Practicum. This Residency/Pre-Practicum is an applied skill opportunity for teaching and supervising masters’-level students, facilitating group therapy, and presenting research. Prerequisites for attending this Residency/Pre-Practicum include COUN 8301, 8135, and an advanced research elective.

**Assessment**

**Master’s-Level Programs**

Individual student assessment occurs throughout the life of a student’s Program of Study (POS). Figure 2 below outlines the individual assessment points on which each MS-level student is assessed and at what points in the POS those assessment points occur. The center section of the diagram represents the 14 student learning outcomes (general and program specific) that are assessed within specific course-based and residency assessments across the POS of each MS program. A more detailed overview of the program and student assessment process can be found in the School of Counseling Comprehensive Assessment Plan.
Figure 2. Cycle of Evaluation for Individual Student Data (MS Programs)
## Table 1. Program Evaluation and Assessment Matrix—MS Programs

<table>
<thead>
<tr>
<th>Assessment Instrument</th>
<th>Foundations in Graduate Study</th>
<th>Techniques of Counseling</th>
<th>Multicultural Counseling</th>
<th>Residency I/Pre-Prac I</th>
<th>Group Counseling</th>
<th>Residency II/Pre-Prac II</th>
<th>Other Courses in POS</th>
<th>Practicum</th>
<th>Internship I</th>
<th>Internship II</th>
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<tbody>
<tr>
<td><strong>New Student Orientation Acknowledgment Form</strong></td>
<td>Completed by Student</td>
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<tr>
<td><strong>Student Development Assessment</strong></td>
<td>Completed by Course Faculty</td>
<td>Completed by Residency Faculty</td>
<td>Completed by Course Faculty</td>
<td>Completed by Residency Faculty</td>
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<tr>
<td><strong>Professional Practice Assessment</strong></td>
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<tr>
<td><strong>Cultural Competence Assessment</strong></td>
<td>Completed by Student</td>
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<tr>
<td><strong>Comprehensive Skills Assessment Series (Techniques + Residencies)</strong></td>
<td>Completed by Course Faculty</td>
<td>Completed by Residency Faculty</td>
<td>Completed by Residency Faculty</td>
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<td><strong>Residency II Group Skills Assessment</strong></td>
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<tr>
<td><strong>Field Experience Mid-Quarter Evaluation</strong></td>
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PhD in Counselor Education and Supervision

Individual student assessment occurs throughout the life of a student’s Program of Study (POS). Figure 3 below outlines the individual assessment points on which each doctoral student is assessed and at what points in the POS those assessment points occur. The center section of the diagram represents the nine CES student learning outcomes that are assessed within specific course-based and residency assessments across the POS of the doctoral program. A more detailed overview of the program and student assessment process can be found in the School of Counseling Comprehensive Assessment Plan.
Figure 3. Cycle of Evaluation for Individual Student Data (PhD Program)
Table 2. Program Evaluation and Assessment Matrix—PhD in Counselor Education and Supervision

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<thead>
<tr>
<th>Assessment Instrument</th>
<th>Foundations in Graduate Study</th>
<th>Teaching in Counselor Education</th>
<th>Clinical Supervision</th>
<th>Survey Research Methods</th>
<th>Residency II/Pre-Prac I</th>
<th>Residency III/Pre-Prac II</th>
<th>Other Courses in POS</th>
<th>Practicum</th>
<th>Internship I</th>
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SECTION 5. FIELD EXPERIENCE

Field experience (or professional practice, according to CACREP)—which includes the Practicum and Internship I and II—provides for the application of theory and the development of counseling skills under supervision. These experiences provide opportunities for students to counsel clients who represent the ethnic and demographic diversity of their community (CACREP, 2016). Field experience in the counseling programs at Walden consists of a practicum (one term: 100 hours) and an internship (two terms: 600 hours total). This section introduces the counseling field experiences; more detailed information is provided in the field experience manuals on the School of Counseling Office of Field Experience (SOC-OFE) website.

