

TEACHERS COLLEGE
COLUMBIA UNIVERSITY

PSYCHOLOGICAL COUNSELING
Ed.M. PROGRAM



MASTER'S STUDENT HANDBOOK
Ed.M. PROGRAM IN MENTAL HEALTH
COUNSELING
(2018-2019)

WELCOME

Welcome to the Ed.M. program in Psychological Counseling at Teachers College! We are pleased that you have decided to pursue your graduate studies with us. This handbook will offer you information to facilitate a smooth entry into and through the Program. Please refer to this handbook for course requirements, procedures, and other questions related to the Program. Remember to always double check information that is unclear with your Advisor, the Program Coordinator or the Counseling Program office. Be sure to be alert to critical dates and check them with the Counseling Program office. Please note that while this handbook serves as your guide, changes in the College may affect the availability of certain course offerings. Also, the handbook is subject to change at the discretion of the faculty, though we will do our best to inform you of these changes in a timely manner.

Thank you,

The Counseling Psychology Program Faculty

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TEACHERS COLLEGE, COLUMBIA UNIVERSITY
Department of Counseling and Clinical Psychology
Ed.M. Program in Mental Health Counseling

September 2018-August 2019

Program Coordinator:
Riddhi Sandil, Ph.D.

TRAINING OBJECTIVES

The Ed.M. Program in Psychological Counseling (Mental Health Counseling specialization) is designed to prepare students for the position of psychological counselor in social agencies and organizations, schools, colleges, career counseling, rehabilitation, and mental health centers, hospitals, and other community and government agencies. The Program is dedicated to preparing counselors who facilitate normal and optimal development for individuals, groups, and organizations. Students are also trained in the assessment, evaluation, amelioration and treatment of socio-emotional disorders and dysfunctions. The objectives of the Program are to train counselors who:

1. focus on the personal, racial/cultural, and career development of individuals and groups;
2. focus on clients' strengths and assets, and the importance of person-environment interactions;
3. provide mental health services to client and client systems;
4. are competent in providing consultation, workshops and psycho-education to individuals, groups, and organizations;
5. are self-aware and reflective about social and cultural constructions, and issues related to identity and group membership;
6. are competent in evaluation and problem-solving research (e.g., surveys, follow-up studies);
7. practice as ethical counselors.

These objectives will help prepare students to work as counselors with those who need assistance with adjustment issues both in their personal and/ or occupational lives. Counselors help people clarify their concept of self as well as help them discover their roles in the world of work. This is done through individual counseling, group counseling, program development, family counseling, psycho-educational workshops, implementing systemic change, etc. The role of a counselor is to help individuals from a variety of cultural and socioeconomic backgrounds utilize internal and environmental resources in order to live more optimally. They are skilled in working with people with different sexual orientations, abilities, ethnic, racial, cultural, religious, and socioeconomic backgrounds.

In order to achieve these goals, counselors typically interview clients and collect background data about their family and cultural background, education, work experience, physical condition and their psychological and environmental assets and resources in order to develop an understanding of clients' needs. They supplement such information with data collected by means of psychological tests which they may administer themselves or have administered by a colleague. After collecting this data, the client and counselor work collaboratively to decide on

goals, counseling modality (e.g., group counseling or individual counseling), and other issues involved in the counseling process. In addition to establishing therapeutic relationships with their clients, counselors use a variety of interventions that help the client meet the established goals.

It is important to note that becoming a counselor can be a very challenging process. In addition to the academic rigor expected of students in this program, students are required to engage in experiential activities that are often quite provoking, cognitively and affectively. The process of becoming a counselor involves self-exploration and reflection beyond what many have done in the past. Thus, we encourage you to consider the level of self-examination that will be required of you before beginning this program. Appendix A contains a statement regarding the *Assessment of Professional Competencies* used by program faculty to evaluate the progress of students. Please read this statement carefully.

The Counseling Program Faculty believes that students share an ethical responsibility to assure that individuals preparing for careers in mental health services possess both the academic qualifications and the level of personal adjustment necessary to function effectively as mental health service providers. All students in the program are expected to maintain satisfactory ethical standards as presented in the ethical standards of the American Psychological Association and the American Counseling Association and adequate self-understanding. Student performance is monitored by the program by means of semester grades and behavioral evidence of appropriate adjustment and professional conduct. If satisfactory progress is not being made, the program will inform the student and, where appropriate, give possible steps toward remediation (and specify criteria to regain good standing in the program) or offer assistance to the student in finding a field of study for which he or she is more suited. In certain circumstances, should program faculty have serious concerns regarding student performance and/or behavior, a “hold” may be placed on a student’s registration. **Unethical behavior, including academic dishonesty, is considered grounds for immediate dismissal from graduate training.**

The Role of the Mental Health Counselor

In 2005, Teachers College received approval from New York State to offer a License-Qualifying Mental Health Counseling Program. Along with completion of the coursework outlined below and those required by the broader Ed.M. program, students can become eligible for licensure when they complete 3000 hours of post-master’s supervised experience in the practice of mental health counseling and pass a national examination. ***For more information regarding licensure as a Mental Health Counselor, please consult the New York State Education Department Office of the Professions (<http://www.op.nysed.gov/home.html>).***

Mental health counselors can work in a variety of settings (clinics, schools, hospitals, agencies, human resource units, private practice, etc.) in the delivery of mental health services to client and client systems. The Education Law Article 163 describes mental health counseling as:

- a. The evaluation, assessment, amelioration, treatment, modification, or adjustment to a disability, problem, or disorder of behavior, character, development, emotion, personality or relationships by the use of verbal or behavioral methods with individuals, couples, families or groups in private practice, group, or organized settings; and

- b. The use of assessment instruments and mental health counseling and psychotherapy to identify, evaluate and treat dysfunctions and disorders for purposes of providing appropriate mental health counseling.

Mental Health Counseling Coursework

The core areas of mental health programs approved by the Council for Accreditation of Counseling and Related Educational Programs include:

- Human growth and development
- Social and cultural foundations of counseling
- Counseling theory and practice
- Psychopathology
- Group dynamics
- Lifestyle and career development
- Assessment and appraisal of individuals, couples, families and groups
- Research and program evaluation
- Professional orientation and ethics
- Foundations of mental health counseling and consultation
- Clinical instruction
- Recognition and reporting of child abuse and maltreatment (two hours of coursework or training)

Those specializing in Mental Health must take a workshop on Child Abuse Reporting. Those specializing in School Counseling must take a workshop on "Child Abuse Reporting" AND one on "Violence Prevention." The workshops can be found online at <http://www.childabuseworkshop.com/> and <http://www.violenceworkshop.com/>. Should other sources for these workshops become available, you will be notified.

A licensed mental health counselor in New York has met or exceeded the following professional qualifications:

- Earned at least a Master's degree in mental health counseling or a closely related mental health discipline of at least 60 graduate hours and one-year (at least 600 clock hours) supervised internship or practicum in mental health counseling.
- Completed a minimum of 3,000 hours of post Master's clinical work under the supervision of a licensed mental health professional
- Passed a licensure examination.

Mental health counselors are highly skilled professionals who provide a full range of services including:

- Assessment and diagnosis
- Psychotherapy
- Treatment planning and utilization review
- Brief and solution-focused therapy

- Alcoholism and substance abuse treatment
- Psycho-educational and prevention programs
- Crisis management

SUGGESTED READINGS

The following journals, books, and websites will be helpful as you pursue a career in psychological counseling.

Professional Journals

American Psychologist

Cultural Diversity and Ethnic Minority Psychology

The Counseling Psychologist

Hispanic Journal of Behavioral Sciences

Journal of Black Psychology

Journal of College Student Development

Journal of Counseling and Development

Journal of Counseling Psychology

Journal of Cross-Cultural Psychology

Journal of Latina/o Psychology

Journal of Mental Health Counseling

Journal of Multicultural Counseling and Development

Journal of Vocational Behavior

Professional Psychology: Research and Practice

Professional School Counselor

Psychology of Women's Quarterly

Students should consider joining professional organizations to be informed and knowledgeable of important professional developments (e.g., ACA, The NY chapter of Mental health counselor association, APA, etc.)

