



# Master of Arts in Counseling: Marriage, Couple, and Family Counseling Program Handbook



**SAN JOSE CAMPUS**

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# Welcome

Welcome to the M.A. Counseling Program at Western Seminary's San Jose Campus. We are excited to join you on your educational journey. The Western Seminary Marriage, Couple, and Family counseling program endeavors to prepare practitioners of personal integrity who will provide effective, ethical, culturally inclusive, professional counseling from a Christian worldview. Our desire is to create a focused but flexible learning environment in which you will have the opportunity to grow personally, spiritually, and professionally. We would like to assist you in having a successful academic journey and hope that you have fun while learning.

- This handbook is provided to inform you of program policies and procedures, to answer routine questions concerning the program, and to guide you to completion of your degree. Please keep it on hand for ready reference. You are responsible to know the contents of the handbook and to make use of the attached forms.
- While every effort is made to ensure the accuracy of the information in this handbook, Western Seminary has the right to make changes at any time without prior notice.
- The purpose of this handbook is to provide information; it does not constitute irrevocable terms of the contract between the Seminary and current or prospective students. There are established procedures for making changes; procedures which protect the Seminary's integrity and the individual student's interest and welfare. A curriculum or graduation requirement, when altered, generally is not made retroactive unless the alteration is to meet counseling licensure requirements or is to the student's advantage and can be accommodated within the span of years normally required for graduation.
- Students are advised to carefully read the Seminary Catalog, available at New Student Orientation or on the school website. Further, the M.A. Counseling Handbook provides specific and detailed information as a supplement to the Catalog. Details on specific course offerings and class times are published in the Course Schedule, available in advance of each semester on the school website. Information on current fees and financial policies is available from the Student Services Office. Upon admission, students are assigned a faculty advisor with whom the student may consult for course planning and additional information and assistance.

The program checklist is provided as a convenient record of your progress in the program and as a way to see the program at a glance. This along with other forms that you will need throughout the course of your studies are found on the Online Classrooms pages: [All San Jose Campus Counseling Students Page](#) (General Counseling Program forms and information) and [CA Practicum/Internship Resources Page](#) (Specific to Practicum/Internship).

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In addition to the materials in this handbook, we (faculty and staff) are available to provide personal guidance and responses to your questions. If you have further questions, please do not hesitate to call us at the San Jose Campus number (408) 356-6889.

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# Questions Everyone Asks

Look for the answers to these questions on the pages listed below

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# Program Description

## OVERVIEW

The Master of Arts (M.A.) in Counseling Program is focused on preparing Christian counselors with the knowledge, skills, and insight needed to practice counseling in clinical settings, non-profit organizations, or church contexts. Western has created this program to be an integrative clinical mental health counseling approach that seeks to understand and explain counseling issues and problems that people face in life from a psychological and biblically sound point of view. The program places emphasis on theological and spiritual reflection as related to the therapeutic process.

Three major areas of study are blended in the M.A. counseling program: biblical studies, theological studies, and counseling studies. The program combines the following components:

- A quality classroom and academic experience.
- Application of the classroom education in a practical setting - the internship site.
- Personal examination and reflection in class and supervision.
- Faculty mentoring.

In each of these settings the student is challenged to reflect upon the practical application of theory, personally and professionally. The M.A. in Counseling program is intended to prepare individuals for clinical mental health settings, church pastoral counseling, work in para-church ministries, family services, residential and outpatient treatment programs, and counseling centers.

Four distinctions make Western's Counseling Program different from other similar programs. First, the commitment to teaching that is based in a clearly Christian worldview. Students extensively examine their own worldview, alternative worldviews and consider how these foundational issues interact in the counseling experience. We are committed to the integration of theology, counseling theory, and spirituality. After considering what other professionals in the field have written and said, students are challenged to develop their own personal model of integration. Developing their own model gives each student the chance to personalize the issues so that they begin on the road to being an integrated person, not simply someone who does integrative counseling. Please see Western Seminary Counseling Program Spiritual Competencies on the All San Jose Counseling Students page.

Second is accessibility. Most classes are scheduled on weeknight evenings, Saturday mornings, or online leaving you great flexibility for other commitments such as family, clinical experience, friends, work, and church.

Third is the commitment to the internship clinical experience. Students in Western's program are required to complete a practicum and four semesters of internship. This large investment of time devoted to internship demonstrates Western's commitment to practical skills and relevance in learning.

Fourth, faculty are committed to mentoring with their whole lives, not just in the classroom. A student-faculty ratio of 12-1 keeps faculty available for consistent contact with students.

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## ADMISSION REQUIREMENTS

In addition to the general requirements for admission to the Seminary, applicants to the M.A. in Counseling program must have earned an accredited baccalaureate degree with a cumulative grade point average of 3.0 or higher (on a 4.0 scale), including a breadth of liberal arts. Applicants who do not meet these general academic requirements may be accepted on a provisional or probationary basis if their previous record indicates a weakness but with promise of greater achievement possible.

The application process includes written responses, letters of reference, and an interview with counseling faculty members. Applicants must give evidence that their personal character, interpersonal relationships, goals, motivation, and potential make them fit for a future counseling career and ministry. These will include a vital spiritual life, growing and nurturing relationships with people, commitment to a biblical orientation in the therapeutic process, evidence of good moral character, and vocational aspirations involving the care and nurture of people.

## READINESS EXAM

Entering counseling students are expected to bring a foundational knowledge of psychology. Proficiency in this foundational knowledge will be confirmed through a readiness exam, required of all incoming counseling students. The exam is self-administered via computer and consists of 80 multiple choice questions (see Readiness Exam Information Form on All San Jose Counseling Students Page). If deficiencies are indicated, remedial work will be required. Counseling students may satisfy these deficiencies in one of the following two ways: complete appropriate undergraduate course(s) at an approved institution, or complete a self-guided instructional program provided through the Counseling Program of Western Seminary. The student may not begin the second year of counseling studies without satisfying proficiency requirements.

## COUNSELOR PREPARATION COMPREHENSIVE EXAM (CPCE)

To complete the counseling program students must successfully pass the Counselor Preparation Comprehensive (instituted November, 2017). The purpose of the exam is two-fold. First, the exam provides a comprehensive evaluation of the student learning experience at Western Seminary. Second, the exam provides a practice experience for the National Counselor Exam, which is required for National Certification and state licensure. The Counseling Program Administrative Assistant will register students for the exam. Students pay a fee to an outside company for administration of the exam. The CPCE is administered in the fall, spring, and summer semesters. Students may take the exam any semester they wish but are strongly encouraged to take it at least one semester prior to their anticipated graduation. If a student does not pass after two attempts, the student must register for a two-credit individualized study course and subsequently re-take and pass the exam. If further re-takes are necessary, students are limited to one attempt per semester until they achieve a passing score.

## DEGREE REQUIREMENTS

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

- 1) Give evidence of orthodox belief, genuine Christian character, and conduct consistent with a God-given call to a position of leadership
- 2) Complete all courses in the prescribed M.A. curriculum with a minimum grade point average of 3.0 overall. (please see a more comprehensive policy statement under the Grading section on page 18)
- 3) Complete an integrative paper under the oversight of a faculty mentor



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- 4) Receive a passing score on the CPCE
  - 5) During the course of study, complete personal counseling requirements of
    - a) 20 hours of individual counseling with a professional counselor (up to ten hours may be marriage, couple, or family);  
and
    - b) 10 hours of group counseling led by a professional counselor; and
  - 6) Complete a practicum and three semesters of internship:
    - a) Totaling no less than 700 clinical hours, and
    - b) At least 280 hours (40 practicum plus 240 internship) of the 700 must be direct client contact, including group facilitation.

The M.A. Counseling degree requires 71 credits of study. Courses are drawn from counseling studies (63 credits), biblical interpretation studies (4 credits), and theological studies (4 credits).