Note: Some states have requirements in addition to Walden’s degree program requirements for individuals to be eligible for licensure. Students are responsible for reviewing their state requirements prior to enrolling in field experience. Students are responsible for working to meet any additional state licensure requirements that exceed the minimum requirements of the degree. Please review the program-specific licensure notes later in this guide.

Note: If students anticipate the possibility of needing an accommodation to address a disability or health issue during a course or Field Experience, they should contact Walden University’s Disability Services Office at disability@mail.waldenu.edu. Whether or not students have a documented disability, staff in that office will have recommendations and strategies for how to manage potential disruptions caused by a health issue.

School of Counseling Office of Field Experience

The School of Counseling Office of Field Experience consists of faculty and staff who are available to work with students to discuss field experience program requirements and opportunities in their communities. The SOC-OFE consults regarding the site and site supervisor selection; communicates policies and procedures for field experience; approves Practicum and Internship applications; and provides support to students, site supervisors, and field experience faculty members as requested.

Mission

In alignment with the missions of Walden University, the College of Social and Behavioral Sciences, and the Central Office of Field Experience, the School of Counseling Office of Field Experience (SOC-OFE) serves all counseling programs by working with adult learners to apply their developing skills as scholar-practitioners in culturally and contextually diverse opportunities. The SOC-OFE additionally supports adult learners in the development of their identities as agents of social change and as competent and confident counseling professionals.

Vision

In alignment with the visions of Walden University, the College of Social and Behavioral Sciences, and the Central Office of Field Experience, the SOC-OFE directs diverse opportunities for adult learners to demonstrate their skills of inquiry, discovery, and professional practice. The SOC-OFE is motivated to assure peak educational quality, integrity, and customer service as well as leading the
capstone processes. The SOC-OFE envisions a global scope of practice resulting in competent and confident counseling professionals being agents of social change upon graduation.

Field Experience Manuals and Website

Detailed information regarding the counseling programs’ practicum and internship can be found in the counseling programs’ Field Experience Manuals and on the SOC-OFE website. The manuals and website are designed to be used together – students should refer to both for information about field experience. The manuals are focused on field experience policies, including requirements (hours, supervision, etc.), definition of terms. The website is focused on procedures, such as resources for finding and securing field sites and application processes. The manuals and website provide specific information on the counseling programs’ field experiences from start to finish. The Field Experience Manuals and other field experience documents can be accessed on the SOC-OFE website.

Counseling Practicum

The practicum is the first experiential training component of field experience. The practicum is completed prior to internship. Practicum is a “distinctly defined, supervised clinical experience in which the student develops basic counseling skills and integrates professional knowledge” (CACREP, 2016).

Practicum Eligibility

Students in good standing with all departments of the university are eligible to enroll in practicum once they have satisfactorily completed all prerequisites for practicum and received approval for enrollment from the SOC-OFE. Practicum prerequisites include: all core coursework (in accordance with their POS), all required Residencies/Pre-Practica, clinical work samples (as applicable), and student support plans (as applicable).

Faculty members and the field experience director reserve the right to postpone clinical instruction to evaluate and establish a student’s competency. Issues of student competency will be discussed with the program director, as appropriate. Students should refer to the Field Experience Manual for more details about the evaluation of student competency.

Practicum Hourly Requirements

The Practicum requires students to complete 100 hours of clinical field experience, including at least 40 hours of direct service related to the degree pursued (see Field Experience Manual for program-specific hourly requirements). Students must also earn a minimum of 11 hours of individual or triadic supervision from the university-approved site supervisor and a minimum of 15 hours of group supervision provided by the faculty supervisor each quarter. The remaining hours should be composed of professional service activities (e.g., orientation, on-site training, and administrative tasks).

