



Department of Counselor Education

STUDENT HANDBOOK

Calgary 12 MOC Cohort 2009-2011

Master of Counselling

Site-Based Program (Canada)

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**Department of Counselor Education
Calgary 12 MOC (2009-2011)**

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Gonzaga University

Mission Statement

*G*onzaga University belongs to a long and distinguished tradition of humanistic, Catholic, and Jesuit education. We, the trustees and regents, faculty, administration, and staff of Gonzaga, are committed to preserving and developing that tradition and communicating it to our students and alumni.

As humanistic, we recognize the essential role of human creativity, intelligence, and initiative in the construction of society and culture.

As Catholic, we affirm the heritage which has developed through two thousand years of Christian living, theological reflection, and authentic interpretation.

As Jesuit, we are inspired by the vision of Christ at work in the world, transforming it by His love, and calling men and women to work with Him in loving service of the human community.

All these elements of our tradition come together within the sphere of free intellectual inquiry characteristic of a university. At Gonzaga, this inquiry is primarily focused on Western culture within which our tradition has developed.

We also believe that a knowledge of traditions and cultures different from our own draws us closer to the human family of which we are a part and makes us more aware of both the possibilities and limitations of our own heritage. Therefore, in addition to our primary emphasis on Western culture, we seek to provide for our students some opportunity to become familiar with a variety of other human cultures.

In the light of our own tradition and the variety of human societies, we seek to understand the world we live in. It is a world of great technological progress, scientific complexity, and competing ideologies. It offers great possibilities for cooperation and interdependence, but at the same time presents us with the fact of widespread poverty, hunger, injustice, and the prospect of degeneration and destruction.

We seek to provide for our students some understanding of contemporary civilization; and we invite them to reflect with us on the problems and possibilities of a scientific age, the ideological differences that separate the peoples of the world, and the rights and responsibilities that come from commitment to a free society. In this way we hope to prepare our students for an enlightened dedication to the Christian ideals of justice and peace.

Our students cannot assimilate the tradition of which Gonzaga is a part nor the variety of human cultures, nor can they understand the problems of the world, without the development and discipline of their imagination, intelligence, and moral judgment. Consequently, we are committed at Gonzaga to developing these facilities. And since what is assimilated needs to be communicated if it is to make a difference, we also seek to develop in our students the skills of effective writing and speaking.

We believe that our students, while they are developing general knowledge and skills during their years at Gonzaga, should also attain more specialized competence in at least one discipline or profession.

We hope that the integration of liberal humanistic learning and skills with a specialized competence will enable our graduates to enter creatively, intelligently, and with deep moral conviction into a variety of endeavors, and provide leadership in the arts, the professions, business, and public service.

Through its academic and student life programs, the Gonzaga community encourages its students to develop certain personal qualities: self-knowledge, self-acceptance, a restless curiosity, a desire for truth, a mature concern of others, and a thirst for justice.

Many of our students will find the basis for these qualities in a dynamic Christian faith. Gonzaga tries to provide opportunities for these students to express their faith in a deepening life of prayer, participation in liturgical worship, and fidelity to the teachings of the gospel. Other students will proceed from a non-Christian religious background or from secular philosophic and moral principles.

We hope that all our graduates will live creative, productive, and moral lives, seeking to fulfill their own aspirations and at the same time, actively supporting the aspirations of others by a generous sharing of their gifts.

School of Education

Mission Statement

The mission of the School of Education is to prepare socially responsive and discerning practitioners to serve their community and profession.

- We model and promote leadership, scholarship and professional competence in multiple specializations
- We support an environment that is challenging, inclusive, reflective, and collegial
- We foster inquiry, intellectual creativity, and evidence-based decision making to accept the challenges facing a global society
- We provide academic excellence in teaching, advising, service, and scholarship
- We promote, support and respect diversity

The School of Education upholds the tradition of humanistic, Catholic, and Jesuit education.