Additionally, the program may be augmented by sharing credit toward a second master's degree and/or an additional certificate. MA in Counseling students may choose to complete five additional credits to qualify for the Addiction Studies Certificate. For all specializations, students must complete a clinical experience of 700 hours including at least 280 direct contact hours. For further information, please contact the counseling office.

The M.A./M.Div. second master's track requires a total of 133 hours. Courses are drawn from counseling studies (63 hours), foundational studies (10 hours), biblical studies (28 hours), theological studies (16 hours), and ministerial studies (16 hours).

The M.A./M.A. (Biblical and Theological Studies) second master's track requires a total of 109 hours. Courses are drawn from counseling studies (63 hours), foundational studies (12 hours), biblical studies (12 hours), restricted elective studies (10 hours), and theological studies (12 hours).

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## BASIC COUNSELING CURRICULUM

These courses provide training in the theory and practice of counseling, preparing men and women with a commitment to serve in a variety of community and church settings. They also integrate biblical and theological foundations with the insights of psychology and practical counseling methods.

Western Seminary seeks to remain on the cutting edge of professional counselor requirements with a curriculum designed to meet the educational requirements of the California Board of Behavioral Sciences as well as that of the majority of states across the nation. In addition to 4 credits of Bible interpretation studies and 4 credits of theological studies, the M.A. Counseling degree requires the following counseling study courses:

### CN500 PROFESSIONAL ORIENTATION (one credit hour)

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

### CN501 CLINICAL FOUNDATIONS: THE HELPING RELATIONSHIP (two credit hours)

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

### CN502 PSYCHOTHERAPEUTIC SYSTEMS (three credit hours)

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

### CN503 ADVANCED COUNSELING: THEORY & TECHNIQUES (three credit hours)

In this course, the student has an opportunity to develop advanced skill in the utilization of theory and the application of counseling constructs. The course includes an emphasis on assessment and treatment planning, the implication of psychopathology in treatment, and clinical interventions that are evidenced based. Issues such as the counseling process in a multicultural society, and an orientation to wellness and prevention are also discussed. Prerequisites: CN501, CN502.

### CN504 SUICIDE PREVENTION AND CRISIS INTERVENTION (one credit hour)

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

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CN505 PSYCHOPATHOLOGY (three credit hours)

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

CM506 LEGAL AND ETHICAL ISSUES (3 credit hours)

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

CN507 HUMAN LIFE SPAN DEVELOPMENT (three credit hours)

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

CN508 INTEGRATIVE ISSUES IN COUNSELING (one credit hour)

This course explores theological and psychological systems of integration, providing for discussion of the difference between spirituality and religion. Mental health from a Christian world-view is discussed. The course assists students as they develop a model of integrative thought and practice. No prerequisites.

CN509 ADVANCED INTEGRATION IN COUNSELING (two credit hours)

This course is part two of the required integration classes. It will explore the components and dynamics of the integration process. Focus points will include issues surrounding the person of the counselor in the integrative task, in addition to the assessment of paradigms utilized in cross-disciplinary integration. Topics include (but are not limited to) the history of integration, evaluation of models of integration, addressing objections to integration, the sufficiency of Scripture, the role of the Holy Spirit in counseling, mental health from a Christian world view, God in the treatment process, the role of suffering and hope. A base understanding of theology and psychology is assumed. Prerequisites: CN508, CN530, TH506 or TH507.

CM511 FAMILY SYSTEMS THERAPY (three credits)

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

CM512 MARRIAGE AND COUPLE COUNSELING (three credits)

This course focuses on the principles of effective couples' therapy. It prepares students to assess couple relationships and apply effective counseling interventions that promote therapeutic change in the broad range of issues involved in marriage & couple counseling. The course will introduce several models of couple therapy from a range of behavioral, emotional and cognitive therapies, including the common factors model. Recommended prerequisites: CN501, CN502, CN505, CN506, and CN507. 4980.36 (c) A, 4980 (d) A.

CM513 MULTICULTURAL COUNSELING: THEORY AND TECHNIQUES (three credit hours)

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

CN514 RESEARCH & PROGRAM EVALUATION (three credit hours)

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

CN515 TESTING AND ASSESSMENT (three credit hours)

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

CM517 PHYSIOLOGY AND PSYCHOPHARMACOLOGY (three credit hours)

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

CM518 CAREER DEVELOPMENT: THEORY AND TECHNIQUES (three credit hours)

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

CN519 ADDICTION COUNSELING (three credit hours)

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

CN520 GROUP COUNSELING (three credit hours)

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

CN521 CRISIS AND TRAUMA COUNSELING (three credit hours)

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

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CM522 CHILD AND ADOLESCENT THERAPY (one credit)

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

CM523 HUMAN SEXUALITY (one credit)

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

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

This course consists of a supervised practicum experience in a clinical setting that provides a range of counseling opportunities in marriage, couple, and family counseling. The student confers regularly with an on-site supervisor and receives regular peer and faculty feedback/evaluation in this practicum class. The practicum experience requires that the student utilize previous training in interviewing, assessment, diagnosis, development of prognosis, and treatment of clients who seek clinical services. Pre-requisites: CN501, 502, 504, 505, and CM506. Additional Details: Students are expected to promote health and wellness, utilize empirically supported psychotherapeutic techniques, recognize issues of development and maladjustment in their clients, find and utilize resources for the clients benefit, and handle documentation of services, treatment plans, progress notes, and agency paperwork as a professional. Enrollment is limited to Marriage, Couple and Family students who are prepared for Practicum by having taken prerequisite courses, having passed the basic counseling skills proficiency evaluation in Clinical Foundations, having completed a minimum of 10 hours of personal therapy, and after clearance from the Professional Assessment of Candidates Committee. ACA or CAMFT membership and professional liability insurance are required 4999.33 (3) A-K., 4999.33 (d) 1-10.

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

This course consists of a supervised internship experience in a clinical setting that provides a range of marriage, couple, and family counseling opportunities. The student confers regularly with an on-site supervisor, and receives regular peer and faculty feedback/evaluation in this internship class. The internship experience requires that the student utilize previous training in interviewing, assessment, diagnosis, development of prognosis, and treatment of clients who seek clinical services. Pre-requisites: CN501, 502, 504, 505, CM506, and CM530.

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

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

This course consists of a supervised internship experience in a clinical setting that provides a range of marriage, couple, and family counseling opportunities. The student confers regularly with an on-site supervisor, and receives regular peer and faculty feedback/evaluation in this internship class. The internship experience requires that the student utilize previous training in interviewing,

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assessment, diagnosis, development of prognosis, and treatment of clients who seek clinical services. Pre-requisites: CN501, 502, 504, 505, CM506, CM530, and CM531.

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

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

This course consists of a supervised internship experience in a clinical setting that provides a range of marriage, couple, and family counseling opportunities. The student confers regularly with an on-site supervisor, and receives regular peer and faculty feedback/evaluation in this internship class. The internship experience requires that the student utilize previous training in interviewing, assessment, diagnosis, development of prognosis, and treatment of clients who seek clinical services. Pre-requisites: CN501, 502, 504, 505, CM506, and CM530, 531, & 532.

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

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

This course consists of a supervised internship experience in a clinical setting that provides a range of marriage, couple, and family counseling opportunities. The student confers regularly with an on-site supervisor, and receives regular peer and faculty feedback/evaluation in this internship class. The internship experience requires that the student utilize previous training in interviewing, assessment, diagnosis, development of prognosis, and treatment of clients who seek clinical services. Pre-requisites: CN501, 502, 504, 505, CM506, and CM530, 531, 532, & 533.