The academic term consists of 11 weeks. Participation in the Practicum begins in Week 1 and is expected through the full duration of Week 11, regardless of the accumulation of hours or completion of other course requirements. Any hours earned after the quarter, but before the start of the Internship experience, cannot be transferred to Internship and will remain accrued in the Practicum experience.
Students can remain working at their approved sites during the 2-week break in between quarters, but their hours stop accruing at the end of the quarter.

Students are encouraged to spend 10–15 hours per week at their field experience site to ensure that they can meet the 100-hour requirement in one academic term. This schedule is a recommendation; students should negotiate with their site supervisors to determine the appropriate number of hours to be at the site each week to fulfill the hourly and professional development requirements. There are specific hourly requirements for each of the counseling programs, as described below. Additional details are available in the Field Experience Manuals and on the SOC-OFE website.

**Counseling Internship**

Internship is the second and more advanced experiential training component of field experience. Internship is defined as “a distinctly defined, post-practicum, supervised capstone clinical experience in which the student refines and enhances basic counseling or student development knowledge and skills, and integrates and authenticates professional knowledge and skills appropriate to his or her program and initial postgraduate professional placement” (CACREP, 2016 Standards).

**Internship Eligibility**

Students in good standing with all departments of the university are eligible to enroll in internship once they have satisfactorily completed all prerequisites for internship and received approval for enrollment from the SOC-OFE. Internship prerequisites include: Practicum, all core coursework (in accordance with their POS), clinical work samples (as applicable), and student support plans (as applicable).

Faculty members and the field experience director reserve the right to postpone clinical instruction to evaluate and establish a student’s competency. Issues of student competency will be discussed with the program director, as appropriate. Students should refer to the Field Experience Manual for more details about the evaluation of student competency.

**Internship Hourly Requirements**

The Internship requires students to complete 600 hours of field experience, including at least 240 hours of direct service related to the degree pursued (see Field Experience Manual for program-specific hourly requirements). Students must also earn a minimum of 11 hours of individual or triadic supervision from the university-approved site supervisor and a minimum of 15 hours of group supervision provided by the faculty supervisor each quarter. The remaining hours should be composed of professional service activities (e.g., orientation, on-site training, and administrative tasks).

Students are encouraged to spend at least 30 hours per week at their field experience site to ensure that they can meet the 600-hour requirement in two academic terms. This schedule is a recommendation; students should negotiate with their site supervisors to determine the appropriate number of hours to be at the site each week to fulfill the hourly and professional development requirements. All hours earned after the first day of Internship I will continue to accrue until successful completion of the entire Internship experience if all requirements are met. Additional details are available in the Field Experience Manuals and on the SOC-OFE website.
Field Experience Supervision

Supervision Requirements

Students are required to receive individual or triadic supervision during each field experience by the university-approved site supervisor. Supervision from the individual/triadic supervisor must occur weekly, beginning Week 1 of each term, for a minimum of 1 continuous hour per week. Doctoral students seeking hours in the clinical domain must receive regular triadic/individual supervision with the site supervisor. The individual/triadic supervisor is responsible for providing a mentoring relationship and providing an educational opportunity to assist students’ clinical work as well as orienting students into the profession.

Students will also participate in 2 hours of weekly group supervision via videoconference in the Practicum and Internship courses, beginning Week 2 of each term.

Site and Supervisor Selection

Students are required to locate their own field experience sites with appropriate supervisors/contacts. Students should begin searching for a field site at least 12 months before the expected start of the field experience. Students must identify a site and supervisor that meet the requirements for their program specialization (see the Field Experience Manual for site supervisor requirements) as well as the standards for the state (or country, if outside the United States) in which they plan to practice.

Students should use the Field Experience Student Checklists to support their preparation for securing a field site. These checklists are available on the SOC-OFE website.
SECTION 6. RESOURCES

Students at Walden are supported by a variety of resources. Some of these support services are introduced in this section. More complete information is provided in the Walden University Student Handbook. (Select the current version of the student handbook from the drop-down menu; in the left navigation bar, click “Section 8. Student Support Services.”)