Department of Counselor Education

Mission Statement

The Counselor Education Department is grounded in a rich tradition and history. Aware of the potential for personal, professional and global transformation, we create and sustain relationships that facilitate excellence in the development of professionalism, service, and growth. Therefore, with intention, we embrace the strengths of all individuals; we invest in services that promote the greater good; we depend on and contribute to the research and practical foundations of the profession; we develop counselors who enter human services and educational environments with competence, commitment and care.

Theme Statement

We are practitioners who are intentional in the development of relationships that honor the strengths of all individuals and the promotion of transformational growth.

Master of Counselling, Site-Based Programs Mission Statement

The Master of Counselling program provides counsellor education for students reflecting ethical and cultural aspects of Canadian life with focus on province-related needs and trends. The program promotes the development of a solid knowledge base and strong clinical skills, while fostering personal growth and transformation. Students are prepared to be ethical, competent, service-oriented mental health practitioners.

6/10/09

Statement of Purpose

Our Master of Counselling program (previously known as the Master of Arts in Counseling) is designed with the purpose and intent of developing and training counsellors who will be effective, competent, caring, and committed professionals who will be prepared to serve the communities in which they live. In order to achieve this goal, our curriculum and pedagogical approach has been adapted and refined according to the always developing body of research and literature of the counselling profession. Our academic program as it stands today is, in fact, state of the profession. With roots firmly embedded in the historical scientist-practitioner counselling tradition, our program is responsive to the most relevant and meaningful emergent trends.

Our students learn the “how and why” of Rogers’ (1957) foundational work on the importance of and the necessary elements of the counsellor-client relationship in setting the context for meaningful work, growth, and change. This is about facilitating and insuring that caring, authenticity, and communication are present in the relationship. Frank’s (1961) work on the critical importance for counsellors of instilling hope is another foundational piece in our program. Truax, Carkhuf, and Berenson (1967) whose research began the counselling profession’s understanding of the essential elements in Rogers’ work that facilitated client change is similarly essential in our program curriculum. Building further, our program is highly influenced by the work of Allan Ivey (1978) who added to the training of counsellors-to-be with the clarity of the microskills of attending. Ivey’s work enabled the further training of our students with the range of actual clinical skills needed in effective counselling.

Following years of studies that compared and contrasted the multitude of theories and techniques of counselling, meta-analytic work by Lambert (1992) informed our profession that there are four factors that contribute to positive outcome effectiveness in counselling--regardless of the theory or model used. Those four universals are extratherapeutic factors, the counselling relationship itself, the instillation of hope, and the correct application of theory, strategy, and techniques of counselling for individual clients. Lambert's work has been refined and adapted for powerful application in the pedagogy of our program in counsellor education. The four factors determined by Lambert provide a truly empirically supported and "state of the profession" model of counsellor training (Miller, Duncan, Hubble, 1997) and our faculty has redesigned our curriculum in response.

Our students learn a matrix-based conceptual model (Hastings and Bennett, 1998) in their Pre-practicum class during the second year of their Masters in Counselling program. This matrix conceptualization provides our students with a unique, practical, and effective way of understanding the change process for clients--and is one that blends seamlessly with the empirically based training in the microskills of attending. The matrix allows our students to have a clear view of the client's presentation and movement. For example, a client may be tracked in terms of past, present, or future tense; or in domains of behavior, cognition, or feeling; or depth of readiness to change. In essence it is a roadmap through the transformative process.

To complete the picture of our programmatic presentation for our Masters in Counselling students, we have incorporated the work on Emotional Intelligence (Goleman, 1995 and Bar-on, 2000) as essential components of our graduate students' training. Development of such EI-related dispositions as personal growth, self and other awareness, and social responsibility are essential components of our program as our graduates must be competent and mature providers of mental health services to the various publics that they serve.

Introduction to the Student Handbook

The purpose of this handbook is to provide students with information concerning the Department of Counselor Education's site-based programs offered in Canada by Gonzaga University of Spokane, Washington. It is intended to clarify relevant information, policies, procedures, requirements, and expectations. All students admitted into a Counselor Education program are provided with a handbook during new student orientation or during an advising meeting with a faculty member usually prior to the first class meeting for site-based programs. This handbook should serve as a tool to supplement the guidance provided by faculty when advising students in successfully traversing the program.