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

#### CN561 COMPREHENSIVE INTEGRATIVE PAPER (zero credits)

In the Comprehensive Clinical Integrative Paper, the student articulates a professional summation of their developing integration of clinical and theological knowledge as well as spiritual and personal growth experiences and awareness. Papers will be assessed on thoughtful reflection of clinical knowledge, evidence of self-awareness and personal application, and clear, accomplished writing. Strong papers will utilize reference to professional literature, particularly in the counseling theory section. See the APA Example Paper in the Counseling Program Student Handbook for guidance with formatting. PLEASE DO NOT EXCEED PAGE LIMIT RECOMMENDATIONS.

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#### CN562 SPIRITUAL FORMATION FOR COUNSELORS (zero credits)

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

### Addiction Studies Certificate

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

#### AC541 ADDICTIVE BEHAVIOR: TREATMENT AND COUNSELING (two credits)

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

#### AC542 ADVANCED ADDICTION COUNSELING (two credits)

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

#### AC543 ADDICTION GROUP DYNAMICS (one credit)

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

### PROGRAM SCHEDULES - ORDER OF COURSEWORK

Recommended course sequence charts are provided to enable students to better plan the M.A. Counseling program and to give an idea of the time requirements of the programs. They can be found on the All San Jose Counseling Students Online Classrooms page. We strongly recommend that you consult with your advisor and follow the recommendations as closely as possible when scheduling your classes.

### PROGRAM CHECKLISTS

Program checklists are provided to enable students to better track their completion of course requirements. The checklists, along with the program schedules should facilitate planning course loads. The checklists can be found on the All San Jose Counseling Students Page.

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## PRACTICAL TRAINING AND LICENSING SEQUENCE

Formal training starts at the beginning of the program and continues until licensure. The training sequence for a Licensed Professional Clinical Counselor (LPCC) and/or Licensed Marriage and Family Therapist (LMFT) is as follows:

- 1) Completion of CN501 (including meeting the empathy, respect, self-other awareness, and supervisory alliance competency requirements) 502, 504, 505, and CM 506.
- 2) Begin Practicum and Internship Class Series (CM530-3). See section on how to get started.
- 3) CM530 MARRIAGE, COUPLE, AND FAMILY COUNSELING PRACTICUM  
*Focus: The Basic Helping Skills*
- 4) CM531 MARRIAGE, COUPLE, AND FAMILY COUNSELING INTERNSHIP I  
*Focus: Assessment and Diagnosis*
- 5) CM532 MARRIAGE, COUPLE, AND FAMILY COUNSELING INTERNSHIP II  
*Focus: Treatment Planning*  
**Register with Counseling Administrative Assistant for the Counselor Preparation Comprehensive Exam (CPCE).**
- 6) CN533 ADVANCED CLINICAL COUNSELING INTERNSHIP  
*Focus: Advanced Application of Theory and Integrating Self*
- 7) Graduate with a Master of Arts degree
- 8) Registration as an Associate with the Board of Behavioral Sciences (BBS) is done through application. The Board will grant an application packet, which contains a form to register as an Associate. The remainder of the forms will be submitted as needed per BBS regulations. Application packets are available through the Board's website at [www.bbs.ca.gov](http://www.bbs.ca.gov). **You must register separately for the Associate Professional Clinical Counselor (APCC) and/or for the Associate Marriage and Family Therapist (AMFT) prior to accruing post-degree counseling experience.**
- 9) Pass the required BBS Law and Ethics Exam. Pass the NCMHCE for LPCC Licensure and the Clinical Exam for MFT Licensure. It is recommended that you complete the National Clinical Mental Health Counseling Exam (NCMHCE) for LPCC licensure or the Clinical Exam for LMFT Licensure at your earliest opportunity post-graduation.
- 10) Completion of supervised experience as a registered associate.
- 11) Receive license as a professional counselor.

## ABOUT THE NATIONAL CLINICAL MENTAL HEALTH COUNSELING EXAM (NCMHCE)

The purpose of the NCMHCE is to assess knowledge of information and skills necessary for providing counseling service. The NCMHCE consists of ten simulated clinical mental health counseling cases. The simulations assess clinical problem-solving ability, including identifying, analyzing, diagnosing and treating clinical issues. Satisfactory completion the NCMHCE is one of the criteria used by National Board of Certified Counselors to identify professionals who may be eligible to become a National Certified Counselor (NCC). After you graduate, you have the option to apply as an NCC. For more information, please visit <http://nbcc.org>.

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The simulated clinical counseling cases on the NCMHCE cover three core content areas and include the following work behaviors:

The assessment and diagnosis content area includes the following work behaviors:

- Integrate client assessment and observational data
- Identify precipitating problems or symptoms
- Identify individual and/or relationship functioning
- Identify relevant family issues

The counseling and psychotherapy content area includes the following work behaviors:

- Inform client about ethical standards and practice
- Clarify counselor/client roles
- Implement individual counseling in relation to a plan of treatment
- Evaluate referral information

The administration, consultation and supervision content area includes the following work behaviors:

- Maintain case notes, records and/or files
- Determine if services meet client's needs
- Correspond orally with others to maintain professional communications
- Assist clients with obtaining social services

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# Policies and Procedures

## COURSE LOAD

Course loads vary with individual situations and depend on such factors as finances, student loans and outside commitments. An MA counseling student averaging eight to nine units per semester, including summers, can complete the program in three years, while a student pursuing the MAC and a second master's degree averaging ten units a semester can finish in four and one-half years.

We recommend planning your course load with your advisor a year in advance. Suggested course sequencing is provided with variances for course load. They can be found on All San Jose Counseling Students Online Classrooms page. Students are not permitted to enroll for more than 14 credits per semester without written permission.

When planning your classes and commitments, estimate three hours per week for each credit. For example, an eight-credit load would be a total of 24 hours of instruction and work per week. This does not include commuting and internship hours.

## Confidentiality and Class Interaction Protocol

Consistent with a God-controlled life, students are expected to conform to the highest standards of conduct and professionalism, both on and off campus. Students are routinely evaluated by counseling faculty, incorporating information from classroom interaction, clinical placement, and incidental social contact. In addition to state reporting laws regarding to child abuse, vulnerable adult abuse, or harm to self or other, information regarding student integrity and character may also be shared among faculty or with the Office of Student Development to promote continued academic and professional growth.

## CODE OF ETHICS

The Counseling Program adheres to the laws and guidelines set forth by the California Board of Behavioral Sciences, and the codes of ethics for the Licensed Professional Clinical Counselors and Licensed Marriage and Family Therapists, the American Counseling Association and the California Association for Marriage and Family Therapists. As such, students are expected to abide by the following:

1. **Responsibility to Clients**

LPCC's & LMFT's advance the welfare of families and individuals, respect the rights of those persons seeking their assistance, and make reasonable efforts to ensure that their services are used appropriately.

2. **Confidentiality**

LPCC's & LMFT's have unique confidentiality responsibilities because the "client" in a therapeutic relationship may be more than one person. The overriding principle is that marriage and family therapists respect the confidences of their client(s).

3. **Professional Competence and Integrity**

LPCC's & LMFT's maintain high standards of professional competence and integrity.

4. **Supervisor, Student, and Supervisee Responsibilities**

LPCC's & LMFT's do not exploit the trust and dependency of students and supervisees.

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5. **Responsibility to Colleagues**

LPCC's & LMFT's treat and communicate with and about colleagues in a respectful manner and with, courtesy, fairness, and good faith, and cooperate with colleagues in order to promote the welfare and best interests of clients.

6. **Responsibility to Research Participants**

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

7. **Responsibility to the Profession**

LPCC's & LMFT's respect the rights and responsibilities of professional colleagues and participate in activities that advance the goals of the profession.

8. **Responsibility to the Legal System**

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

9. **Financial Arrangements**

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

10. **Advertising**

LPCC's & LMFT's who advertise do so appropriately. Their advertising enables consumers to choose professional services based upon accurate information.