Center for Student Success

The Center for Student Success provides student services that support the academic and professional growth of Walden University students. These services foster degree completion and engage students in learning communities through student-centered programs and services.

Included in the center are the Walden Library, the Academic Skills Center, the Writing Center, and the Career Services Center.

Walden University Library

The Walden University Library is a fully digital library available to students through a website that is accessible 24 hours a day, 7 days a week. The library’s staff is distributed throughout the United States, offering reference service in all U.S. time zones. The library director and senior managers are based in the academic offices in Minneapolis. Students have access to an online catalog, a metasearch across more than 100 databases, course and subject guides, and self-paced online tutorials through the library website.

Library Services

Students can request reference service via telephone or a Web form. Librarians with Master of Library Science (MLS) or Master of Library and Information Science (MLIS) degrees, located throughout the United States, answer students’ questions, help them learn how to use the library’s resources, teach them how to refine topics and searches, and aid them with many other library and information-seeking skills. As a part of the library service-level agreement, the library pledges a 24-hour response time for e-mail and Web form requests and a 1-hour response time for phone calls.

Document delivery service is available to students working on their dissertations when the Walden Library does not own the specific articles or book chapters that students need for their research. The Walden Library has agreements with various publishers and university libraries to supply these materials at no cost to students. Most articles and chapters are supplied in digital format within 7–10 business days of the request.

Information literacy is an important goal for Walden, and the library devotes one full-time librarian to managing instructional activities. Library/information skills are built into the curricula of the university’s Foundation courses. Instruction also occurs at the university’s residencies, where students meet face to face. The library staff provides sessions on advanced searching techniques and the literature review. The library also provides individual one-on-one advising sessions at residencies, where students often bring their more complex questions. Walden students can attend monthly webinars that provide tutorials on basic and advanced library skills, updates on online resources, and
program-specific research topics. These webinars are archived for any student who cannot attend the live session and are available on the library website 24 hours a day, 7 days a week.

**Library Collections**

Through its website, the library offers students access to more than 64,000 full-text journals and more than 100 research databases. The following databases are frequently used by faculty members and students in the counseling programs to access journals:

- Academic Search Complete
- SAGE Premier
- Education Research Complete
- PsycARTICLES
- SocINDEX With Full Text

The Walden Library provides access to more than 205,000 e-books through subscriptions to databases such as PsycBOOKS, ebrary, and Safari Tech Books. There are also more than 3 million full-text online dissertations available from Walden and hundreds of other universities and colleges.

Additionally, the library offers specific resources to help students develop counseling skills and a sound theoretical orientation to their work as counselors. Of specific note are the following:

- **Counseling and Psychotherapy Transcripts, Client Narratives, and Reference Works:** This is a searchable collection containing real transcripts of therapy and counseling sessions and first-person narratives illuminating the experience of mental illness and its treatment as well as reference works to contextualize the primary material.

- **Counseling and Therapy in Video:** With more than 700 hours on more than 700 videos, this is the largest and richest online collection of video available for the study of social work, psychotherapy, psychology, and psychiatric counseling.

The library communicates new services and acquisitions via e-mails and notices on the students’ myWalden pages; students are able to link to the library through their myWalden page and in the Walden Links section of their classrooms. For more information, students should visit the library website.

**Academic Skills Center**

The Academic Skills Center houses Walden’s resources for foundational skills development and tutoring support.

The Academic Skills Center offers several non-degree student success courses designed to improve Walden students’ knowledge and skills in reading, writing, statistics, communications, and critical thinking and successfully complete their academic programs. In addition, the center offers courses covering the fundamentals of graduate writing, literature reviews, APA style, and academic integrity. Faculty or academic advising staff members may recommend these courses to help students who need extra support to successfully complete their studies. Credit is granted for successful completion of each student success course but does not apply toward degree program requirements.