It is the responsibility of the student to read and become familiar with the information in this handbook. In order to confirm that you have read this handbook and have understood the responsibilities, policies, and procedures outlined herein, please sign the Agreement Contract included on the last page of this handbook. Please submit this signed agreement to your advisor for inclusion in your student file before you begin taking courses.

Program Faculty and Course Location

All full-time faculty members of the Department of Counselor Education have offices located in the Rosauer Center for Education. Site-based program locations are selected based upon the interest shown within various communities and in accordance to the Gonzaga University, School of Education, and Departmental missions. It is desirable for the department to begin a new site-based center in British Columbia every other year and a new center in Alberta in alternate years. In either province, site-based cohorts hold classes in a facility within the designated community. The department chooses these facilities with every effort given to secure a central, learning-conducive environment with available break-out rooms for practice sessions. Frequently, local schools and community centers serve this purpose. Required summer courses for site-based students are held **on the Gonzaga University campus only** and are usually in the Rosauer Center.

The faculty of the Department of Counselor Education is comprised of four core members including the following:

Elisabeth D. Bennett, Ph.D.
University of Utah
Associate Professor
Department Chair
Dir., Community Counseling Program
RC 264, ext. 3312

Mary Brown, M.Ed.
Gonzaga University
Instructor
Director, School Counseling Program
RC 270, ext. 3631

Paul B. Hastings, Ph.D.
Washington State University
Associate Professor
RC 256, ext. 3315

Steven D. Koffman, Ph.D.
Ball State University
Assistant Professor,
Dir., Site-Based Counselling Program
RC 254, ext. 6290

Mark Young, Ph.D.
Idaho State University
Assistant Professor
RC 272, ext 3658

In addition to the core faculty, the Counselor Education Department is fortunate to have remarkable adjunct faculty members to serve our students. These adjunct faculty members bring an added expertise and diversity to the faculty that is greatly appreciated by both core faculty and students. While an adjunct faculty member may have a great deal of knowledge about the program and the profession, the students should not depend solely on an adjunct professor for advising. The current adjunct faculty for the Master of Counselling, site-based program, includes the following:

Affiliate Faculty at Gonzaga

Gordon Cochrane, Ph.D.
University of Ontario

Candace Curry, M.A., Registered Psychologist
Gonzaga, University

Doris Kieser, Ph.D.
Idaho State University

Alan Basham, MA, ABD,
Biola College

Lilli Rosenberg, Ph.D.
University of Alberta

Katie Hooper, M.A., Registered Psychologist
Gonzaga University

Program Information

Description of Program Objectives

Gonzaga University's Master of Counselling, site-based program, is designed to train professional counselors for a variety of employment settings including: family counseling, social service and mental health agencies, elementary and secondary schools, and college counseling centers. Throughout the program, emphasis is placed on personal growth and development in addition to translating theory and research from course work to service for clients. Counselor training utilizes both didactic instruction and experiential learning in a balanced manner in to both aid the student in making the transition from education to practice and to offer an avenue for personal exploration. These experiences and any interactions with professors are in no way intended to provide personal counseling or psychotherapy for students. Students are encouraged to seek counseling outside of the program and its faculty when desired, or recommended or required by the Department of Counselor Education. Another major focus of the program is developing and operationalizing the student's personal theory of counseling. This theory incorporates the student's view of human nature, psychological constructs, and counseling process along with theory grounded in the available scientific literature. This theory is developed to set a framework for each student to practice counseling. The Master of Arts in Counseling is completed during two calendar years.

The site-based program is designed to fit the distance learning parameters while providing many of the requirements for gaining credentials in both British Columbia and Alberta provinces. The overall philosophy of the Department of Counselor Education (EDCE) is to prepare master's level counselors with academic, professional, and personal credentials to perform effectively in their anticipated work setting.

Current objectives of the EDCE programs are reflected in the core requirements as dictated by national accreditation standards and licensure requirements. Through coursework, practicum, internship, and successful completion of the comprehensive examination, students are expected to satisfy overall program objectives and specific course objectives.