To view a complete description of the ACA and CAMFT Code of Ethics, please see <https://www.counseling.org/Resources/aca-code-of-ethics.pdf> and <https://www.camft.org/Membership/About-Us/Association-Documents/Code-of-Ethics>.

## GRADING

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

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

A = Excellent; superior achievement of course objectives

B = Good; commendable achievement of course objectives

C = Satisfactory; acceptable achievement of course objectives

D = Poor; marginal achievement of course objectives

S = Satisfactory; adequate achievement of course objectives

U = Unsatisfactory; insufficient achievement of course objectives

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

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

Temporary notations are used:

I = Incomplete, a temporary extension

IP = In Progress; continuation into subsequent term

R = Registered

Grades have been assigned the following numerical values for the purpose of computing the grade point average:

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

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

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

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

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

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

If the Student Development Committee moves to dismiss, the student will be given the opportunity to appeal the referral with the Counseling Faculty and/or Student Development Committee before the action to dismiss is implemented.

## ATTENDANCE POLICY

We believe that students benefit from class interaction with faculty and other students. Students must communicate with their professor well in advance of any foreseen absence. An absence of 20% or more of in-class time, in a given class, may constitute grounds for a failing grade in the course.

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## WRITING GUIDELINES

Provided at the end of the handbook is a writing sample that follows the APA guidelines. These guidelines should be used for papers that are written for counseling classes.

## PROGRAM RECORD RETENTION POLICY

Student files are maintained in two locations:

- a) current transcripts, application information, and grades (this file is maintained by the Registrar's office);
- b) records of professional and personal development are maintained by the counseling program and include:
  - 1) evaluations of personal and professional development  
(on file for a minimum of seven years post-graduation)
  - 2) clinical hours records  
(on file in perpetuity)
  - 3) work sample  
(on file for a minimum of seven years post-graduation)
  - 4) entrance information  
(on file until graduation is certified)

## PROFESSIONAL ASSESSMENT OF CANDIDATES (PAC)<sup>1</sup>

### A. Introduction

Ethical standards and the accreditation procedures and criteria formulated by clinical professional associations require that the faculty of clinical programs be responsible for continually assessing the candidate's progress in the program.

Graduate counseling programs evaluate students on a wide range of clinical criteria including interpersonal skills, clinical or therapy skills, ethics, assessment skills, theoretical knowledge, clinical judgment, practicum performance, amenability to supervision, maturity, and emotional regulation. Although the process and procedures for evaluation differ widely according to the type of institution and the objectives of given programs, the goal is to make an overall **professional assessment of candidates**. This involves not only an evaluation of academic competence in terms of the mastery of a body of data and theoretical knowledge but also an assessment of clinical competence and overall professional development.

The Western Seminary Counseling Program at the San Jose campus evaluates student progress in terms of strengths, limitations, and growing edges. Formal feedback on clinical performance is given to students enrolled in the clinical portion of the program on a semester basis by the faculty members leading the practicum and internship classes. In the paragraphs to follow, the locus of responsibility for making evaluations is delineated as well as the process, criteria, and time frame.

### B. Responsibility

The primary responsibility for overall professional assessment is that of the core counseling faculty members who have responsibility for administration of the counseling program, under the overall leadership of the Director of the Counseling Program. The core faculty relies on input from all core and adjunct faculty. Evaluations on a candidate's clinical development by faculty who are involved

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in practicum and internship classes and individual supervision provide substantive data on the candidate's clinical process. Reports from agency directors and supervisors are also utilized in assessing the candidate's on-the-job performance. The Clinical Field Placement Coordinator for MA Counseling students coordinates the gathering of clinical data, with special input from agency and site supervisors and from faculty who lead clinical practicum and internship classes.

### C. Process of Evaluation

To assess overall professional development of all master's candidates, the core counseling faculty hold Professional Assessment meetings twice a year. In these meetings the faculty seeks to integrate data relating to the progress of students in meeting academic, clinical, and professional expectations. In preparation for these meetings, the Program Director and the Clinical Field Placement Coordinator compile evaluations from practicum and internship supervisors, agency directors, and any other supervisors engaged as part of a candidate's practicum or internship experience.

The MA in Counseling represents a systematic program of study leading to a formal degree in counseling. This involves a standard combination of academic courses and supervised clinical experiences. The professional assessment of students involves evaluation of academic competence in terms of mastery of a body of theoretical knowledge and an assessment of clinical competence and overall professional development.

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*+Appreciation goes to Loyola College in Maryland for allowing us to adapt and develop this assessment of candidates.*

### D. Criteria for Professional Assessment of Candidates (PAC)

The professional assessment of candidates is meant to recognize strengths in student performance and to assist in identifying candidates who may be experiencing a deficit in terms of overall professional development expected at a given stage in the MA Counseling program.

Identified candidates are then referred to a subcommittee of three counseling faculty and/or administrative persons most closely associated with the candidate in terms of direct teaching or supervisory contact, including the faculty advisor. The faculty advisor and/or the Counseling Program Director will take the lead in the sub-committee dialogue and gathering of information, in formulating recommendations, and in dialoguing with the candidate with a view to addressing the concerns raised. The spirit and purpose of the regular professional assessment is to promote student success and to address deficits or growing edges.

The following PAC Review Rubric is used for student evaluation:

	No Significant Deficiencies Observed	Observable Deficiency
<b>Academic Performance</b>	timeliness; writing ability; clarity of expression; organization; graduate-level thought, analysis, & integration of material; adequate fund of content knowledge; format and content assignment requirements achieved; appropriate participation in class activity; self-management skills evident	tardiness; inadequate writing ability; lacking clarity of expression; disorganization; graduate-level thought not demonstrated, inadequate analysis, & integration of material; inadequate fund of content knowledge; format and content assignment requirements not achieved; inappropriate participation in class activity; and/or lack of self-management
<b>Spiritual Maturity</b> (character and conviction) Students demonstrate spiritual maturity by applying biblical truth to life and ministry resulting in gospel-centered spiritual growth and transformation. GCPO a and GCPO b.	demonstrates ongoing personal and spiritual transformation; utilizes life events in a pattern of faith, spiritual growth and well-being; integrates advanced theological understanding into thought and practice; connected to others who stimulate spiritual growth	behavior incongruent with ongoing personal and spiritual transformation; life events do not reflect a pattern of faith, spiritual growth and well-being; advanced theological understanding does not appear to be integrated into thought and practice; and/or lacking connection to others who stimulate spiritual growth
<b>Interpersonal Skills, Emotional Health</b> (character) Students demonstrate interpersonal skills and emotional health by displaying social and emotional awareness, respect for others, inclusivity in diversity, effectiveness in teamwork, intrapersonal and interpersonal awareness, and the ability to care for self. GCPO c	reflects self-awareness, self-expression, and ability to care for self while demonstrating respect for other; evidences self-control even under stressful conditions; is characterized by love, joy, peace, patience, kindness, faithfulness, gentleness, and healthy thought; demonstrates social/emotional and other-person awareness; cooperative with others and effective in teamwork; employs culturally inclusive awareness and practice; effective at making personal connection and negotiating solutions to interpersonal differences	lacks self-awareness; demonstrates ineffective interpersonal communication; diminished self-control under stressful conditions; deficient in other person perspective; insensitive to multi-cultural inclusivity; and/or ineffective in negotiating personal connection and solutions to interpersonal differences