Helpful Websites

Teachers College, Columbia University - <http://www.tc.columbia.edu>

Teachers College Career Services Office-
www.tc.columbia.edu/careerservices/index.asp

New York State Mental Health Counselor Association- www.nymhca.org

The American Mental Health Counselors Association –<http://www.amhca.org>

The American Psychological Association- <http://www.apa.org>

The American School Counselor Association- <http://www.schoolcounselor.org>

The American Counseling Association- <http://www.counseling.org>

Ethical Principles of Psychologists and Code of Conduct (APA) -
<http://www.apa.org/ethics/>

Society of Counseling Psychology - <http://www.div17.org/>

Society for the Psychology of Women - http://www.apadivisions.org/division-35/index.aspx?_ga=2.41010215.462339256.1534181600-884821463.1503072960

Society for the Psychological Study of Lesbian, Gay and Bisexual Issues -
<http://www.apadivision44.org/>

Society for the Psychological Study of Ethnic Minority Issues <http://division45.org/>

Society for the Psychological Study of Men and Masculinity -
<http://www.apa.org/about/division/div51.aspx>

The National Latina/o Psychological Association - <http://www.nlpa.ws/>

Association of Black Psychologists - <http://www.abpsi.org/>

Asian American Psychological Association - <http://www.aapaonline.org/>

Society of Indian Psychologists- <https://www.aiansip.org/>

THE FACULTY

Program in Psychological Counseling
Teachers College, Columbia University

Teachers College faculty with primary responsibility for the Program in Psychological Counseling include the following, whose major interests are indicated:

Defne Akol (Field Placement Coordinator): Substance use disorders and addictive behavior; eating disorders and body image concerns; chronic health problems and coping; parenting.

Kimberly Baranowski: Multicultural psychology and social justice, the mental health correlates of discrimination, the impact of immigration and border issues on psychological functioning, and empirically-supported treatments.

Melanie Brewster (Ph.D. Program Director of Training): Mental health correlates of heterosexism, sexism, racism and other forms of discrimination; intersections of personal identities (e.g., gender, race, religion, sexual orientation); social justice in the workplace; instrument development and psychometric evaluation

Elizabeth Fraga (Bilingual Latina/o Mental Health Concentration Advisor): Latino Mental Health, bilingual therapy, women mental health, multicultural counseling, cross-cultural competencies, health psychology, supervision and training.

George V. Gushue: The influence of racial/cultural attitudes, beliefs and values on social cognition (e.g., perception, judgment, memory, and attribution) in the areas of client evaluation and counseling practice; career development, and health; group and family counseling; psychosocial dimensions of HIV/AIDS.

Cindy Huang: Cultural factors associated with child development and psychopathology for ethnic minority and immigrant youth; prevention of psychopathology; culturally-informed child and family interventions; and family, school, and community-based prevention interventions.

Marie L. Miville: Multicultural counseling; universal-diverse orientation; Latina/o psychology; LGBT issues; women's issues; intersections of identities; supervision and training.

Gregory Payton: Risk and resiliency within LGBT populations; relationships between biopsychosocial characteristics and behavioral health outcomes; evidence-based treatment methods and mental health outcomes and identity development and resiliency within marginalized populations.

Riddhi Sandil (Ed.M. Program Coordinator): Counseling needs of international students; counseling expectations of South Asian populations; experience of Asian international GLB populations in the US; minority stress and identity intersections; feminist psychology.

Laura Smith: School counseling; social class issues; community psychology; group counseling.

Derald Wing Sue: Multicultural counseling and therapy; cultural competency, multicultural consultation and organizational development; psychopathology; microaggressions in everyday life; racism and antiracism; law and ethics.

Brandon Velez: Links of discrimination and identity-related attitudes with mental health and career outcomes among sexual, gender, and racial/ethnic minority individuals, as well as populations with multiple minority identities.

THE ED.M. PROGRAM REQUIREMENTS

The Ed.M. is granted after a successful completion of 60 graduate points of planned, sequential study beyond the Bachelor's degree, of which at least 45 must be taken at Teachers College. In addition, candidates for the degree must complete and pass the Special Project and the Comprehensive Exam. A sample Ed.M. Planner is located in Appendix B of this manual.

It is important to note that the minimum grade in all classes is a "B" to remain in good standing in the program. A grade of B- or lower does not designate "failing" but alerts the faculty that a student should be discussed and monitored more carefully in the following semester. In some cases, a student may be placed on academic probation. *It is very important all students familiarize themselves with Appendix A - Standards, Policies, and Procedures in the Psychological Counseling Ed.M. Program and the Professional Counseling Performance Evaluation (PCPE). This document clearly outlines how student progress will be monitored and evaluated. Please also note that TC Policy does not allow more than 3 points of C- to count toward graduation.*

Because of license-eligibility and academic requirements of our Ed.M. mental health counseling specialization, it is important to note that our schedules are developed and oriented toward full-time students. Generally, our full-time students are able to complete the program in two academic years if they also take additional course work over the summer sessions. While some of our courses are scheduled in the late afternoon or evening, part-time students must be prepared to make accommodations in order to take day courses and/or to be realistic in accepting an extended time period to graduate.

The Ed.M. can lead to the Ph.D. but with some loss of time and credits because of differences in emphasis between the two degree programs. Ed.M. students who apply and are subsequently admitted to the doctoral Program in Counseling Psychology at Teachers College can ordinarily expect to receive credit for up to 30 points toward the 90 points required for the doctorate.

In 2005, New York State approved Teachers College as a registered training program for mental health counselors. The specific coursework that fulfills the Licensed Mental Health Counseling specialization is listed in the appropriate section of the handbook. Students should consult with their advisors regarding the specific requirements consistent with the NYS licensing law.

Admissions Procedures

Applications are considered once a year, with students typically beginning their studies in the Fall. Candidates should apply to the Office of Admission, Box 302, Teachers College, Columbia University, New York, NY 10027-6696 to permit evaluation of all undergraduate and graduate transcripts, personal statement, resume and two letters of reference. Application due dates are as follows: January 15 (early deadline for Fall enrollment), April 15 (final deadline for Fall enrollment). Students who have not submitted their credentials in time for them to be reviewed by the department may register as a non-degree student pending submission and review of their credentials to the Office of Admission. A maximum of 16 points taken as a non-degree student may be credited, with your advisor's approval, toward a degree. No more than 8 of these credits, however, may be applied toward the requirements in your major field. Contact the Office of Admission for further details at (212) 678-3710.

While an undergraduate major in psychology or a related behavioral and social science is an advantage, it is not required. Preference is given to candidates whose transcripts, references and previous work experience suggest that they have the potential for academic excellence and sound professional practice. Applications are welcomed from older, mature adults with significant work experience and from persons with diverse cultural and ethnic backgrounds.

For financial aid, applicants must also apply to the Office of Financial Aid, Box 309, Teachers College by February 1. Applicants will not be considered for financial aid until the application procedures of both the Office of Admission and the Office of Financial Aid have been completed. For more specific information about financial aid opportunities visit the Teachers College Financial Aid website (<http://www.tc.columbia.edu/financialaid/>). Inquiries and requests for further information about the Ed.M. Program in Psychological Counseling should be addressed to the Counseling Psychology Program, Box 102, Teachers College, Columbia University, New York, NY 10027-6696, 212-678-3397.

Advisement

Recognizing that both faculty and students have much to gain from more sustained contacts than are possible at registration time or even during office hours, students are assigned an Advisor at the beginning of their first semester in the program. It is essential that students contact their Advisors as soon as possible for accurate information regarding program requirements and planning their program of study as well as discussion of professional development goals. Please note that due to faculty workload concerns, it is generally not possible to change Advisors. If you would like to change Advisors, please consult with the Program Coordinator. Check with the Program Office regarding faculty Advisor availability during the summer sessions.

Registration

Before registering for classes, review the Schedule of Classes available online and check with the program office to make sure the schedule is accurate and current. Consult with your Advisor and Program materials if you have questions about which classes to take. Make sure you obtain special permission from the instructor of any course listed in the Schedule of Classes that requires instructor approval. Approval for all special permission courses must be entered into the computer system by the program before you can register via Touch-tone or web services. Information regarding registration may be obtained at the Office of the Registrar, by phone (212-678-3200), or online at <http://www.tc.columbia.edu/registrar/>.

Student Progress in the Ed.M. Program

Students are reviewed every semester regarding their progress in the program by the program faculty. Individually and collectively, faculty members are responsible for evaluating student progress in the program and for providing students' with feedback. Opportunities for feedback exist through course grades and evaluations, practicum and fieldwork evaluations, Advisor feedback, etc. If satisfactory progress is not being made, the program faculty will inform the student and, where appropriate, provide possible steps toward remediation, specifying criteria to regain good standing in the program, or offer assistance to the student in finding a field of study for which he or she is more suited. In certain circumstances, if program faculty have serious

concerns regarding the student's performance and/or behavior, a "hold" may be placed on a student's registration. Unethical behavior, including academic dishonesty, is considered grounds for immediate dismissal from graduate training.

In the event that students experience dissatisfaction of an academic nature, they should first consult with their instructor (if course related), Advisor, then the Program Coordinator and, if required, the Department Chair. The Office of the Ombudsperson is also available to facilitate resolution. Consultation with the Ombudsperson is confidential, and his/her hours are posted at the Information Desk. Also, a *Guide to Student Rights and Responsibilities*, which is available to all members of the Teachers College Community, provides details concerning due process procedures for handling grievances.