Overall Program Objectives:

Students completing the Master of Counselling program should have met the following objectives:

1. To develop a theoretical and psychological base and rationale for counseling.
2. To understand professional problems, issues, and ethical concerns.
3. To develop individual counseling skills.
4. To understand group behavior and learn group facilitation skills.
5. To understand career development and the psychology of careers.
6. To be skilled at assessment procedures.
7. To develop professional counseling expertise under supervision.
8. To respect cultural differences and interact with children and adults accordingly.
9. To develop an awareness of one's own strengths and weaknesses and a capacity to interact with others in a manner that is directly reflective of the University, School, and Program missions.

Specific Objectives:

To be more detailed about the knowledge, skills, and abilities students should gain throughout their studies in the Master of Counselling program, the following objectives are provided:

1. Assessment Skills

- a. Developmental and psychological stages through the life span.
- b. The referral process.
- c. Information gathering.
- d. Effective interviewing skills.
- e. Selecting and evaluating tests.
- f. Test interpretation.
- g. Diagnosing behavioral and psychological problems.

2. Organizational/Administration Skills

- a. Conducting needs assessments.
- b. Identifying behavioral objectives and developing treatment plans.
- c. Planning comprehensive counseling practices and interventions.
- d. Implementing counseling practices and interventions.
- e. Evaluating counseling programs and psychological interventions.

3. Educational Counseling Skills

- a. Working with the educational curriculum.
- b. Academic advising.
- c. College planning.
- d. Vocational planning.
- e. Job planning.
- f. Curriculum consultation.

4. Personal Counseling Skills

- a. Psychological assessment and treatment planning.
- b. Rapport building and interviewing skills.
- c. Listening and effective intervention selection.
- d. Counseling theory and application.
- e. Counseling techniques and intervention practices.
- f. Referral procedures (e.g., suicide, incest, etc.)
- g. Diagnosis with DSM IV-TR
- h. Substance abuse recognition, referral, and counseling

5. Group Counseling Skills

- a. Understanding psychology of groups.
- b. Organizing groups.
- c. Group process/stages.
- d. Group purpose.
- e. Strengths and weaknesses of groups.
- f. Skill in facilitation of a variety of groups.
- g. Assessment of group interventions.
- h. Ethics of group work.

6. Personal Growth

- a. Personal expectations and skill level.
- b. Ethical considerations, including “duty to warn.”
- c. Commitment to obtaining up-to-date information.
- d. Licensure, credentialing, and professional associations.
- e. Commitment to continual increase in personal awareness and change.

7. Research Skills

- a. Literature review skills
- b. Research proposal writing
- c. Problem identification
- d. Hypothesis development and testing.
- e. Methodology & Statistical analysis.

Dispositions

Counselor Education Conceptual Framework

Deep Concern for Others

- Altruistic Service
- Empathy
- Respect
- Kindness

Servant Leadership

- Advocacy
- Commitment

Professionalism

- Ethical
- Excellence in work ethic (thorough, complete, accurate, timely)
- Disciplined
- Consciously Competent (solid knowledge base, sound skills set, intentional implementation of process)

Self-Awareness

- Impulse Control
- Persistence
- Social Deftness
- Growing self-concept, worth, efficacy, esteem
- Growing awareness/purposeful impact on others
- Balanced (physical, emotional, social, spiritual, mental)
- Genuineness
- Reflective
- Emotional maturity/intelligence
 - Zeal
 - Resilience (strength and readiness for positive change)
 - Tolerance for Ambiguity
 - Emotional Regulation
 - Discipline
 - Integrity

Growth Oriented

- Future mindedness
- Concreteness
- Personal and Social Transformation

Dispositions

Glossary of Terms

The Student Demonstrates Deep Concern for All Others

Altruistic Service—Providing care or resource for the purpose of bettering the life/situation of others

Empathy—Having an understanding of the circumstance and related feelings of others