<p><b>Counseling Skills</b> (competence) Students demonstrate counseling skills by evidencing theoretical knowledge, application of theory, and clinical competence. Additionally, students will demonstrate an ability to build an effective culturally inclusive therapeutic alliance with clients utilizing a breadth of clinical skills and technique consistent with current clinical research evidence. GCPO d</p>	<p>demonstrated understanding and insight pertaining to theoretical concepts in academic coursework and in clinical practice; establishes effective working relationships with clients; actively listens to clients; responds to client concerns with empathy and clinically effective intervention; keeps sessions focused; works collaboratively with clients to achieve desired outcomes; demonstrates awareness of one's own cultural background, values, assumptions, and worldview; seek to learn about values and worldviews of other cultures; develop culturally inclusive intervention strategies; remain open to challenge regarding bias and prejudice</p>	<p>inadequate understanding of theoretical concepts in academic coursework and in clinical practice; inadequate ability to establish effective working relationships with clients; does not consistently listen to clients; inadequate display of empathy and clinically effective intervention; loses focus in sessions; may not work collaboratively with clients to achieve desired outcomes; permits own cultural background, values, assumptions, and worldview to contaminate sessions; does not demonstrate a willingness to learn about values and worldviews of other cultures; lacks culturally inclusive intervention strategies; and/or defensive to challenge regarding bias and prejudice</p>
<p><b>Professional Practice</b> (competence) Students demonstrate professional counseling practice by applying their training to internship tasks, integrating supervisory input into clinical work, reflecting on multicultural and contextual issues, engaging cooperatively in the supervision relationship, and behaving in accordance with the ethical standards of the profession. GCPO e</p>	<p>receives feedback in a constructive, non-defensive manner; demonstrates constructive use of feedback in subsequent work; understands boundaries and limits of personal competence; can work autonomously but appropriately seeks help when advisable; shows commitment to providing quality service to clients; keeps adequate client records; responsibly meets with clients; manages time well; implements supervisory suggestions; collaborates with other staff and interdisciplinary treatment providers</p>	<p>receives feedback in a defensive manner; does not evidence constructive use of feedback in subsequent work; lacks understanding and respect for boundaries and limits of personal competence; difficulty in working autonomously; tends not to seek help appropriately; shows limited commitment to providing quality service to clients; keeps inadequate client records; irresponsible regarding meetings with clients; manages time poorly; fails to implement supervisory suggestions; and/or fails to collaborate appropriately with other staff and interdisciplinary treatment providers</p>

Special attention is given to a student who is advancing from one level of the program to the next, specifically:

- a. During the fall and spring semesters to assess *readiness for students entering into the first clinical year (CN 501, CM 530, 531)*.
- b. During the fall and spring semesters for students completing the first clinical year to assess *readiness for advancement to the second clinical year (532, 533)*.
- c. During the fall and spring semesters of the second clinical year to assess *readiness for graduation*.



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## E. The Feedback Process

1. Routine clinical feedback will continue to be given at the end of the semester to the candidate by the faculty person who is the campus supervisor for practicum/internship class.
2. Each student will be assigned a faculty member who will serve as the candidate's academic advisor.
  - a) In the event that issues are raised relative to a given candidate at the PAC review meeting of the counseling faculty, the faculty advisor and/or the program director will meet with the candidate to discuss the concerns.
  - b) The faculty advisor and/or counseling program director will make a full disclosure of the concerns raised, and if requested by the student or the PAC committee, compose a written statement delineating the concerns. The candidate, in turn, will follow-up with a "remedial written plan" (including a time frame) for the approval of the faculty advisor and PAC committee.
  - c) In the event that the issues of concern are such that the counseling faculty assessment results in a tentative judgment to recommend suspension or dismissal from the counseling program, the faculty advisor or program director will communicate with the student to discuss the concerns and to gather data from the student which might have an impact on the decision. After conferring with the student, the faculty advisor or program director provides the counseling faculty with information gathered from the student. If the decision to recommend suspension or dismissal from the program is made, a written notice is sent to the student by the director of the program. Referrals to suspend or dismiss are given to the Student Development Committee. The student will be given the opportunity to appeal the referral before the action to suspend or dismiss is implemented.
  - d) In the case of dismissal from the program, after at least a two-year minimum waiting period, re-admittance to the program can be considered.

## TIME LIMITS OF PROGRAM

All course work for a degree offered by Western Seminary must be completed within the established time limit as measured from the date of entry to the degree program. Master of Arts should be completed in five years. The faculty may recommend termination of the student's program unless a written plan for timely completion is approved by petition to the Counseling Program Director and the Registrar.

## EVALUATION PROCEDURES

Several phases of evaluation facilitate ongoing improvement and development of your learning experience. They include student evaluations of the program, faculty evaluations of students, supervisor evaluations of interns, intern evaluations of sites, graduate evaluations of degree program, and employer evaluations of graduates.

Student evaluation of the program is facilitated through a systematic assessment of each course and instructor at the end of each term and through participation in the annual April review of the Counseling Program.

Evaluation of the students and their internship sites are also required along with post-graduate evaluations. These evaluations will be provided online to evaluators at the appropriate times. Staff and faculty welcome suggestions and comments, informally and in course evaluations.

## GLOBAL COUNSELING PROGRAM OUTCOMES

Achievement of global counseling program outcomes is evaluated on a bi-annual basis by incorporation of data from above named evaluations along with a sampling of student papers and projects. The following five counseling program outcomes form a core set of aspirational values for classroom instruction and a measure for quality assessment; the counseling program endeavors to prepare students of integrity who demonstrate:

Spiritual Growth	Students demonstrate spiritual maturity by applying biblical truth to life and ministry resulting in gospel-centered spiritual growth and transformation.
Theological Discernment	Students employ advanced theological thinking that integrates a gospel-centered worldview with best counseling practices.
Interpersonal Skills	Students display authentic, Christ-like, sensitivity toward self and others.
Counseling Skills	Students demonstrate competence by utilizing a breadth of skills and techniques that are culturally inclusive and consistent with current clinical research.
Professional Practice	Students apply their training to internship tasks, engaging cooperatively in the supervision relationship and in accordance with the ethical standards of the profession.

## GRADUATION REQUIREMENTS

In order to graduate from the Seminary, all students must:

1. Give evidence of orthodox belief, genuine Christian character, and conduct consistent with a God-given call to a position of leadership.
2. Demonstrate an ability to use the English language with precision in speech and writing.
3. Complete the prescribed course of study within the time limitation and achieve the required grade point average as outlined in the catalog.
4. Remove any admissions provisions.
5. Settle all financial obligations, including payment of the graduation fee. Students who have not made satisfactory financial arrangements will not have access to any student services, including transcript, diploma, or enrollment for a second degree.
6. Receive recommendation of the Faculty and approval by the Board of Trustees.
7. File all graduation information with the Records Office.
8. Attend the annual commencement exercises. Permission (in writing) to graduate in absentia must be requested by writing to the administrative committee at least six weeks prior to commencement. Such permission is normally granted only when it would cause serious hardship for the student to attend.

In addition to the above-mentioned seminary requirements for graduation, counseling students are required to provide documentation that they have completed the following:

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1. [Personal Counseling](#): Completion of 20 hours of personal counseling with a licensed mental health professional, up to 10 hours may be marriage, couple, or family. (as of Fall 2004)
  2. [Group Counseling](#): Completion of 10 hours of group counseling with a program approved therapy/growth group, led by a professional therapist, and focusing on your own process and personal/emotional growth. (as of Fall 2019)
  3. [CPCE](#): Passing score documented on the Counselor Preparation Comprehensive Exam. (as of Fall, 2017)
  4. [Integrative Paper](#): Completion of the Comprehensive Clinical Integrative Paper.
  5. [Internship Hours](#): Completion of a minimum of 280 (including a minimum of 40 in Practicum and a minimum of 240 in Internship) direct client contact hours and a minimum of 700 total hours (including 100 in Practicum.)
  6. [Experience in group facilitation](#) during the internship is also required and must be documented on client contact hours forms.

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

1. Remaining graduation requirements will be completed by the last day of the summer semester.
2. Eight hours (M.Div.), six hours (M.A.), or four hours (Th.M.) or less remain for completion of the degree
3. The student has registered for these courses from the regularly scheduled summer course offerings.
4. All admission provisions are removed.
5. All incompletes satisfied.
6. The appropriate graduation fee has been paid.