Free tutoring is available to students in areas including statistics, SPSS, math, accounting, and Excel.
The Academic Skills Center also provides students with access to anti-plagiarism software, a program that helps them check their work for plagiarism and proper citations.

**Writing Center**

Faculty members often refer students to the Writing Center for assistance, such as one-on-one tutorial support and editorial services for students at the dissertation phase of their program. In addition, the Writing Center works with faculty members to train them on how to communicate writing challenges to students. The center conducts monthly webinars with faculty members, provides training at national faculty meetings, and provides Web-based resources designed to help faculty members provide more timely and substantive feedback.

Using a Web-based appointment system, more than 20 full-time and part-time Walden writing tutors and dissertation editors offer students feedback on their writing and the writing process, including critical reading, critical thinking, course paper drafts, and dissertations. Feedback is included in the cost of tuition, although limits are placed on the amount of time per appointment and number of appointments per week. Feedback is provided via e-mail within 48 hours of the appointment. Staff members are also available through shared e-mail addresses and a phone tree to answer short questions about writing concerns, from both students and faculty members. Turnaround is nearly always the same day.

All students have access to immediate sentence-level feedback from Grammarly, a free online Web-based service. For more information on the services provided, students should refer to the Writing Center’s website.

**Career Services Center**

Walden’s Career Services Center helps students and alumni proactively manage their own careers and professional development. The career services staff offers individual advising via telephone and e-mail. The staff also offers in-person advising and career-related workshops at academic residencies.

Additionally, the Career Services Center website offers students and alumni access to tools and resources 24 hours a day, 7 days a week. These resources help with self-assessment and interest inventories, résumé and curriculum vitae creation, interview preparation, and job offer considerations.

Students and alumni seeking career advice may schedule an appointment via the online scheduling system. Before scheduling an appointment, students should visit the Career Services Center website and watch the webinar providing an overview of the center’s services.

**Center for Research Quality**

Walden’s Center for Research Quality offers tools and resources to help students with the various aspects of their research projects, including the following:

- Advice for students regarding completing their doctoral capstone project (e.g., dissertation)
- A tutorial regarding the Institutional Review Board (IRB) process
- Information about the University Research Review process
- A faculty expertise directory and participant pool
• A listing of fellowship and grant opportunities to fund research
• A listing of conferences where students can present their research

More information and additional resources are available at the Center for Research Quality’s website.

**Disability Services**

The Office of Disability Services strives to make the university fully accessible to all students and faculty members. The office works with students to help ensure that they have all aspects of their academic program available, by performing such activities as the following:

• Advising students about assistive technology resources
• Informing students about programs for funding assistive technology resources
• Making arrangements for students to receive instructional material in an alternative format
• Advocating with instructors for students with disabilities

The office also confirms that all academic Residency/Pre-Practicum sites are physically accessible and that students are able to get the instructional and personal support they need while at Residency/Pre-Practicum. For more information, students can visit the Disability Services website.

**Technical Support**

Technical support services are available to students 24 hours a day, 7 days a week to help them effectively use the online learning environment and address any technical issues they encounter.

Students can reach the Student Support Team for technical support by:

• Clicking on the “Support” tab through the myWalden university portal and submitting a request in writing or through live chat.
• Calling 1-800-WALDENU (1-800-925-3368)
• E-mailing support@waldenu.edu

For international calls, please visit Walden’s contact page to see a list of international phone numbers.