Transfer Credits

Students may transfer a maximum of 15 credits from another graduate program (including Teachers College) toward the 60 points required for the Ed.M. degree. Possibly relevant graduate work completed at other institutions and in other departments and programs at Teachers College are indicated by the Admission Office. *Approval of transfer credits must be conducted no later than by the end of your first semester; transfer credits will not be accepted thereafter.* Please note that few students (typically those from a closely and directly related specialty or discipline) are given full credit for courses taken in other programs or institutions. Required experiential classes for the Ed.M. degree cannot be substituted by those taken at another institution.

Protocol for Transferring Credits:

1. Students should go to the Office of Admission to request a Transfer Credit Evaluation Form or download it online.
2. Once students have completed the form, they should submit it along with a copy of course syllabi (of the courses intended for transfer) and an official transcript (from previous graduate program) to the Office of Admission.
3. After evaluation of the materials, the Office of Admission will send pertinent information to program coordinator.
4. The program coordinator, in consultation with other faculty if necessary, will approve acceptable credits and return the signed Transfer Credit Evaluation Form to the student.
5. The Student will return the completed Transfer Credit Evaluation Form to the Office of Admission.
6. The program coordinator will then generate a written memo and a copy of the same will be provided to the student. A copy of this memo will be placed in the student file in the program office.
7. The Office of Admission will notify the student once the transfer credits have been officially approved by Teachers College.

Ordinarily, only those courses will be credited which a) have been completed in the past five years; b) are equivalent in subject matter, scope, depth and level to courses normally taken by students in this Program; and c) contribute directly, significantly and substantively to sound professional preparation as a counselor.

Please note: Transfer credits cannot be used toward the M.A. *en passant*.

THE CURRICULUM

Courses Required of All Ed.M. Students

Courses listed in this section represent required coursework that must be successfully completed in order to obtain the Ed.M. in Psychological Counseling. In addition to the courses listed below, you will be expected to select electives from the various areas of psychology and other appropriate disciplines which will provide breadth and depth to your preparation as a counselor. Numbers in parentheses below refer to number of points required by the program for each course. *Please note aspects of the curricula are sequential, and several core courses have prerequisites or co-requisites that must be satisfactorily completed prior to or while taking the course (marked by a “*”).*

Program Core Courses

- CCPJ 4064 Theories of Counseling (3)
- CCPJ 4560 Professional and Ethical Issues in Psychological Counseling (3)
(Note: It is recommended that you enroll in this course concurrently with Foundations of Counseling)
- CCPJ 5371* Foundations of Counseling (3) *(Note: this is a practice/experiential course with limited enrollment. Prerequisite/co-requisite: CCPJ 4064)*
- CCPJ 5062 Career Counseling and Development (3)
- CCPJ 5025* Group Counseling (3) *(Note: This is an experiential course with limited enrollment. Prerequisite: CCPJ 4064 and CCPJ 5371)*
- CCPJ 4165 Consultation in Community Agencies and Resources (3)
- CCPJ 5060* Assessment in Counseling (3) *(Prerequisite is CCPJ 4064 and CCPJ 5371)*
- CCPJ 4873 Winter Roundtable on Cross-Cultural Psychology & Education (0 or 1)
- CCPJ 5164 Multicultural Perspectives in Counseling and Psychology (3)

One of the following:

- CCPJ 5020 Racism and Racial Identity in Psychology and Education (3)
- CCPJ 5165* Racial/Cultural Counseling Laboratory (4) *(Note: Students must apply for admission to this course; enrollment is limited. Prerequisites: CCPJ 5020 or CCPJ 5164; CCPJ 4064, CCPJ 5371, CCPJ5025. Fieldwork and/or advanced practicum are recommended.)*
- CCPJ 4050 Microaggressions in Institutional Climates
- CCPJ 4180 LGBT (Q) Issues in Psychology
- IND 5020 Participatory Methods: Theory and Practice
- CCPJ 4030 Reconstructing Gender: Exploring Transgender Experiences (3)
- CCPJ 4070 Counseling Linguistically Diverse Populations: Latina/o Psychology

The Clinical Psychology requirement may be met by one of the following three courses:

- CCPX 5032 Adult Psychopathology (3)

OR

- CCPJ 4000 Multicultural Psychopathology (3)

The Research requirements may be met by taking one of the following courses:

- HUDM 5059 Psychological measurement (3)

OR

- HUDM 4050 Introduction to measurement (3)

OR

- CCPJ 4066 Foundations of Testing and Accountability (3)

Students also are required to take:

- CCPJ 5070 Evaluation and Research Methods in Counseling Psychology (3)

Students must take one of the following courses (Note: one of these courses is typically offered once a semester):

- HUDK 4024 Developmental Psychology: Adulthood and the Life Span (3)

OR

- HUDK 5029 Personality Development & Socialization Across the Life Span (3)

In addition to the courses listed above students are required to take 12-15 points of Electives courses. Elective courses should have a mental health or psychology focus as their course content and must be approved by your Advisor. Please be aware that judicious use of elective courses can help to prepare you for employment in more than one work setting.

Practicum and Fieldwork Courses

1. Fieldwork (6 points) - Fieldwork is a year-long experience whereby you work in an outside agency/ school/ college/ or hospital setting for 2-3 days per week. Students work at their fieldwork site for approximately 20 hours per week. Students complete a minimum of 300 hours at their site per semester, and 600 hours over the year. Students beginning their coursework in the Fall semester generally take fieldwork during the second year of the program. You must complete a Fieldwork application and look for Fieldwork placements the semester before you are to begin fieldwork. Please see the Field Placement Coordinator as well as Appendix C in this handbook for more information. Students must take one of the following three courses for two academic semesters and in addition to field placement students must also attend a seminar class which is part of supervision and course work.

Mental Health Counseling Specialization:

- CCPJ 5260* Fieldwork in Fieldwork in Mental Health (3)

Prerequisites for Fieldwork:

- CCPJ 4064 Theories of Counseling
- CCPJ 4560 Professional & Ethical Issues in Psychological Counseling
- CCPJ 5062 Career Counseling & Development
- CCPJ 5371 Foundations of Counseling
- CCPJ 5025 Group Counseling
- Child Abuse Reporting / Violence Prevention workshop (See pg. 18/20)

2. Practicum (1 point)- All students will complete the practicum at their field placement site, during the first six weeks of their fieldwork placement (1 point course, 100 hours of experience). The practicum essentially serves as course that allows the student to familiarize themselves with all expectation of their fieldwork along with getting didactic information on pertinent professional and clinical topics. Students will spend their practicum shadowing clinical supervisors, building a caseload, getting acclimated, and attending a weekly practicum course. In addition to practicum placement students must also attend a seminar class which is part of supervision and course work. Students must register, concurrently, for the following course in order to be enrolled in Practicum:

CCPJ 5360 Practicum in Career and Personal Counseling (1)

Prerequisites for Practicum:

- CCPJ 4064 Theories of Counseling
- CCPJ 4560 Professional & Ethical Issues in Psychological Counseling
- CCPJ 5062 Career Counseling & Development
- CCPJ 5371 Foundations of Counseling
- CCPJ 5025 Group Counseling
- Child Abuse Reporting / Violence Prevention workshop (See pg. 18/20)

3. Advanced Practicum (4 Points, elective course): If students would like to have additional clinical experience, they are welcome to enroll in Advanced Practicum as an elective course. During advanced practicum students see clients at Teachers College's Dean Hope Center in Thorndike Hall and receive weekly group supervision. Full-time students beginning their coursework in the Fall semester generally take practicum during the Fall or Spring semester of the second year of the program. Practicum applications must be completed during the academic year **prior** to beginning the Program. For Summer Practicum applications are due by April 15, For Fall and Spring Practicum applications are due by May 15. Please see the Field Placement Coordinator and Appendix D of this Handbook for more information. Students must register, concurrently, for the following course in order to be enrolled in Advanced Practicum:

CCPJ 5370 Advanced Practicum in Career and Personal Counseling (4)

Prerequisites for Advanced Practicum:

30 points of coursework including:

- CCPJ 4064 Theories of Counseling

- CCPJ 4560 Professional & Ethical Issues in Psychological Counseling
- CCPJ 5062 Career Counseling and Development
- CCPJ 5371 Foundations of Counseling
- Child Abuse Reporting / Violence Prevention workshop (See pg. 18/20)

Comprehensive Exam and Special Project

Purpose

The Ed.M. in Psychological Counseling is a license-eligible degree that provides training for students who intend to work with clients throughout their career. The courses selected by the faculty as the sequence for this degree focus on major areas of counseling, such as theory, contextual factors, research process, and various forms of practice. Although students are not able to practice independently immediately after graduation, they will eventually be able to work in the field without supervision. As such, the program requires criteria by which to assess whether students 1) have adequately learned course material, 2) can integrate knowledge and skills, and 3) can apply learned information to real-life situations. The program uses two tasks, the Comprehensive Exam and the Special Project, to assess readiness for licensed work.