Students anticipating graduation must inform the Records Office in writing by filing an Application to Graduate prior to their final semester of enrollment.

Degrees are recorded each semester. The last day of the semester, as indicated by the academic calendar, is considered the official date of graduation. Commencement exercises are held only at the end of the spring semester. A degree is granted when the Registrar confirms completion of all academic requirements, the Business Office affirms the settlement of all fees, the faculty recommends, and the Board of Trustees votes to award the degree.

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# Internship

## PURPOSE

An emphasis in Western's Counseling Program is to learn while doing -- the practicum and internship experience. During the program each student will complete one semester of practicum and a minimum of three semesters of internship. Students are encouraged to seek experience at two different sites. Each clinical experience offers opportunities for the student to apply their classroom learning to the practical world of actual counseling. Students may intern at any Western Seminary approved site, as long as the student has not been a client of that counseling agency within the two years prior to the start of the practicum/internship experience and the site supervisor has never provided counseling/therapy to the student at any time.

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

Practicum and Internships are under the close direction of both a site supervisor and an on-campus practicum/internship supervisor. In practicum and internship classes (consisting of 4-8 student peers and one faculty member) student peers and supervising faculty review audio and video recordings of the intern's work. Feedback is provided in an encouraging atmosphere, assisting in the student's personal and professional growth. Campus supervisors of practicum students maintain contact with site supervisors minimally every other week to track student progress.

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

## SEQUENCE

After having completed CN 501, 502, 504, 505, and CM 506 and 10 hours of personal therapy, students may apply to a practicum or internship site. Students are asked to select one or more sites from an Approved Site List (included in the Practicum/Internship Manual). **Practicum students will need to choose a previously established site.** Internship students wishing to establish a new field site must coordinate the site approval process with the Clinical Field Placement Coordinator before entering Practicum/Internship. **Students may not complete their Practicum/Internships at their place of employment or home church.** Contact information for the site director and supervisor should be provided to the counseling program administrative assistant at least three months in advance of the desired internship. Information on established sites is also available from the counseling program administrative assistant. Any other necessary forms can be found in the CA Practicum/Internship Resources page in the Online Classrooms.

## TRAINEE ROLE

The future Trainee needs to have a good understanding of the sites they will be contacting and what they would like to obtain from their Traineeship. Most sites require interviews and resumes, and some require a cover letter or statement of faith. So be prepared when you

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call the site or sites. It is recommended that you contact four to five sites, early in January and February prior to a fall internship start date. Typically there are other schools sending possible interns to these sites. Please be aware of the fact that you are representing Western Seminary and that other interns will be following you in the future. Therefore, present yourself professionally!

Before a Practicum or an Internship can begin, the trainee must obtain liability insurance. This process can take three to six weeks to complete, so the earlier you acquire insurance, the better. A copy of the Insurance form or a copy of your insurance cover sheet, and the original Internship Agreement form, including the signed Authorization to Release Information, need to be given to the counseling Administrative Assistant once they have been filled out and signed.

A record of the hours worked at the internship needs to be maintained for the intern's records ([BBS Weekly Hours of Experience](#), [Western Hours Form 1 and Form 2](#), [Instructions for Hours Form 1 and 2](#)). A copy of the hours must be turned in at the end of every semester to the Counseling Administrative Assistant. It is very important to maintain these records because they will be needed to gain licensure. Please note that in order to get credit for a practicum/ internship class, you need a minimum of 40 client contact hours during that same semester. Evaluations of the trainee will be completed by the campus and site supervisors and by the trainee at the end of each semester. When a trainee is working at two or more sites concurrently, a separate set of Hours Forms 1 and 2 must be completed and signed separately for each site. At the end of the practicum or internship, the trainee should fill out an evaluation of the site and the site supervisor through electronic forms provided.

## SUMMARY OF INTERNSHIP PROCEDURE

1. Complete CN 501, 502, 504, 505, and CM 506, at least one year of coursework with a GPA of at least 3.0, and ten hours of personal psychotherapy.
2. Pass CN501 clinical competencies of empathy, respect, self-other awareness, and supervisory alliance.
3. You may schedule an appointment with the Clinical Field Placement Coordinator for more information on appropriate sites to which you may apply.
4. Prepare resume, contact sites, and set up interviews.
5. Prepare yourself for interviews by reviewing the information in the site specific online catalog on the CA Practicum/Internship Resources Page in the Online Classrooms.
6. Obtain liability insurance. See the insurance section of the Handbook for more information about insurance coverage. **A COPY OF YOUR INSURANCE POLICY FACE SHEET MUST BE SUBMITTED BEFORE YOU START SEEING CLIENTS DURING YOUR PRACTICUM OR INTERNSHIP.** Students who have not submitted their insurance policy face sheet by the first day of practicum/internship class will be dropped from the class. Client contact hours will not be counted and students will not be allowed to continue in class until the completed form is received.
7. Return a copy with original signatures of the **Internship Agreement** to the Administrative Assistant, for the site at which you have been accepted. This is to be submitted **no later than the second week of practicum/internship class**. Client contact hours will not be counted and students may not be allowed to continue in class until this has been submitted.

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8. Register for Practicum/Internship CM 530, 531, 532, or 533, respectively. To continue seeing clients, students may register for CM539.
  9. Maintain record of hours throughout internship. BBS Weekly Hours of Experience Forms, Hours Forms 1 (Client contact and Supervision hours), and 2 (Other Activities form) must be completed and signed separately for each site.
  10. When the semester ends, turn in signed original forms to the Counseling Administrative Assistant. It is wise to keep an additional copy of these forms for your own records.

## CONFIDENTIALITY OF CLIENT INFORMATION IN CLINICAL TRAINING EXPERIENCE

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

## INSURANCE OPTIONS AND REQUIREMENTS

As a student in Western Seminary's Counseling Program you are **REQUIRED** to obtain professional liability insurance. This coverage must be obtained before the start of your internship. The process may take three to four weeks, so plan accordingly with the beginning of your internship.

HPSO offers student liability insurance included with a membership to the American Counseling Association (ACA) Here's information on Student Liability Insurance offered through the ACA. <https://www.counseling.org/membership/aca-and-you/students>

CPH & Associates also offers student liability insurance included with a membership to the California Association of Marriage and Family Therapists (CAMFT). Here's information on Student Liability Insurance offered through CAMFT: <https://www.camft.org/plip>

You are also welcome to look into other options for liability insurance. Once you have become insured, please give a copy of the insurance cover sheet to the Counseling Administrative Assistant for your file.

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# Special Guidelines

## ENDORSEMENT POLICY

Upon completion of the Master of Arts in Counseling degree, the graduate may receive program faculty endorsement. Endorsement will be provided upon request with a signed authorization only:

- \*On the basis of demonstrated proficiency in the vocational or licensing area for which endorsement is sought.
- \*For the professional credential or license for which the student is prepared, including coursework, practicum, or internship placements.
- \*During candidacy for the program degree, endorsement will only be provided for clinical experience, credentials, licenses, and occupations for which the candidate is adequately prepared. Students may request faculty endorsements in keeping with the spirit of the above guidelines.