**Student Assistance**

Program leadership, academic coordinators, and faculty members actively support a student who is experiencing unmanageable life stress (e.g., relationship, financial, occupational, familial, etc.) or other factors that hinder their academic, skill, or disposition performance. When issues arise that are personal in nature, students are able to access Walden’s free and confidential student assistance program to address personal and professional issues that may impact the learning experience. A 24-hour call line staffed by licensed clinicians can be accessed for any student needing support. Students can contact this 24-hour resource by visiting http://www.guidanceresources.com or by calling 1-866-465-8942 or TDD: 1-800-697-0353, and using the student ID SAP4EDU.
SECTION 7. PROFESSIONAL ORGANIZATIONS, CERTIFICATION, AND LICENSURE

Professional Organizations

Students are encouraged to join and become involved in national professional associations, such as those described in this section, as well as state counseling associations and divisions closely aligned with students’ specialty areas. Information about these associations is provided to students as part of their Foundation courses as well as in ethics and legal issues courses and at Academic Residencies.

Further involvement with professional organizations may occur through professional development activities with faculty members. These activities may include professional presentations, organizational involvement, and professional mentoring. The availability of these activities is discussed through the student listserv for the counseling programs.

American Counseling Association

The American Counseling Association (ACA) was established in 1952, under the name American Personnel and Guidance Association (APGA)—the same year as Division 17 (Society of Counseling Psychology) was established within the American Psychological Association. In 1983, the APGA was renamed the American Association of Counseling and Development, and it became the ACA in 1992.

The following are among the many benefits of being a member of ACA:

- Publications: *Journal of Counseling and Development*, *Counseling Today*
- Career center
- Free liability insurance for student members
- Governmental advocacy
- Legal consultation and support
- Discounted rates on convention and insurance
- Listservs and interests network
- Networking opportunities
- Licensure information for all states and jurisdictions
- Graduate student benefits
- Essay contest ($500 grant and 1-year membership)
- Grant programs (e.g., ACA convention grant: work 12 hours at convention and pay half of the registration fee)
- Graduate student lounge at ACA convention
- ACA Ross Trust Scholarship ($1,000 plus complimentary registration fee for ACA convention)
- Student representation on ACA governing council
There are 56 branches of the ACA, with most states having active branches and additional branches in Latin America and Europe. The ACA is divided into four regions—North Atlantic, Western, Midwest, and Southern—which hold conferences. There are 20 divisions organized around specific interest and practice areas:

1. Association for Adult Development and Aging
2. Association for Assessment and Research in Counseling
3. Association for Child and Adolescent Counseling
4. Association for Creativity in Counseling
5. American College Counseling Association
6. Association for Counselor Education and Supervision
7. Association for Humanistic Counseling
8. Association for Lesbian, Gay, Bisexual, and Transgender Issues in Counseling
9. Association for Multicultural Counseling and Development
10. American Mental Health Counselors Association
11. American Rehabilitation Counseling Association
12. American School Counselor Association
13. Association for Spiritual, Ethical, and Religious Values in Counseling
14. Association for Specialists in Group Work
15. Counselors for Social Justice
16. International Association of Addictions and Offender Counselors
17. International Association of Marriage and Family Counselors
18. Military and Government Counseling Association
19. National Career Development Association
20. National Employment Counseling Association

Students can also benefit from joining their respective state counseling associations, which can be identified via the ACA website.

**American Mental Health Counselors Association**

The American Mental Health Counselors Association (AMHCA) is an organization that supports the profession of clinical mental health counseling. The benefits of membership include the following:

- Liability insurance
- Access to publications, such as the *Journal of Mental Health Counseling*
- Monthly newsletter
- Networking
- Annual conference
- Job board

**American School Counselor Association**

The American School Counselor Association (ASCA) is an organization that supports the profession of school counseling. The benefits of membership include the following:

- Liability insurance
• Publications, such as the *Professional School Counseling* journal
• Monthly magazine, *School Counselor*
• Networking
• Annual conference
• State certification and licensure information
• Job board

**Chi Sigma Iota**

In addition to professional organizations, students who meet eligibility requirements are encouraged to join the international honor society for counseling students, educators, and practicing professionals, *Chi Sigma Iota* (CSI). The Walden CSI chapter is the Omega Zeta chapter. Members include graduate students, faculty members, alumni, and professionals who have given evidence of distinguished scholarship and professional service.