Eligibility

Students typically sit for the Comprehensive Exam in the semester in which they have already completed 32 credits and will complete 45 credits at the conclusion of the term. The Special Project is completed in the last semester of study. The comprehensive exam and special project will be each administered two times per year (Fall and Spring semesters). Students must pass the Comprehensive Exam in order to be eligible for the MA *en passant* to the Ed.M. **Students must pass both the Comprehensive Exam and the Special Project in order to receive the Ed.M.**

Comprehensive Exam:

The program's Comprehensive Exam is administered in the form of the Counselor Preparation Comprehensive Examination (CPCE), a national, standardized exam that was developed by the National Board of Certified Counselors (NBCC).

The purpose of the CPCE is to assess counseling students' knowledge of counseling information within domains that are viewed as important by counselor preparation programs. The CPCE consists of 160 items with 20 items per each content domain area (specified below). Students have four hours to complete the exam. Scores for each section and a total score are reported to home institutions for each student. Subsequently, statistics on the program's students as well as national data scores will be provided as well.

The eight domains on which the examination questions are based are:

Human Growth and Development: the nature and needs of individuals at all developmental levels.

Social and Cultural Foundations: issues and trends in a multicultural and diverse society.

Helping Relationships: counseling and consultation processes and theories.

Group Work: group development, dynamics, counseling theories, group counseling methods and skill, and other group work approaches.²⁰

Career and Lifestyle Development: career development and related life factors.

Appraisal: individual and group approaches to assessment and evaluation.

Research and Program Evaluation: types of research methods, basic statistics, and ethical and legal considerations in research.

Professional Orientation and Ethics: all aspects of professional functioning including history, roles, organizational structures, ethics, standards, and credentialing.

The comprehensive exam is administered at an ETS testing center, and students are welcome to take the exam during the semester in which they will complete 45 points. Students will be required to submit an application to take the comprehensive exam and these must be submitted to the program office by the semester deadline. Students who have not applied for the comprehensive examination will not be allowed to take the examination. Each student is responsible for paying administration fee for the comprehensive examination. This fee is non-refundable.

The minimum passing score for the exam varies each year and falls at one standard deviation below the national mean. Students will have two attempts to successfully complete the comprehensive exam. In the event that a student is unable to complete the exam in their first attempt, they will be provided with a remediation plan. This may include one or all of the following:

1. Retake specific content domains of the exam
2. Retake the entire exam
3. Complete additional coursework
4. Complete additional assignments as deemed appropriate by program faculty.

A failure to successfully complete the comprehensive exam in two attempts may result in further remediation or dismissal from the program.

Students can visit the CPCE program website for further information about the exam (<http://www.cce-global.org/Org/CPCE>).

Special Project:

The Special Project requires students to write in depth about one of their individual cases from Fieldwork or Practicum. This case study is evaluated across seven areas. These areas are:

Identifying Information

Presenting Problem

Family History

Social Background/Relationship History

Theoretical Conceptualization

Course of Treatment

Personal Experiences/Reactions

Students receive one of three initial grades on the Special Project: *Pass*, *Fail*, or *Re-do*.

A *Pass* indicates that the student has given acceptable answers within all seven content areas. The student has demonstrated adequate knowledge of content areas and has written in a clear, concise, and professional manner. Students receive a *Re-do* when they have given adequate responses to at least four of the seven content areas questions on the Special Project but have provided inadequate content on no more than three of the remaining areas. Students will receive a *Fail* when they have provided inadequate responses on at least four of the seven content areas.

If a student receives a *Re-do* on her or his Special Project, the student will be able to meet individually with the faculty grader to discuss problematic responses. The student will then have *one week* from the time of notification to rewrite the failed responses and return them to the program office. Students are only allowed one opportunity to re-do answers. The faculty grader will then re-read the problematic responses and assign a final grade on the exam. If the problematic responses are not re-graded as adequate, the student will receive a *Fail* on the exam.

If a student receives a *Fail* on his or her first attempt at Special Project, the exam will be given to a second faculty grader to confirm the evaluation. If the failing grade is confirmed by the second faculty grader, the student will be required to retake the exam in the following semester. If the student receives a *Fail* on both administrations of the exam (either Comp or Special Project), the student may face several consequences, including course remediation as determined by the faculty or dismissal from the program.

Dates for Special Project administration will be announced each semester via the Counseling Bulletin Board located near the Program Office as well as by email to all enrolled students. It is important that students follow all directions for the completion and submission of the Special Project. Please note that no extensions will be granted regarding posted due dates and times. Students who take the special project but do not complete it will receive a failing grade for the exam.

The Special Project should be completed in the same semester that you apply for the Ed.M. degree. Students may complete the Project either in the Fall or Spring semesters. If you expect to complete the Ed.M. degree in the Summer, then you may complete this project in the previous Spring semester.

Please Note: Because the Comprehensive Exam and Special Project are required for the awarding of the Ed.M., successful completion of both is required for graduation. A student may pass one exam and not pass the other, thereby delaying graduation. If the student receives a *Fail* on both administrations of the exam (either Comprehensive or Special Project), the student may face several consequences, including course remediation as determined by the faculty or dismissal from the program.

EARNING A CONCENTRATION IN BILINGUAL LATINA/O MENTAL HEALTH ED

In 2015, New York State approved a new concentration in Bilingual Latina/o Mental Health (BLMH) counseling housed in the Ed.M. Program in Psychological Counseling at Teachers College. It is the only program in New York State and the entire Tri-State area to offer culturally appropriate training in delivering mental health services in Spanish to Latinas/os. The BLMH concentration will train bilingual students with intermediary Spanish fluency to be bicultural/bilingual counselors with the necessary competencies needed to understand and provide culturally responsive care to Spanish-dominant and bilingual multi-racial Latina/o clients. All courses within the BLMH concentration will be taught by bilingual faculty and/or supervised at fieldwork sites by bilingual licensed supervisors. Upon completion of the requirements, students will receive an indication of Bilingual Latina/o Mental Health Concentration on their transcript.

Mission and Goals

The concentration in BLMH aspires to train students to become bilingual and bicultural mental health providers proficient to treat the Latina/o population by:

1. Gaining understanding of the demographic and cultural make-up of Latina/o population
2. Increasing knowledge of psychosocial factors that impact the Latina/o population
3. Learning to effectively assess the varied psychological needs and expressions of distress of the Latina/o client
4. Gaining the counseling skills needed to provide mental health services in Spanish
5. Acquiring the knowledge of Spanish therapeutic concepts, interventions, and terminology; and
6. Learning to apply intervention models (strategies, and techniques) to treatment of Latinas/os.

Eligibility

Students within the BLMH concentration are advised by Dr. Elizabeth Fraga. In order to be eligible, the student must pass the Spanish language competency requirement, complete CCPJ 5371 Counseling Skills course with a grade of B or better, complete the BLMH concentration required courses, and participate in fieldwork in a Spanish bilingual setting.

Sample Student Schedule of Required Courses

Fall of first year:

CCPJ 4070 Counseling Linguistically Diverse Populations: Latina/o Psychology (3)

Spring of first year:

CCPJ 5370 Practicum in career and personal counseling: Spanish (4)

Fall of second year:

CCPJ 5360 Practicum in Career and Personal Counseling (1)

CCPJ 5260 Fieldwork in psychological counseling and rehabilitation (3)

Spring of second year:

CCPJ 5260 Fieldwork in psychological counseling and rehabilitation (3)

EARNING THE M.A. EN ROUTE TO THE ED.M.

Although students are not accepted into the Program as candidates for a terminal M.A., Ed.M. students may apply for the M.A. degree *en passant*. Students may apply for the M.A. degree in the semester in which she or he will complete 45 out of the 60 points required for the Ed.M. at Teachers College. A student files an M.A. degree application by completing an online degree audit (available through MyTC), getting their advisor's signature on the audit, and then submitting the audit to the Registrar's office by the application filing deadline (For more information visit: <https://www.tc.columbia.edu/registrar/pages/degree-information/how-to-file-for-a-masters-degree/>).

Please note that your M.A. degree application will only contain 32 (or 33) points of course work even though you must have completed at least 45 points. They should include major and non-major courses (see sample list below), and additional, Advisor-approved courses with a minimum of 12 points in CCPJ. A comprehensive exam must be successfully completed, and should be taken in the semester in which you apply for the M.A.

With the exception of courses in which the only grades awarded are "P" and "F" grades in the aforementioned courses must be letter grades. Transfer credits cannot be used toward the M.A. *en passant*. A degree audit must be filed with the Registrar's office on or before the stated deadline.

CALENDAR

Master's Program in Psychological Counseling Department of Counseling and Clinical Psychology

The following list will give you a general idea about when you need to complete certain requirements, register for certain classes, etc. Please be advised that you should **always contact the Program office** to confirm and/ or inquire about these dates.

CCPJ 5371 Foundations of Counseling

This is a semester experiential course with limited enrollment. You must take CCPJ 4064 Theories of Counseling either prior to or concurrently with this course. You also need to take the Foundations course prior to taking Group Counseling. You must complete CCPJ 5371 before you are eligible for Practicum, Fieldwork, and Racial-Cultural Counseling Lab. It is offered once a year.