## POST- GRADUATE LICENSURE

- 1) The Board of Behavioral Sciences (BBS) issues two different licenses: the professional clinical counselor license (LPC) and the marriage and family therapy license (LMFT). The licenses cover the application of theories and techniques to assist individuals, families, and groups to solve mental health problems or facilitate change. The primary difference between the licenses involves the specific training and experience in the delivery of clinical mental health theories and techniques for the LPCC versus a concentration of family systems theories and techniques required for the LMFT. A student graduating from Western Seminary's Counseling Program may make application to the California licensing board. [You must register separately for the Associate Professional Clinical Counselor \(APCC\) and/or for the Associate Marriage and Family Therapist \(AMFT\) prior to accruing post-graduate clinical experience.](#)

## SUPERVISED EXPERIENCE

Supervised experience includes practicum and internship clinical experience obtained during your M.A. Counseling degree program at Western Seminary, as well as post-degree experience as a California Registered Associate under the auspices of the California Board of Behavioral Sciences. Upon graduation, the next step in counting clinical hours toward licensure is to register with the Board as a Registered Associate. Instructions for registration as an Associate may be found on the webpage of Board of Behavioral Sciences at <http://www.bbs.ca.gov>

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## INTERNSHIP HOURS

The following chart is provided in an attempt to help clarify clinical hour requirements:

		<b>Direct client contact hours during graduate program</b>	<b>Total clinical hours during graduate program</b>
Hours required to graduate from Western Seminary	<b>Total</b>	Minimum of 280	Minimum of 700 (includes direct client contact hours)
	<b>Practicum</b>	40	100
	<b>Internship*</b>	240	600

\*Note: Internship Hours must include Facilitation of groups.

**Direct Client Contact Hours:** This is time in actual clinical mental health counseling with a client, couple, family or group. Client contact is defined as individual, group, couples, and family counseling that are therapeutic or a combination of assessment and subsequent therapeutic interactions. Interns must document experience in both conducting individual counseling sessions and in facilitating groups. These are the actual hours spent counseling not including supervision, write-ups, record keeping, clinical staff meetings, case conferences, and etc. Please note that only 40 hours of client contact hours during Practicum may be counted toward the 280 total required number of client contact hours.

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

For further information regarding licensure contact:

Board of Behavioral Sciences  
1625 N Market Blvd., Suite S-200  
Sacramento, CA 95834  
Fax: (916) 574-8626  
BBS Main Telephone: (916) 574-7830  
<https://www.bbs.ca.gov/>

## PRACTICING OUTSIDE OF CALIFORNIA

The requirements for obtaining licensure in other states will vary. If you feel there is a strong possibility that you will eventually practice counseling outside of California, it would be wise to contact that state's board at your earliest convenience to discover requirements for that particular state. You can find contact information for other states' licensure boards at <http://nbcc.org/directory>.



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# Facts of Interest

## COUNSELING SERVICES

All MA Counseling students are required to have 30 hours of personal counseling during their time in the program, including 20 hours of individual (which may include 10 hours of marriage, couple or family counseling) and 10 hours of group (effective Fall 2019). When complete, turn in [Weekly Summary of Psychotherapy Received Form](#) and the [Group Counseling Log](#) to the Counseling Administrative Assistant. Counseling students must seek counseling services from a professional counselor who is licensed, other than program faculty and students. The Counseling Administrative Assistant maintains a collection of business cards from local professional counselors. You may also contact your advisor with questions about how to seek personal counseling services.

## FINANCIAL ASSISTANCE

Most students finance their seminary education through a combination of two or more of the following: personal employment, family support, loans, or pledged support. Because the school's ability to offer financial assistance is limited, it is expected that a student will provide the majority of the total amount required to meet expenses.

For more information regarding financial aid, refer to the current school catalog or contact our Financial Aid Office at:

Web: <https://www.westernseminary.edu/admissions/financial-aid>

Email: [finaid@westernseminary.edu](mailto:finaid@westernseminary.edu)

Phone: (503) 517-1819

## PROFESSIONAL ORGANIZATIONS

Students can have a voice in shaping the future of the counseling profession. Participation in professional organizations can help one to stay up-to-date in current treatment methods, research, and legal and ethical trends. Meeting other professional counselors creates opportunities for networking and consultation. Students typically qualify for significant discounts on membership and conference fees. Students are highly encouraged to attend conferences, submit papers, and actively participate in one or more of the following professional organizations.

- American Association of Christian Counselors (AACC)  
800-526-8673 <http://www.aacc.net/>
- American Counseling Association (ACA)  
800-422-2648 <http://www.counseling.org/>
- American Association for Marriage and Family Therapy (AAMFT)  
703-838-9808 <https://www.aamft.org/>
- American Mental Health Counselors Association (AMHCA)  
800-326-2642 <http://www.amhca.org/>
- California Association of Marriage and Family (CAMFT)  
858-292-2638 <https://www.camft.org/>
- California Board of Behavioral Sciences (BBS)  
916-574-7830 <https://www.bbs.ca.gov/>

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- California Counseling Association (CCA)  
510-500-4477 <https://cacounseling.wildapricot.org/>
  - Christian Association for Psychological Studies (CAPS)  
210-629-2277 <http://www.caps.net>
  - Council for Accreditation of Counseling & Related Educational Programs (CACREP)  
703-535-5990 <http://www.cacrep.org/>
  - National Board of Certified Counselors (NBCC)  
336-547-0607 <http://www.nbcc.org/>

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# Comprehensive Clinical Integrative Paper – CN561

In the Comprehensive Clinical Integrative Paper, the student articulates a professional summation of the developing integration of clinical and theological knowledge as well as spiritual and personal growth experiences and awareness. Papers will be assessed on thoughtful reflection of clinical knowledge, evidence of self-awareness and personal application, and clear, accomplished writing. Strong papers will utilize reference to professional literature, particularly in the counseling theory section. See the [APA Example Paper](#) for guidance with formatting.

As a cumulative representation of the student's work over the course of the program, the Integrative Paper will be kept as a part of the student file for a minimum of seven years post-graduation. It may be reviewed by faculty, administration, and accreditation agencies, for purposes of student review or quality assurance. The student is encouraged to keep a personal copy of the paper as a part of a sample work portfolio for future academic or employment purposes.

## REGISTRATION

Students are required to register for CN561 the semester that they intend to write their clinical integrative paper, **no later than spring semester of the year they are planning to graduate** (effective Fall, 2011). This will be a no-credit registration; therefore, no tuition will be assessed. A student will schedule four appointments with the assigned reader. Requests for a particular faculty reader will be honored when possible, but cannot be guaranteed. The student may submit requests and will be notified of the assigned reader by email from the Counseling Administrative Assistant.

## SCHEDULE OF DUE DATES

Students will contact the assigned faculty reader at the beginning of the semester to schedule the following appointments:

1. First one-hour appointment not later than the end of January, (May, or September) to review Theology section;
2. Second one-hour appointment not later than third week in February, (June, or October) to review Theory section;
3. Third two-hour appointment not later than end of February, (June, or October) to review session recording;
4. Fourth one-hour appointment not later than second week in March, (July, or November) to review Personal Background, Professional Self-Assessment, and Clinical Self-Assessment;
5. By third week in March, (July, or November) email a complete copy of paper to the recommended editor for formatting;
6. Submit a spiral bound paper copy to reader by second week in April, (August, or December); and
7. Email electronic copy, with your name removed from the title page, to the Student Services Director at [wpurnama@westernseminary.edu](mailto:wpurnama@westernseminary.edu).

## COMPLETION

To complete the course, the final copy of the paper must be submitted for approval **no later than two weeks before the official end of the current semester** (please see the school's academic calendar for date of semester end). If the final copy has not been completed or submitted in a timely manner, the student will receive an "Failure" notation on their transcript and will be required to register for an additional semester of CN561.

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## CONTINUATION

If the student has not yet walked in graduation, a student may elect to take one semester off, but faculty mentorship over the process will only occur during semesters wherein the student is registered. If the paper is not completed within two semesters of CN561, then the student will be required to maintain registration in a one-credit independent study course for a grade under the supervision of the faculty mentor, in addition to maintaining registration in CN561 until the paper is completed. Normal tuition rates will apply to independent study courses.

## FORMAT AND BINDING

Prior to printing, the paper should be sent for a final review of grammar, spelling, and formatting. There is no additional fee for this service. The paper will be evaluated for overall organization, an attractive and neat format and presentation, observance of guidelines for margins, references, and length. Upon approval, **the final copy must be spiral bound** with a clear cover and black back cover. Among other options, binding can be done at a FedEx or UPS Store.