Respect—a demonstration of the basic value for a person’s humanness

Kindness—demonstrating niceness and generosity toward others

The Student Demonstrates Servant Leadership

Advocacy—presenting for another who cannot represent self adequately enough to ensure basic rights/needs

Commitment—persevering through the difficulties that arise for a cause that is valued

The Student Demonstrates Professionalism

Ethical—adhering to an agreed upon moral stance of the profession as denoted by its governing body

Appropriate boundaries—setting and adhering to restrictions and obligations with the client/students or other persons best interest equally vested as one’s own

Excellence in work ethic

Thorough—each part of a task is thoughtfully processed and executed

Complete—the entire project is finished

Accurate—the most up-to-date “best practice” principles are applied as intended by the task assigned

Timely—students attend promptly all assigned meetings & submit all work by deadlines set(anticipatory expectation...no procrastination)

Disciplined—students take responsibility to assure that all requirements of courses, programs, placements, etc are met despite circumstances, stress load, or other opportunities

Consciously Competent—knowledgably choosing one’s strategies, techniques, skills, and other actions in order to best assure a particular outcome

Knowledge base—theoretical learning based on scientific professional data and life experience

Sound skills set—clear awareness of the connection between the counselor’s actions and the client’s response so that the counselor can clearly choose actions that will promote various client response. These actions-response relationships are based on scientific literature and clinical practice

Intentional implementation of process—a clear understanding of the way

- in which relationship is built, maintained, and utilized to best support the growth and development of the client (change)
- Clear, grammatically correct writing—(also according to APA format)
- Technology skills—ability to utilize current technology in research, practice, and presentation as related to the counseling profession
- Oral presentation skills—ability to produce verbal presentation regarding issues related to the counseling profession so as to assure best practice in educational, counseling, and other professional settings

The Student Demonstrates Self Awareness

- Persistence—sticking to a task regardless of the difficulties that may arise in doing so
- Social Deftness—the ability to assess a social situation, understand the underlying components and nuances, and respond in a manner conducive to successful engagement with that situation and the people involved
- Growing self-concept, worth, efficacy, esteem—accurate description of self, accurate assessment of value of self, accurate assessment of ability, and accurate emotional response about self
- Growing awareness/purposeful impact on others—clear understanding of the connection between what one says, does, or does not say or do and the response to such actions from others
- Balanced (physical, emotional, social, spiritual, mental)—orchestrating one’s life so that one’s basic needs in each area are fulfilled so as to assure the over-all health of the individual
- Genuineness—to live with sincerity in all one’s actions so that affect and behavior match values and thought
- Reflective—to intentionally review one’s own actions and interactions in daily living and in counseling practice with the goal of seeking insight that leads to personal and professional growth
- Emotional maturity/intelligence—having the energy for and capacity to cope effectively with all of life’s issues as they present and to utilize that energy and capacity wisely—especially in counseling practice
- Particular components of emotional strengths include the following:
- Zeal—an excitement regarding life that is presented by bridled energy
- Resilience (strength and readiness for positive change)—the capacity, willingness, and desire to make life experiences serve as foundations for growth rather than victimization
- Tolerance for Ambiguity—self-imposed patience regarding unsettling or undefined circumstances
- Emotional Regulation—an awareness of one’s feeling state accompanied by consciously competent restraint or indulgence regarding choice of action related to the feeling state—also includes the ability to assess the appropriateness of the feeling state to the present circumstances
- Discipline—self-management
- Integrity—truthfulness, honesty, congruence combined with graciousness

The Student Demonstrates a Growth Orientation

Future mindedness—a clear awareness of present conditions, an appreciation for history and a vision of what could be if one were to harness resources and make wise choices in order to benefit others

Concreteness—having clarity of ideas and directness of presentation of those ideas in such a way to promote insight and action for self and others

Personal and Social Transformation—change for the better

Demonstration of Fundamental Psychology Knowledge Bases

(see advancement to candidacy)

Our cohorts are comprised of students with a great diversity of background, education and life experience. Many of our students have an academic foundation in psychology – and many do not. Sound counseling practice relies upon many factors and this includes the rich, historical knowledge bases of psychology. For those entering students who do not have the academic or work experience to satisfy this need, we provide a list of recommended readings (e.g., current textbooks in psychology). Students may demonstrate basic competency in psychology by passing the exam which may be taken at any time during the first year of the program. This exam must be completed satisfactorily (75%) as a pre-requisite to the Advancement to Candidacy at the onset of the second year of the MOC program.