CCPJ 5371 Counseling Skills II

This is a semester-long experiential course that allows students to further enhance their counseling skills. While it is generally optional, it may be recommended or required of students who would profit from continued training. Counseling Skills II follows Foundations and involves further development of counseling skills and practice. The course has limited enrollment, and enrollment must be approved by the instructor. You must have taken Foundations course prior to taking Counseling Skills II. It will usually be offered in the Spring and Summer semesters.

CCPJ 5025 Group Counseling

Group counseling is a one semester experiential and didactic course. Prior to taking Group Counseling, you must take Theories of Counseling and Foundations of Counseling. Please note that the course Group Dynamics may not be substituted for this course.

Dean Hope Center

This is our in-house counselor training clinic and the practicum agency for student trainees in several programs at Teachers College. The Center publishes a manual, which governs the functioning of the clinic. The Director of the center is Dr. Dinelia Rosa.

Advanced Practicum

Students are welcome to take one semester of Advanced Practicum at the Dean Hope Center. This course is an advanced clinical experience in which you meet with clients and receive group supervision. Practicum is offered during the Summer, Fall and Spring semesters. Please note that summer practicum has very limited enrollment and takes place over Summer A and B semesters. In order to register for Practicum, you must sign up with the Placement Coordinator, Dr. Defne Akol (akol@tc.edu), during the Spring semester of the year prior to taking Practicum.

Applications for Practicum, which must be signed by your Advisor, are available for pick-up **April 1st** and are due back to Dr. Akol by **May 1st**.

Advanced Practicum (Spanish) for Bilingual Latina/o Mental Health Concentration

Students within the Bilingual Latina/o Mental Health Program will sign up for advanced practicum in Spring of the first year of coursework. This is an advanced clinical experience in which you will: learn to conduct therapy in Spanish; participate in Community Outreach in Spanish; and provide counseling workshops in Spanish. In order to participate in this advanced practicum course, you must inform Dr. Elizabeth Fraga and be accepted into and in good standing within the Bilingual Latina/o Mental Health Concentration.

Practicum and Fieldwork

You are required to complete 100 hours of practicum and 600 hours of Fieldwork. These experiences typically begin in the Fall semester of your second year, with some sites requiring a summer start. You are ultimately responsible to find and secure a Fieldwork site, through a process similar to searching for a job. The department's Field Placement Coordinator, Dr. Akol, is available to guide students through the search process and share ideas for potential sites. Dr. Akol is also responsible for approving fieldwork sites in order to ensure that they satisfy program requirements and provide a solid training experience.

You are required to attend the "Orientation to Fieldwork" meeting held each November, and start discussing fieldwork ideas with your advisor and Dr. Akol after reviewing information presented at the orientation meeting. You also need to complete an application, provided to you at the orientation meeting, which is due before the following dates: April 15 for Summer start, June 15 the Fall start and October 31 for Spring start.

Racial/Cultural Counseling Lab

Racial/Cultural Counseling Lab may be taken during a student's second year of course work. You need to complete an application for this course during the semester before the class is offered. You will be informed as to whether you are admitted into the class on the first day of in-person registration.

Comprehensive Exam

The Comprehensive Exam is taken during the semester in which you complete 45 credits in partial fulfillment of requirements to receive an M.A. *en passant* (see previous section on this topic). Students must register to take the exam with the Program Office.

Special Project

The Special Project is completed in the same semester that you apply for the Ed.M. degree. Students may complete the Project either in the Fall or Spring semesters. If you expect to complete the degree in the Summer, then you may complete this project in the previous Spring semester. The project should draw from an experience in fieldwork or practicum, and should incorporate relevant theory and casework. APA style must be used throughout the paper.

Students must register for the Special Project with the Program Office; instructions for the Special Project may be picked up at the Program Office. Students have one week to turn in the Project from the pick-up date.

Announcements regarding when Comprehensive Exams and Special Projects will be offered each semester will be posted on the Counseling Bulletin Board located near the Program Office as well as via direct emailing to enrolled students. Please follow all directions provided for completing the Exam and Special Project, including turning them in; please note that no extensions will be granted regarding posted due dates and times.

Helpful Teachers College and Program Policies and Procedures

In order to ensure a successful completion of the program, it is important that students familiarize themselves with important Teachers College and Counseling Psychology Program policies and procedures. This section will highlight some useful procedures that will aid students as they complete their graduate coursework. Do note that this section might not include all College policies and it is important that students read Teachers College Student Handbook in its entirety to ensure that they in compliance with all expected conduct and ethical issues.

1. Program Handbook: This handbook serves as your guide to program policies. Please ensure that you familiar with the contents of this *Handbook*. Additionally, it is also important for you to read through be the *Manual* of the Dean Hope Center (if you plan to take advanced practicum), TC Catalog, and the TC Student Handbook. You are also obligated to be knowledgeable about the APA and ACA Code of Ethics.
2. Record Keeping: You will be completing and receiving various forms of paperwork and documentation throughout your graduate student career. Keep electronic and/or copies of everything for yourself. It is particularly important for you to keep copies of all your evaluations (experiential courses, practicum, fieldwork and advanced practicum) and course syllabi as you might these for licensure purposes. The program also recommends that you invest in clinical hours tracking software (for example time to track) to ensure that you are keeping accurate logs of your clinical hours. Paperwork, while often onerous, is necessary -- it is part and parcel of any professional or clinical experience. It is your responsibility to keep track of the courses you have completed and the academic requirements you still need to fulfill (please refer to your degree audit for more information), and to keep track of your clinical hours.
3. Communication: Teachers College students have the responsibility for activating the Columbia University Network ID (UNI) and a free TC Gmail account. As official communications from the College – e.g., information on graduation, announcements of closing due to severe storm, flu epidemic, transportation disruption, etc. -- will be sent to the student's TC Gmail account, students are responsible for either reading email there, or, for utilizing the mail forwarding option to forward mail from their account to an email address which they will monitor.
4. Language: You are responsible for using accurate, inclusive and nondiscriminatory language in your oral and written communications.
5. Classroom Behavior: As a university student you are expected to speak and behave in a manner that is respectful to the instructors, guest speakers, and other students. You are encouraged to critique what is presented in the readings or in class by professors or your peers. However, all critiques should be delivered in a respectful manner. In addition, distracting and potentially disruptive behaviors (such as talking to your neighbor, coming to class late, leaving early, texting, or any behavior that distracts others from learning) are out of place in a university classroom, and will negatively affect your class performance.

6. Religious Holidays: It is the policy of Teachers College to respect its members' observance of their major religious holidays. Students should notify instructors at the beginning of the semester about their wishes to observe holidays on days when class sessions are scheduled. Where academic scheduling conflicts prove unavoidable, no student will be penalized for absence due to religious reasons, and alternative means will be sought for satisfying the academic requirements involved. If a suitable arrangement cannot be worked out between the student and the instructor, students and instructors should consult the appropriate department chair or director. If an additional appeal is needed, it may be taken to the Provost.
7. Writing: Papers should be turned in on time; they should be in APA-style (including first drafts), referenced, and proofread. Websites such as Grammarly may be of service in helping with proofreading. Teachers College also offers a free writing center. Remember to put your name and date on everything you hand in.
8. Faculty: The faculty are only human and typically have multiple responsibilities and demands. Therefore, please remember that:
 - a. They need time to read the material that you hand in. When you agree to a turn-in deadline for a major piece of work, the faculty member is planning for that, too. When you turn in something late, faculty will have scheduled something else for themselves at that time – the receipt of another student's work or some work of their own. Faculty cannot change all their other deadlines because you have missed yours – so your wait time for feedback or edits now becomes indeterminate.
 - b. Relatedly, when you are making up an incomplete, handing in a late application or petition, or have otherwise missed official deadlines, don't expect faculty members to put everything else aside for you.
 - c. It's best not to ask for signatures or meetings during chance encounters in the hall or cafeteria; make appointments to meet faculty in their offices or come to open office hours.
 - d. Do not assume that your advisor remembers all the details of what you talked about "last time." Remind them.
 - e. Most importantly, it is your responsibility to check in periodically with your advisor, supervisor, and the Director of Field placements, Program Coordinator, or other faculty. Do not lose contact with the Program! Keep faculty informed of your whereabouts and progress.
9. Academic Integrity: Students who intentionally submit work either not their own or without clear attribution to the original source, fabricate data or other information, engage in cheating, or misrepresentation of academic records may be subject to charges. This also includes duplication of your own work from other classes: submitting any work submitted to

fulfill another assignment without appropriate revision to meet the instructional goals of the current course is in violation of Teachers College Policy. In cases of uncertainty or ambiguity, a student should check with the student's instructor. Sanctions may include dismissal from the college for violation of the TC principles of academic and professional integrity fundamental to the purpose of the College.