Open membership enrollment occurs twice annually, during the spring and fall, and lasts 3 weeks each period. Prior to the open enrollment period, the faculty advisors obtain names of qualified students from the CACREP-accredited programs (i.e., PhD in Counselor Education and Supervision; MS in Marriage, Couple, and Family Counseling; and MS in Clinical Mental Health Counseling). The faculty advisors then send a formal letter of invitation to the qualified students informing them of the upcoming open enrollment period. Membership into the association can occur only if a student meets eligibility requirements, receives a formal invitation, and enrolls during the open enrollment period.

Eligibility requirements to become a member of the Omega Zeta chapter include the following:

- Successful completion of at least 16 quarter credits for the MS programs; 12 credits for the PhD program
- A 3.5 GPA or higher
- Successful completion of Residency/Pre-Practicum 1 for the MS programs; enrollment in the first Residency for the PhD program
- Must be in good standing as determined by program leadership at the time of application.

**Certification**

The major certifying body of counselors is the [National Board for Certified Counselors](https://www.nbcc.org) (NBCC). The NBCC is an organization that provides certification to counselors and is the source for the National Counselor Examination (NCE), which is often used for licensure exams. The NBCC was established in 1982 for the benefit of establishing and monitoring a national certification system. To become a national certified counselor (NCC), counselors must have met academic training and clinical requirements and earned a passing score on the NCE. NCCs may opt to obtain additional certifications based on their academic training and clinical experience, including the national certified school counselor (NCSC) credential, the certified clinical mental health counselor (CCMHC) credential, the masters’ in addiction counselor (MAC) credential, or the approved clinical supervisor (ACS) credential.

A direct benefit of CACREP accreditation is that students in CACREP-accredited masters’ programs in counseling are offered the opportunity to become an NCC by taking the NCE while in the last few
quarters of their program. Students in their internship may choose to review orientation materials that will take them through the application process and be scheduled to sit for either an October or April administration of the NCE at a public site near their home. This process offers the following benefits:

- National certification signifies to the public that the students have met the highest standards of professional preparation.
- Students can take the NCE while the material is still fresh, instead of waiting until they apply for licensure.
- Certification provides graduates with a first credential when they are applying for employment, while they are awaiting licensure.
- The NCE is a prerequisite for other certifications that may be desirable (e.g., CCMHC, NCSC, ACS).
- The NCE is the licensure exam required by the majority of state licensing boards.
- Students who are enrolled in their practicum and internship courses will receive information in their online classroom about how to sign up for the NCE. Please note that students must be in good standing as determined by program leadership at the time of application.

**Licensure**

In all U.S. states and jurisdictions (including Washington, D.C., and Puerto Rico), regulatory boards license counselors to practice. State boards require students to initiate and complete the licensing process themselves. It is important to note that the licensing regulations can vary widely from state to state. All states place the responsibility for meeting licensure requirements on the applicant for counseling licensure, not the licensing board or the university where the applicant’s education was completed. Specific questions about state licensure can be directed to counlicensure@mail.waldenu.edu.

**Accreditation and Licensure Notes by Program**

**MS in Addiction Counseling**

Students who are pursuing licensure as a state licensed professional counselor (LPC) or state substance abuse counseling certification should verify individual state laws to determine if this program meets eligibility requirements for licensure and/or certification in the state in which they intend to practice. Designation as a master addictions counselor (MAC) requires the successful completion of the Examination for Master Addictions Counselors (EMAC), in addition to other requirements.