6-12-09

Recommended bibliography in psychology:

- Kalat, J.W. (2007). *Introduction to Psychology 8th edition*. Thompson Wardsworth ISBN 049510288-1
- Cozby, P.C. (2008). *Methods in Behavioral Research 10th edition*. McGraw Hill Higher Education. ISBN 007337022-3
- Myers, D.G. (2006). *Social Psychology 9th edition*. McGraw Hill Higher Education. ISBN 0071101691
- Goldstein, E. B. (2007). *Cognitive Psychology 2nd edition*. Wadsworth Publishing ISBN 0495095575
- McAdams, D.P. (2008). *The Person: An Introduction to the Science of Personality Psychology. 5th edition*. Wiley. ISBN 0470129131
- Hergenhahn, B.R. (2008). *An Introduction to the History of Psychology (6th edition)*. Wadsworth ISBN 0495506214
- Barlow, D.H. & Durand, V.M. (2008). *Abnormal Psychology: An Integrative Approach 5th edition*. Wadsworth. ISBN 0534633625
- Pierce, W.D. (2008). *Behavior Analysis and Learning 4th edition*. Psychology Press. ISBN 0805862609
- Wolfe, J.M., Kluender, K.R. et al (2008). *Sensation and Perception, 2nd edition* Sinauer Associates. ISBN 0878939385
- Thomas, R.M. (2005). *Comparing Theories of Child Development 6th edition*. Thompson. ISBN 0534607173

Master of Counselling Site-Based Programs
(42 Credits)

- EDCE 525 Introduction to Canadian Counseling
 EDCE 551 Diversity in Counselling
 EDCE 558 Canadian Counselling Issues and Ethics
 EDCE 566 Assessment in Counselling
 EDCE 584 Counselling Across the Lifespan
 EDCE 590 Marriage and Family Counselling
 EDCE 616 Psychopathology and Psychopharmacology
 EDCE 639 Counselling Theories
 EDCE 658 Group Process and Facilitation
 EDCE 684 Pre-practicum (A) in Counselling
 EDCE 685 Pre-practicum (B) in Counselling
 Prereq: EDCE 698 and
 EDCE 565 (in Summer Residency)
 EDCE 686 Practicum in Counselling
 Prereq: EDCE 684, 685
 EDCE 558
 EDCE 639
 EDCE 689 Professional Seminar
 Prereq: All course work except the oral exam (EDCE 699) must be
 taken prior to participating in the Professional Seminar course.
 EDCE 698 Research and Statistics
 EDCE 699 Comprehensive Oral Examination
 Prereq: All courses required for the degree of Master of
 Counselling must be successfully completed before any
 student may sit for his or her oral examination.

Elective Courses:

- EDCE 690 Directed Readings
 EDCE 691 Directed Study
 EDCE 692 Independent Study
 EDCE 694 Special Project

Comprehensive Written Examination

Students must take and complete successfully a written exam before any student may sit for his or her oral examination. The content of the written exam covers the comprehensive curriculum of all program coursework (see above section)

Description of Courses

EDCE 525 Introduction to Canadian Counselling

1 credits

This course provides information and insight to the roles and functions of various counseling specialties within the provinces of British Columbia or Alberta . This course serves as prerequisite for EDCE 639 Counselling Theories and EDCE 558 Canadian Counselling Issues and Ethics.