10. Accommodations: The College will make reasonable accommodations for persons with documented disabilities. Students are encouraged to contact the Office of Access and Services for Individuals with Disabilities (OASID) for information about registering with the office. You can reach OASID by email at oasid@tc.columbia.edu, stop by 163 Thorndike Hall or call 212-678-3689. Services are available only to students who are registered and submit appropriate documentation.

11. Social Media: As future representatives of the counseling profession, it is important that students are vigilant about their social media presence. Please ensure that your social media is appropriate and adheres to the ethical principles of our profession. While the program does not expect students to not engage on social media platforms, it is important that your online presence does not include inappropriate, harmful, or discriminatory content. As a faculty, we always welcome discussions about managing your personal and professional identities and encourage you to seek consultation/supervision about your online presence.

12. Confidentiality: Being actively involved in the class sessions (experiential and otherwise) and entails some level of personal self-disclosure. Because of the nature of the vulnerability, trust and openness needed to learn counseling skills, it is *extremely* important that confidentiality be maintained. **You are accepting an ethical obligation as a counselor in training.** It is expected that anyone who participates in a course that invites self-disclosure will have their confidentiality respected. Revealing personal information about others outside of the classroom is a breach of confidentiality. If you wish to share your experience outside of class, please reveal only your own reactions or understandings -- do not reveal the names or any identifying data of classmates. *Disregarding this confidentiality policy may result in remediation and/or dismissal from the program.*

13. Gender Misconduct Policy: Columbia University is committed to fostering an environment that is free from gender-based discrimination and harassment, including sexual assault and all other forms of gender-based misconduct. The Gender-Based Misconduct Policy for Students is one part of the University's multifaceted approach to eliminate gender-based misconduct from our community, which also includes educational programs; services and resources for those affected by gender-based misconduct; accessible, prompt, and fair methods of investigation and resolution of reports of misconduct; and protections designed to prevent against recurrence. More information about the Gender Misconduct Policy can be found at: <https://www.tc.columbia.edu/titleix/>

APPENDIX A

STANDARDS, POLICIES, and PROCEDURES

Master's Program in Psychological Counseling
Department of Counseling and Clinical Psychology

Procedures Regarding Student Progress: Overview

Students will be reviewed every semester regarding their progress in the program by the program coordinator. Individually and collectively, faculty members are responsible for evaluating student progress in the program and to provide students with feedback. Opportunities for feedback exist through course grades, practicum and fieldwork evaluations, and advisor feedback. If satisfactory progress is not being made, the program will inform the student and, where appropriate, provide possible steps toward remediation, specifying criteria to regain good standing in the program, or offering assistance to the student in finding a field of study for which he or she is more suited. In certain circumstances, if program faculty have serious concerns regarding the student's performance and/or behavior, a "hold" may be placed on a student's registration. **Unethical behavior, including academic dishonesty, is considered grounds for immediate dismissal from graduate training.**

In the event that students experience dissatisfaction with regard to an academic situation, they should first consult with their instructor (if course related). Next, they can raise the issue with their advisor, then the program coordinator and, if required, the department chair. In addition, the Office of the Ombudsperson is available to facilitate resolution. Consultation with the ombudsperson is confidential. Also, a *Guide to Student Rights and Responsibilities*, which is available to all members of the Teachers College community, provides details concerning due process procedures for handling grievances.

Policies Relevant to Student Progress

The minimum grade to pass in good standing is a B

Teachers College requires that a student may have no more than 8 points of C- course grades in order to remain in good standing. The Counseling Psychology Program adheres to these standards, but also imposes another level of policy that allows us to carefully gauge student progress. Since our Ed.M. students often complete this degree with the goal of licensure as a Mental Health Counselor or School Counselor, we believe that the responsibilities of practice at this level merit close monitoring of student attainment.

A student must receive a minimum of B to remain in good standing in the Counseling Psychology Program. Lower grades can lead to remediation and/or change of status (such as "under review" or probationary status). A grade of B- or lower does not designate "failing" the class; rather, a grade of B- or lower alerts the faculty that this student should be watched more carefully in the following semester. Additional required remediation is also possible if deemed necessary. Individual professors will contribute each semester to a list of students (to be compiled in the program office) who have received a B- so that their progress can be reviewed.

Given its pivotal role in the development of counseling skills, a grade of B- in Foundations has special consequences. In these instances, the student will be encouraged to continue his/her skill development, such as through enrollment in CCPJ 5372, Counseling Skills II.

We support TC policy stipulating that students may not count more than three points of C- toward graduation with an MA or Ed.M. degree. Any course that puts students over this three-point limit must be re-taken. A student who accumulates 8 or more points of C- (or lower) grades will not be permitted to continue as a student or receive a degree.

Absences

Because missed work in classes (especially experiential coursework) cannot be made up outside class, attendance policies must be strictly followed. Specifically, missing more than one class without prior permission from the instructor will result in failure of the class. Missing more than two classes under any circumstances will result in failure of the course.

Interpersonal competence and professional competence evaluation (PCPE)

Our PCPE policy was adapted directly from the American Psychological Association Student Competence Task Force of the Council of Chairs of Training Councils (CCTCT) and follows the American Counseling Association's (ACA, 1995) *Code of Ethics and Standards of Practice*. This statement is a policy that governs our training program (both at the masters and doctoral level) in terms of the evaluation of student academic and professional competencies. The PCPE form itself is attached at the end of this document, and will be administered in Ethics, Fieldwork Seminar, Practicum Seminar, and all experiential classes (such as Foundations, Group Counseling, Counseling Skills II and Racial-Cultural Counseling Lab).

Students in training programs that lead to license eligibility in psychology and mental health counseling (at the masters, doctoral, internship and post-degree level) should know before their training begins that their faculty, training staff, and supervisors have a professional, ethical, and potentially legal obligation to: (a) evaluate the interpersonal competence and emotional well-being of student trainees who are under their supervision and who provide services to clients and consumers, and (b) insure, insofar as possible, that the trainees who complete their programs are competent to manage future relationships (e.g., client, collegial, professional, public, scholarly, supervisory, teaching) in an effective and appropriate manner. Because of this commitment, professional graduate programs in mental health have an ethical obligation to prevent the advancement of students with issues or problems (e.g., cognitive, emotional, psychological, interpersonal, technical, and ethical) that may interfere with professional competence to other programs, the profession, employers or the public at large. Students thus identified will then be required to end their participation in the training program, either temporarily or permanently.

Therefore, within a developmental framework and with appropriate regard for the inherent power differences between student and faculty, students and trainees should know that their faculty, training staff and supervisors will evaluate competence in areas that lie beyond the acquisition of didactic knowledge in the form of theory and specific content, but which directly impact professional competence. These competencies include, but are not limited to, the demonstration of sufficient:

(a) interpersonal and professional competence (e.g., the ways students relate to diverse individuals, groups, and organizations including clients, peers, faculty, staff, allied professionals and the public);

(b) self-awareness, self-reflection, and self-evaluation (e.g., knowledge of the content and the potential impact of one's own beliefs and values on diverse individuals, groups, and organizations including clients, peers, faculty, staff, allied professionals and the public);

(c) openness to processes of supervision (e.g., the ability and willingness to explore issues that interfere with the appropriate provision of care or impede the professional development or functioning); and

(d) resolution of problems or issues that interfere with professional development or functioning in a satisfactory manner (e.g., by responding constructively to feedback from supervisors or program faculty or by participating in personal therapy in order to resolve problems or issues).

Students will be evaluated on the above items in conjunction with their academic performance. Failure to meet these expectations can lead to program intervention, including a review and remediation plan, failing the class, change of program status, and/or program dismissal. Failing the course would occur if a student were to end the semester with a rating of zero on one or more of the evaluation areas.

Professors will meet with the student individually as soon as a concern becomes apparent and before the end of the semester when possible. If the concern is not significantly egregious, they will attempt to strategize to resolve the issue before the end of the class.

If the concern is not resolved, then the professor will forward the concern to the faculty. A subcommittee of faculty will meet with the student if the student wishes to be involved at this level. After gathering all information, the faculty will make a decision regarding the student's status in the program, including any remediation. The student's advisor will meet with him or her to convey and discuss the decision of the faculty.

The student can then appeal any decision *in writing* to the 1) department chair, and after the chair's decision, to 2) Vice Provost for Student Affairs.

Failing Fieldwork or Practicum

Fieldwork and practicum comprise components of the program that are substantively different from every other: students are actually practicing within the context of a working clinical or school site as part of a professional staff. A successful fieldwork and practicum experience, therefore, builds upon (but is different from) the skills required for classroom success, and occasionally a trainee who has demonstrated good classroom performance may experience difficulty in applying their classroom knowledge to work in a clinical setting. Failing (or being asked to leave) a practicum or fieldwork experience has special significance regarding a trainee's readiness to be entrusted with the well-being of vulnerable clients or students, and may lead to extensive remediation or dismissal.

When the faculty becomes aware of concerns that exist onsite about a student's performance, the fieldwork coordinator and the student's advisor will communicate with the onsite supervisor and/or other relevant staff to determine the parameters of the issue. The supervisor will be asked to document his/her concerns.