Walden University’s MS in Addiction Counseling program is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP), a specialized accrediting body recognized by the Council for Higher Education Accreditation (CHEA), which is a requirement to practice addiction counseling in some states. The MS in Addiction Counseling program is designed to prepare graduates to qualify to sit for national and state addiction counseling certification exams, to sit for counseling licensure exams, and to practice as addiction counselors. Because no program can guarantee licensure or certification upon graduation, students are encouraged to consult the appropriate agency to determine specific requirements. Each state board responsible for regulating the practice of addiction counseling has its own academic, licensure, and certification requirements and issues its own credential for an individual to practice as an addiction counselor in that state. Walden enrollment advisors can provide information relating to national and state certification exams and guidance.
relating to the state-by-state requirements for counseling licensure and practice as an addiction counselor; however, it remains the individual’s responsibility to understand, evaluate, and comply with all requirements relating to certification exams and licensing requirements for the state in which he or she intends to practice. Walden makes no representations or guarantees that completion of its coursework or programs will permit an individual to obtain certification or to obtain state licensure, authorization, endorsement, or other state credential.

**MS in Clinical Mental Health Counseling**

Walden’s MS in Clinical Mental Health Counseling program is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) as a clinical mental health counseling program under the 2016 standards. CACREP is a specialized accrediting body recognized by the Council for Higher Education Accreditation (CHEA), and CACREP accreditation is a requirement for licensure in many states.

The MS in Clinical Mental Health Counseling program is designed to prepare graduates to qualify to sit for licensing exams and to meet the academic licensure requirements of many state counseling boards. Walden enrollment advisors can provide guidance on licensure issues; however, it remains the individual’s responsibility to understand and comply with all state licensure requirements. Walden makes no representation or guarantee that completion of Walden coursework or programs will permit an individual to obtain state licensure.

**MS in Marriage, Couple, and Family Counseling**

Walden’s MS in Marriage, Couple, and Family Counseling is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP), a specialized accrediting body recognized by the Council for Higher Education Accreditation (CHEA). CACREP accreditation is a requirement for licensure in many states. The M.S. in Marriage, Couple, and Family Counseling program is not accredited by the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE) and will not lead to licensure as a Licensed Marriage and Family Therapist (LMFT).

The MS in Marriage, Couple, and Family Counseling program is designed to prepare graduates to qualify to sit for licensing exams and to meet the academic licensure requirements of many state counseling boards. Walden enrollment advisors can provide guidance on licensure issues; however, it remains the individual’s responsibility to understand and comply with all state licensure requirements. Walden makes no representations or guarantee that completion of Walden coursework or programs will permit an individual to obtain state licensure or endorsement.

**MS in School Counseling**

The MS in School Counseling program is offered by Walden University, an institution accredited by the National Council for Accreditation of Teacher Education (NCATE), which is a requirement to practice as a school counselor in some states. The MS in School Counseling program is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP), a specialized accrediting body recognized by the Council for Higher Education Accreditation (CHEA) which may also be a requirement to practice as a school counselor in some states.

The MS in School Counseling program is designed to prepare graduates to qualify to apply for licensure or certification to practice as school counselors. However, each state board responsible for
regulating the practice of school counseling has its own academic, licensure, and certification requirements and issues its own credential for an individual to practice as a school counselor in that state. Walden enrollment advisors can provide general information relating to the state-by-state requirements for school counseling licensure or certification; however, it remains the individual’s responsibility to understand, evaluate, and comply with all requirements relating to licensing or certification for the state in which he or she intends to practice. Walden makes no representations or guarantee that completion of its coursework or programs will permit an individual to obtain certification or to obtain state licensure, authorization, endorsement, or other state credential.

**PhD in Counselor Education and Supervision**

Walden University’s PhD in Counselor Education and Supervision program is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP), a specialized accrediting body recognized by the Council for Higher Education Accreditation (CHEA).

The PhD in Counselor Education and Supervision is not a licensure program and does not prepare an individual to become a licensed counseling professional.

**Verifications for Licensure**

Students needing post-graduate verification of practicum and internship hours on licensure application forms should submit those requests to the SOC-OFE via email. All other licensure-related inquiries should be submitted to counlicensure@mail.waldenu.edu.