SUMMER 2

EDCE 551-Diversity in Counselling

2 credits

Students gain an understanding of behavior and mental health given the cultural context of relationships, issues and trends within and between multicultural and pluralistic national and international societies related to such factors as attitudes, beliefs, understandings, and acculturative experiences of culture, ethnicity, nationality, age, gender, sexual orientation, mental and physical characteristics, education, family values, religious and spiritual values, socioeconomic status and unique characteristics of individuals, couples, families, ethnic groups, and communities. Through learning the theories of multicultural counseling, theories of identity development, and multicultural competencies, students will understand the advocacy processes needed to address institutional and social barriers that impede access, equity, and success with clients.

SPRING

EDCE 558 Canadian Counselling Issues and Ethics

3 credits

Content will focus on Canadian and specifically provincial (British Columbia or Alberta) issues and ethics of the Canadian Counselling Association (CCA) with accompanying texts and other materials that are regional and province specific. Gonzaga graduates in the counseling profession are expected to be at the forefront as leaders in the profession by role modeling the highest ethical standards possible. Through discussion, assigned reading, and written work, students develop and present their personal understanding of and response to critical issues in the counseling field. Specifically, students will study ethical and legal consideration, roles in social justice, advocacy and conflict resolution, cultural self-awareness, the nature of biases, prejudices, processes of intentional and unintentional oppression and discrimination, and other culturally supported behaviors that are detrimental to the growth of the human spirit, mind, or body. Other issues to be discussed include professional roles, functions, and relationships with other human service providers; public and private policy processes, including the role of the professional counselor in advocating on behalf of the profession; advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients; the ethical standards of CCA and related entities; and applications of ethical and legal considerations in professional counseling.

FALL

EDCE 566-Assessment in Counselling

3 credits

This course is intended to familiarize students with test and non-test methods of appraisal typically used in counseling and psychology. Students will learn historical perspectives concerning the nature and meaning of assessment, basic concepts of standardized and non-standardized testing and other assessment techniques including norm-referenced and criterion-referenced, environmental, performance, individual and group assessments via inventory methods, behavioral observation, computer-managed and assisted methods,

clinical interview, and others. Statistical concepts underlying assessment such as scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations will be taught in addition to concepts of reliability and validity. Students will explore factors related to assessment of individuals, groups, and specific populations such as age, gender, sexual orientation, ethnicity, language, disability, culture, and spirituality.

SUMMER

EDCE 584 Counselling Across the Lifespan

3 credits

This course is designed to provide students with an in-depth exploration of the mental health issues specific to population across the lifespan. This course will thoroughly represent human growth and development with specific and current interventions appropriate to different developmental levels and stages. Special emphasis is placed on “normal” development versus “pathological” development. Students study human behavior including an understanding of developmental crises, disability, exceptional behavior, addictive behavior, psychopathology, and situational and environmental factors that affect both normal and abnormal behavior. There is special sensitivity to the issues of child abuse, multicultural awareness, and at-risk populations. Students are introduced to a variety of counseling procedures and interventions appropriate to both agency and school settings.

SPRING

EDCE 590 Marriage and Family Counselling

3 credits

Students examine the major contemporary theories and approaches in marriage and family counseling. Concepts of family dynamics, family life cycle, and lifestyles in general are presented. Students will explore systems theories and related interventions as well as processes for selecting appropriate modalities for family assessment and counseling. Role and function, ethical and legal consideration, the structure and operations of professional organizations and credentialing bodies, and the implications of professional issues unique to marital, couple, and family counseling are discussed as are pertinent roles of racial, ethnic, and cultural heritage, nationality, socioeconomic status, family structure, age, gender, sexual orientation, religious and spiritual beliefs, occupation, physical and mental status, and equity issues.

FALL

EDCE 616-Psychopathology/Psychopharmacology

3 credits

This course is designed to provide an understanding of general principles and methods of case conceptualization, assessment, and/or diagnoses of mental and emotional stress (DSM-IV-TR multi-axial system and differential diagnostic considerations). Human behavior, including an understanding of developmental crises, disability, exceptional behavior, addictive behavior, psychopathology, biological, situational, and environmental factors that affect both normal and abnormal behavior will be covered. Basic neuro-anatomy and psychopharmacological issues and interventions are also discussed.