The advisor and the student will meet to discuss the situation from the student's perspective. The advisor will create a memo documenting the meeting with a copy to the program office for the student's file.

All material resulting from the preceding meetings will be received and discussed by the faculty, and the student's advisor will subsequently meet with him or her to convey the decision of the faculty.

The faculty's decision regarding subsequent proceedings may include but are not limited to:

- Requiring the student to take the rest of the year off and then re-apply for fieldwork
- Requiring the student to take the rest of the year off, requiring the student to then take Counseling Skills II, and (upon passing it) allowing the student to re-apply for fieldwork
- Requiring the student to re-take (or take for the first time) and pass any or all of the program's experiential skill-building courses and Ethics, and then reapply for fieldwork

The last of these is the likeliest consequence when a student has been unequivocally required to leave a fieldwork placement without possibility of any remediation at or further involvement with the site itself.

Evaluation points and Faculty Review

In summary, points at which a faculty review of student progress will be triggered include:

- Receiving a grade of B- in any course
- Low score (0 or 1) on the PCPE at any point
- Unfavorable evaluations from supervisors
- Two or more withdrawals from classes
- Agreement among faculty or supervisors that concerns exist regarding a student's progress in academic performance or interpersonal competency at any point in the semester

In each of these circumstances, the student's advisor will make him/her aware of the nature of the faculty's concerns, and will document this communication with a copy to the program office for the student's file. Faculty response in these instances may include a letter to the student indicating that he/she is considered to be on probation. This status signifies that the faculty will continue to monitor the student's progress closely, may restrict the student's ability to proceed to more advanced coursework, and may require remediation as appropriate to the specific concern.

CONSIDERATIONS FOR INTERNATIONAL STUDENTS

The focus on training culturally competent counselors is central to the objectives of the Ed.M. Program in Psychological Counseling at Teachers College. This focus is infused throughout the curriculum and is often the most apparent in our experiential classes (such as CCPJ 5371, Foundations of Counseling). We begin by acknowledging that counseling theories and skills are culture-bound, and the developmental process of becoming a counselor involves wrestling with how the developing counselor's personal and cultural identities are viewed from new perspectives. Consequently, both points of congruence, and at times, conflict will characterize students' development.

Some international students may experience the curriculum and academic perspectives of our program as coming from a "Western" or "American" viewpoint. Consistent with the values and objectives of our program, we are conscious of alternative and often equally valuable ways of understanding student development and their training as counselors. At the same time, given our responsibility in preparing competent counselors, we are ethically obliged to evaluate student performance and progress through the program using nationally-established guidelines such as the standards and assessment protocols outlined in this document. As an international student, you may find that these guidelines present challenges that are divergent from your cultural values and ways of being. We believe that demonstrating the skills and knowledge required by this program does not necessitate replacing your own cultural values; rather, the process of wrestling with these points of congruence and incongruence as you acquire new skills is crucial to achieving greater multicultural counseling competence. Expanding one's perspectives and repertoire of helping/intervention strategies are major goals of cultural competence; thus, international students – like all students – need to be able to exhibit cultural competence in working with diverse populations, not just their own cultural group. We urge our students to address these issues as they arise with the faculty and other training staff throughout your time in the program.

Professional Counseling Performance Evaluation (PCPE)

Student _____ Semester/Year _____
 Faculty _____ Course Number _____

Rating Scale

- N No opportunity to observe
- 0 Does not meet criteria for program level
- 1 Meets criteria inconsistently for program level
- 2 Meets criteria consistently at this program level

A. Counseling Skills and Abilities

- | | | | | | |
|----|---|---|---|---|---|
| 1. | The student demonstrates the ability to establish relationships in such a manner that a therapeutic working alliance can be created | N | 0 | 1 | 2 |
| 2. | The student demonstrates therapeutic communication skills including: | N | 0 | 1 | 2 |
| | a. Creating appropriate structure - setting the boundaries of the helping frame and maintaining boundaries throughout the work such as setting parameters for meeting time and place, maintaining the time limits, etc. | N | 0 | 1 | 2 |
| | b. Understanding content - understanding the primary elements of the client's story | N | 0 | 1 | 2 |
| | c. Understanding context - understanding the uniqueness of the story elements and their underlying meanings | N | 0 | 1 | 2 |
| | d. Responding to feelings - identifying client affect and addressing those feelings in a therapeutic manner | N | 0 | 1 | 2 |
| | e. Congruence - genuineness; external behavior consistent with internal affect | N | 0 | 1 | 2 |
| | f. Establishing and communicating empathy - taking the perspective of the client without over identifying and communicating this experience to the client | N | 0 | 1 | 2 |
| | g. Non-verbal communication - demonstrates effective use of head, eyes, hands, feet, posture, voice, attire, etc. | N | 0 | 1 | 2 |
| | h. Immediacy - staying in the here and now | N | 0 | 1 | 2 |
| | i. Timing - responding at the optimal moment | N | 0 | 1 | 2 |
| | j. Intentionality - responding with a clear understanding of the therapist's therapeutic intention | N | 0 | 1 | 2 |
| | k. Self-disclosure - skillful and carefully-considered for a specific therapeutic purpose | N | 0 | 1 | 2 |
| 3. | The student demonstrates awareness of power differences in the therapeutic relationship and manages these differences therapeutically | N | 0 | 1 | 2 |

4.	The student collaborates with the client to establish clear therapeutic goals	N	0	1	2
5.	The student facilitates movement toward client goals	N	0	1	2
6.	The student demonstrates the capacity to match appropriate interventions to the presenting clinical profile in a theoretically consistent manner	N	0	1	2
7.	The student creates a safe clinical environment	N	0	1	2
8.	The student demonstrates analysis and resolution of ethical dilemmas.	N	0	1	2

B. Professional Responsibility

1.	The student conducts self in an ethical manner so as to promote confidence in the counseling profession.	N	0	1	2
2.	The student relates to peers, professors, and others in a manner consistent with stated professional standards	N	0	1	2
3.	The student demonstrates sensitivity to real and others, and does not exploit or mislead other people during or after professional relationships	N	0	1	2
4.	The student demonstrates application of legal requirements relevant to counseling training and practice.	N	0	1	2

C. Competence

1.	The student recognizes the boundaries of her/his particular competencies and the limitations of her/his expertise.	N	0	1	2
2.	The student takes responsibility for compensating for her/his deficiencies.	N	0	1	2
3.	The student takes responsibility for assuring client welfare when encountering the boundaries of her/his expertise.	N	0	1	2
4.	The student demonstrates basic cognitive, affective, sensory, and motor capacities to respond therapeutically to clients	N	0	1	2
5.	The student provides only those services and applies only those techniques for which she/he is qualified by education, training and experience.	N	0	1	2

D. Maturity

1.	The student demonstrates appropriate self-control (such as anger control, impulse control) in interpersonal relationships with faculty, peers, and clients.	N	0	1	2
2.	The student demonstrates honesty, fairness, and respect for others	N	0	1	2

- | | | | | | |
|----|--|---|---|---|---|
| 3. | The student demonstrates an awareness of his/her own belief systems, values, needs and limitations and the effect of these on his/her work. | N | 0 | 1 | 2 |
| 4. | The student demonstrates the ability to receive, integrate and utilize feedback from peers, teachers, and supervisors | N | 0 | 1 | 2 |
| 5. | The student exhibits appropriate levels of self-assurance, confidence, and trust in own ability. | N | 0 | 1 | 2 |
| 6. | The student follows professionally recognized conflict resolution processes, seeking to informally address the issue first with the individual(s) with whom the conflict exists. | N | 0 | 1 | 2 |

E. Integrity

- | | | | | | |
|----|--|---|---|---|---|
| 1. | The student refrains from making statements which are false, misleading or deceptive. | N | 0 | 1 | 2 |
| 2. | The student avoids improper and potentially harmful dual relationships. | N | 0 | 1 | 2 |
| 3. | The student respects the fundamental rights, dignity and worth of all people. | N | 0 | 1 | 2 |
| 4. | The student respects the rights of individuals to privacy, confidentiality, and choices regarding self-determination and autonomy. | N | 0 | 1 | 2 |
| 5. | The student respects cultural, individual, and role differences, including those due to age, gender, race, ethnicity, national origin, religion, sexual orientation, disability, language, and socioeconomic status. | N | 0 | 1 | 2 |