## OUTLINE OF PAPER

*Please use the following titles as headings in your paper.*

Title: Comprehensive Clinical Integrative Paper

Abstract

Personal and Professional Background

Theology of Counseling

Nature of God

Nature of People

Gospel-centered Transformation

Role of Faith

Understanding of Spirituality

Role of Suffering

Counseling Theory

Theoretical Perspective

Integration of Spirituality

Inclusive of Cultural Diversity

Career Planning

Primary Techniques

Theory of Change

Professional Self-Assessment

Personal Evaluation and Assessment

Clinical Data Analysis of Efficacy

Recommendations

Continued Growth Plan

Case Example

Case History

Session Transcript

Reference Page

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## CONTENT OF COMPREHENSIVE CLINICAL INTEGRATIVE PAPER

### ABSTRACT (150-250 words)

The abstract should be a brief summary outlining the contents of your paper.

### INTRODUCTION: Personal and Professional Background (5-6 pages)

This opening section should describe your personal and professional background, covering areas similar to a client case write-up, e.g. early childhood, middle childhood, adolescence, and adult history, including social/relational, cultural, educational, occupational, and spiritual history. Included should be the decision to pursue a career in counseling and a brief description of future counseling goals. This background will lay the foundation for sections two and three. (CN515)

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

### THEOLOGY OF COUNSELING (6-8 pages)

In presenting your understanding of theology, include theological concepts you deem significant to the counseling profession. Include succinct summarizations and interpretations of theological concepts presented by others that are significant to you. Present your understanding of the nature of God, the nature of people, the role of faith, the process of salvation, the role of spirituality, and your understanding of the role of suffering. This section should be written from a counselor perspective, describing theological concepts in everyday language, including biblical citations for only the most significant concepts. (TH506, TH507, CN509)

- ✓ Your theology of counseling is clearly presented in everyday language.
- ✓ Summarizations of theological concepts presented by others are accurate.
- ✓ Theological implications of the nature of God and people are described with clarity.
- ✓ Your understanding of gospel-centered transformation and the role of faith is evident.
- ✓ Your understanding of spirituality and its relationship to theology is clearly stated.
- ✓ Your understanding of the role of suffering is articulated with clarity and thoughtfulness.

### COUNSELING THEORY (8-10 pages)

In this section you will present your theory of counseling and how this is different from other theoretical approaches. This theory ought to be consistent with who you are and how you understand personality development. Your theory should explain pathology and include a model for wellness and preventative mental health, as well as your approach to facilitating career development and planning. As you cite material from other sources, your summarizations and interpretations of theories should be accurate and understandable. Include material on how and why people change and how client strengths are utilized in the change process. Your counseling theory should demonstrate consistency with your theological and spiritual understandings. (CN502)

- ✓ Your theory of counseling is clearly stated
- ✓ Your theoretical model explains the development of pathology, wellness, and prevention
- ✓ Your theory describes the process of counseling and contrasts it to other theories
- ✓ This theory is consistent with who you are and your worldview

- ✓ Your theory is inclusive of multi-cultural diversity, acknowledging your own cultural bias
- ✓ Your approach to facilitating career development and planning is integrated with your theory
- ✓ You describe techniques adaptable for clients from diverse cultural backgrounds
- ✓ Material cited from others is accurate, adding clarity—a minimum of five sources
- ✓ Your theory of change is concrete and understandable
- ✓ Your approach to the spiritual assessment and development of a client is illustrated
- ✓ You demonstrate consistency between theory and theological understandings, citing a model of integration in contrast to other approaches

#### PROFESSIONAL SELF-ASSESSMENT (6-8 pages)

This section will be a self-critique of your strengths and growing edges. You should demonstrate an ability to comprehend your strengths and to identify how they contribute to who you are as a professional counselor. Similarly, you should be able to identify and comprehend your growing edges. This section will include an evaluation of your clinical effectiveness with clients. You will summarize strengths and growing edges regarding your clinical efficacy based upon client feedback, Outcome Rating Scale and Session Rating Scale data, supervisor evaluations, and case conference feedback. (CN503) The section should conclude with your personal plan to utilize your strengths, maintain your own health, and prevent harm to clients by continued progress in addressing your growing edges. (CN506, 515)

- ✓ Your self-assessment demonstrates self-awareness and is presented non-defensively.
- ✓ You describe your strengths and how they contribute to who you are as a counselor.
- ✓ You are able to identify your growing edges based upon feedback and data.
- ✓ Include description of your multi-cultural competency as demonstrated in clinical experience.
- ✓ You have created a concrete and measurable plan to address your growing edges, which includes a self-care plan for both times of resilience and challenge.
- ✓ Included in your plan are identified strategies to utilize your strengths and growing edges for greater clinical efficacy as identified by clinical feedback data, supervisor evaluations, and case conference feedback

#### CASE HISTORY (4-6 pages)

The case history will follow the format used in the case conference. It will have emphasis on your ability to include the salient points with clarity and brevity. To protect client confidentiality, be sure to falsify the client's name and identifying information. (CN530-533)

- ✓ The case history follows the prescribed format.
- ✓ You demonstrated an ability to include the salient points with clarity and brevity.
- ✓ Your assessment and diagnosis appear accurate.
- ✓ Your treatment plan fits the presenting issues and assessment

#### TRANSCRIPT AND RECORDING

A transcript of an entire session and the audio recording shall accompany the integrative paper. The recorded session should be one after at least five previous sessions with the same client. The session should include some demonstration of your counseling theory. No session is perfect. It is more important that your analysis section reflect an understanding of the dynamics occurring between you and your client, helpful interventions, and suggestions for what you might have said differently. Though the case history and transcript will be retained with the paper, the audio/video recording will be returned to you upon completion of your paper.

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## NOTE

- The recording must be audible, and of a complete session, from hello to goodbye.
- The recorded session should be consistent with your theological approach.
- The recorded session should be consistent with your theoretical approach.
- Individuals mentioned in the transcript are described without identifying information in an introductory paragraph.
- Include a description of the setting and the session number.
- The verbatim transcript is in the left column.
- Interpretive analysis is in the right column, with a **thorough** analysis noting your strengths and growing edges, transference and counter-transference.
- The counselor is identified with CO.
- The client is identified with CI.
- The individual statements are numbered. These numbers are used as references for the interpretive analysis and as reference points for the body of your paper.

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# APA Writing Style

APA style is the style of writing specified in the Publication Manual of the American Psychological Association (7<sup>th</sup> ed., 2020). Some of the more commonly used rules and reference formats from the manual are listed below. However, this is not a substitute for the manual itself, which should be purchased by students to be used for future reference. Additional help with APA formatting may be found at the following website <http://owl.english.purdue.edu/owl/> which is maintained by Purdue University.

As the APA Publication Manual explains:

- **Typeface** preferred is Times New Roman with a 12-point font size.
- **Margins** should be 1" all around.
- **Line spacing** should be double-spaced between all text lines.
- **Indentation** is five to seven spaces (½ inch) for the first line of every paragraph or footnote.
- **Commas** are placed between elements (including before *and* and *or*) in a series of three or more items and to set off clauses.
- **Spacing** after commas, colons, and semicolons, should be one space. At the end of a sentence, there should be one space after the period.
- **Hyphenation** should not occur at the end of lines, only between words when necessary.
- **The title page** should include at the top right the page number *1* flush right. The title is bolded and centered in the upper half of the title page. Include one blank double-spaced line and then the student's name is centered as a byline, followed by the name *Western Seminary* centered on the next line. The date is centered on the next line.
- **A reference list** cites works pertaining to a particular article. Many reference list entries end with either a DOI or a URL.
- **Electronic references** should have an address permitting retrieval.