APPENDIX B
ED.M. PROGRAM PLANNER

Name _____
PIN Number _____

Advisor _____
Telephone Registration Number: (212) 678-3200

HUMAN GROWTH AND DEVELOPMENT COURSES					
Course #	Course Title	Semesters Taken	Points	Grade	Notes
HUDK 4024	Developmental Psychology: Adulthood and the Life Span ²		3		
Or					
HUDK 5029	Personality Development and Socialization across the Life Span ²		3		
SOCIAL AND CULTURAL FOUNDATIONS OF COUNSELING					
Course #	Course Title	Semesters Taken	Points	Grade	Notes
CCPJ 4873	Winter Roundtable on Cross-Cultural Psychology and Education ¹		0 or 1		
CCPJ 5164	Multicultural Counseling and Psychology		3		
Including any one of the following					
CCPJ 5165	Racial-Cultural Counseling Laboratory ²		4		Prerequisites: CCPJ 5020 or CCPJ 5164; CCPJ 4064, CCPJ 5371, CCPJ 5025. Fieldwork and/or practicum recommended
Or					
CCPJ 5020	Racism and Racial Identity in Psychology and Education ²		3		
Or					
CCPJ 5164	Multicultural Counseling and Psychology ²		3		
Or					
CCPJ 4050	Microaggressions in Institutional Climates		3		
Or					
CCPJ 4180	LGBT (Q) Issues in Psychology		3		
Or			3		
CCPJ 4070	Counseling Linguistically Diverse Populations: Latina/o Psychology				
OR					

IND 5020	Participatory Methods: Theory and Practice		3		
Or			3		
CCPJ 4030	Reconstructing Gender: Exploring Transgender Experiences				

COUNSELING THEORY AND PRACTICE

Both required

Course #	Course Title	Semesters Taken	Points	Grade	Notes
CCPJ 4064	Theories of Counseling ¹		3		
CCPJ 5371	Foundations of Counseling ¹		3		Prerequisite: CCPJ 4064, may be taken concurrently

PSYCHOPATHOLOGY

Any one of the following

Course #	Course Title	Semesters Taken	Points	Grade	Notes
CCPJ 4000	Multicultural Psychopathology		3		
Or					
CCPX 5032	Adult Psychopathology ²		3		

GROUP COUNSELING

Course #	Course Title	Semesters Taken	Points	Grade	Notes
CCPJ 5025	Group Counseling ¹		3		Prerequisites: CCPJ 4064 and CCPJ 5371

LIFESTYLE AND CAREER DEVELOPMENT

Course #	Course Title	Semesters Taken	Points	Grade	Notes
CCPJ 5062	Career Counseling and Development ¹		3		

ASSESSMENT AND APPRAISAL OF INDIVIDUALS, COUPLES, FAMILIES, AND GROUPS

Course #	Course Title	Semesters Taken	Points	Grade	Notes
CCPJ 5060	Assessment in Counseling ¹		3		Prerequisite: CCPJ 4064 and CCPJ 5371
AND one of the following					
HUDM 5059	Psychological Measurement ²		3		
Or					
HUDM 4050	Introduction to Measurement ²		3		
Or					
CCPJ 4066	Foundations of Testing and Accountability ²		3		

RESEARCH AND PROGRAM EVALUATION

Course #	Course Title	Semesters Taken	Points	Grade	Notes
CCPJ 5070	Research and Evaluation Methods in Counseling Psychology		3		

Electives

Elective					
Elective					

PROFESSIONAL ORIENTATION AND ETHICS

Course #	Course Title	Semesters Taken	Points	Grade	Notes
CCPJ 4560	Professional and Ethical Issues in Psychological Counseling ¹		3		

FOUNDATIONS OF MENTAL HEALTH COUNSELING AND CONSULTATION

Course #	Course Title	Semesters Taken	Points	Grade	Notes
CCPJ 5371	Foundations of Counseling ¹		3		Prerequisite: CCPJ 4064, may be taken concurrently
CCPJ 4165	Consultation in Community Agencies and Resources ¹		3		

CLINICAL INSTRUCTION

Course #	Course Title	Semesters Taken	Points	Grade	Notes
CCPJ 5360	Practicum in Career and Personal Counseling (Prerequisites: Successful completion of 30 points; CCPJ 4064, CCPJ 4560, CCPJ 5062, CCPJ 5371) ¹		1		

RECOGNITION AND REPORTING OF CHILD ABUSE AND MALTREATMENT

Two hours of coursework or training (p. 16):
Mental Health - Child Abuse Reporting

ONE YEAR (at least 600 clock hours) SUPERVISED INTERNSHIP OR PRACTICUM IN MENTAL HEALTH COUNSELING

Course #	Course Title	Semesters Taken	Points	Grade	Notes
Fieldwork placement in one of the three below:					
CCPJ 5260	Fieldwork in Mental Health ²				Prerequisites for all Fieldwork sections:
	(2 semesters 3+3, or 3 semesters 2+2+2)				CCPJ 4064; CCPJ 4560, CCPJ 5062; CCPJ 5371; CCPJ 5025;

TOTAL REQUIRED LICENSURE SEMESTER HOURS:

47 plus Child Abuse Reporting/Violence Prevention requirement

ADDITIONAL ELECTIVES REQUIRED FOR ED.M. DEGREE:

48 plus Child Abuse Reporting/Violence Prevention requirement

GRAND TOTAL SEMESTER HOURS REQUIRED:

**12-15
60**

Footnote:

¹ Indicates required course

² Indicates choice of a required course

APPENDIX C

FIELDWORK OVERVIEW

The primary objective of the counseling fieldwork program is to enable students to apprentice in the role of a practicing counselor. Counselor interns become part of a professionally approved counseling program in which they can observe successful practices, participate in all aspects of the program and apply classroom learning to actual clinical, school, and organizational situations. Interns are expected to function as part-time employees of their chosen fieldwork site during the academic year. As part of their intern requirements at Teachers College, interns are required to engage in ongoing individual (personal and/or career) and group counseling. Interns must have an individual case load of five or more patients/clients/students throughout their intern experiences. Other training experiences should include case conferences, crisis intervention, staff meetings, testing and assessment, staff development workshops, program development, seminars for staff, data gathering and record keeping as it applies to their population. All intern activities must be under the direction/guidance of a licensed supervisor, who has a minimum of three (3) full years of experience and the minimum of a Masters Degree in a counseling related field.

Prerequisites

Before registering for CCPJ 5260 (Fieldwork psychological counseling and rehabilitation), students must complete:

CCPJ 4064 Theories of Counseling

CCPJ 4560 Professional & Ethical Issues in Psychological Counseling

CCPJ 5062 Career Counseling & Development

CCPJ 5371 Foundations of Counseling

CCPJ 5025 Group Counseling

Child Abuse Reporting / Violence Prevention workshop

Students are also required to obtain insurance coverage (liability insurance) through the American Counseling Association or The American Psychology Association

The following are types of sites that are typically available:

- Colleges & Universities
- Hospitals & Rehabilitation Centers
- Agencies (substance abuse, family therapy, mental health etc.)

Time Commitment

Students are expected to commit to a minimum of 600 hours throughout the course of two semesters. 600 hours is the equivalent of 2-3 days (20 hours) a week. The actual distribution of time is negotiated between the professional needs and requirements of the agency and the course work and other commitments of the student. In certain cases, the fieldwork time could be divided into 3 semesters for 200 hours each. **An orientation to Fieldwork Session will be held each November. You must attend this orientation session prior to beginning your fieldwork search. Please check your email and the counseling bulletin board for information regarding times and dates. Applications and further information will be made available at the meeting.**

APPENDIX D

ADVANCED PRACTICUM OVERVIEW

Advanced Practicum provides students with a semester long opportunity to gain actual counseling experience while being closely supervised by an individual with significant experience in the field. Advanced Practicum training takes place at the Dean Hope Center. This center is located on the Teachers College campus (676 Thorndike Hall) and serves as the primary practicum training facility for graduate students enrolled in a variety of educational disciplines. The CEPS provides psychological assessment, counseling and educational/vocational testing to individuals, couples and families residing in the New York City area. Students will be responsible for seeing individual clients, attending weekly supervision and participating in case conferences. Practicum is a semester long course and generally begins the first week of class and ends the last week of class.

Prerequisites

Before registering for CCPJ 5370, Advanced Practicum in Career and Personal Counseling, students must complete:

30 points of coursework including:

CCPJ 4064 Theories of Counseling

CCPJ 4560 Professional & Ethical Issues in Psychological Counseling

CCPJ 5025 Group Counseling

CCPJ 5062 Career Counseling and Development

CCPJ 5371 Foundations of Counseling

Child Abuse Reporting / Violence Prevention workshop (See pg. 17)

Students are also required to obtain insurance coverage (liability insurance) through the American Counseling Association or The American Psychology Association.

Time Commitment

Practicum entails attending a 3 hour weekly supervision with a group of 6-8 students. Client appointments, which run for 50 minutes, are scheduled in conjunction with the clients outside of class time. Students are usually assigned 1-2 clients per supervision group over the course of the semester.

Applications for advanced practicum are made available by the Field Placement Coordinator Dr. Defne Akol. They must be completed and returned by May 15th in order to be eligible for the following year's practicum course (Fall or Spring). Limited number of spots are available for Summer Practicum (Application due April 15). Please check the counseling department bulletin board and email for updates and reminders. For questions regarding practicum, please contact the Field Placement Coordinator, (akol@tc.columbia.edu).