SUMMER I

EDCE 639-Counselling Theories

3 credits

Students in this course will have the opportunity to examine historic and current cognitive, affective, spiritual, and behavioral theoretical orientations to counseling psychology and the application of theory to counseling service, case conceptualization, and counseling interventions. From this historical and current exploration, students will

begin to develop a personal model of counseling, a general framework for understanding and practicing counseling. Additionally, students will examine the historical development of consultation, explore the stages of consultation and the major models of consultation, and apply the theoretical material to case presentations. Students will also begin to develop a personal model of consultation.

FALL

EDCE 658-Group Process and Facilitation

3 credits

This course is both an introduction to the theory and practice of group counseling and psychotherapy and provides experience in developing and refining group leadership techniques with an emphasis on group process and dynamics. Students in this course will study both historical and current literature regarding the theoretical and experiential understandings of group purpose, developmental stages, dynamics such as roles, norms, and therapeutic factors, leadership orientations and styles, process, counseling theories, group counseling methods, and skills. Students will begin integrating the theoretical and experiential understandings of group theory and practice.

SPRING

EDCE 684 Counselling Pre-Practicum (A)

2 credit

Prior to beginning the full Fall semester Pre-practicum, students are introduced to the basic counseling skills of attending. Students are prepared to begin the placement experience, primarily by shadowing and observing clinical practice and receiving supervision at their site. Students may begin to accrue supervised hours. With Program Director approval and Site-supervisor permission, some experience may be applied to the direct contact hours criteria (or 250 total). This course serves as prerequisite for 685 Counselling Prepracticum (B).

SUMMER 1

EDCE 685 Counselling Pre-Practicum (B) 4 credits

Through this course, students develop skills, techniques, and process critical to counseling. The historical development of counseling theories will be discussed with an exploration of affective, behavioral, and cognitive theories; essential interviewing and counseling skills that assist the student in creating appropriate professionally boundaried therapeutic relationships, establish appropriate counseling goals, design intervention strategies, evaluate client outcome, and successfully terminate the counselor-client relationship. Students will learn and begin to personalize a general framework for understanding and practicing counseling and consultation. EDCE 685 Pre-practicum requires a minimum of 100 hours of field placement work during the Fall semester immediately preceding the Spring semester EDCE 686 Practicum. Those 100 hours shall be a combination of experiences including such activities as: orientation, shadowing, co-counseling (and if permitted, additional direct service with clients). In general, the Pre-practicum placement is a time to get acclimated to your agency placement, learning the protocols, paperwork requirements, and other needs. This course serves as a pre-requisite to Counseling Practicum (EDCE 686).

FALL

EDCE 686 Counselling Practicum 5 credits

This course is designed to serve as the transition between the Pre-Practicum phase of the counselor's professional development and preparation for entry level practice by providing for the development of counseling skills on site and under direct supervision. Students continue to gain working knowledge of record keeping, resources, and office protocol. They will regularly observe and receive feedback from the field supervisor and begin to carry a full caseload of clients representing the ethnic and demographic diversity of the community. Students must complete supervised practicum experiences that total a minimum of 250 clock hours which combined with the 100 hours in Pre-practicum will total a minimum of 350 total hours. The practicum includes all of the following: a minimum of 250 hours of direct service with clients, including experience in individual counseling and group work; weekly interaction with an average of one hour per week of individual and/or triadic supervision with an onsite supervisor. 40 hours of class time in Spring semester consists of group supervision and other further instructive experiences. Also, an evaluation of the student's performance throughout the practicum, including a formal evaluation at the conclusion of the practicum will be required. Pre-requisites for EDCE 686 Practicum include: Counseling Theories (EDCE 639), Critical Issues in Counseling (EDCE 560), Pre-practicum (A, B) (EDCE 684, 685) SPRING

EDCE 689- Professional Seminar

3 credits

This course prepares students for the final Oral Examination. Students work with their primary professors and with their small groups to revise and refine their Personal Theories of Counseling. They are given the opportunity to “defend” this personal theory in a format similar to that of the actual final Oral Exam. SUMMER

EDCE 698-Research and Statistics

4 credits

This course is designed to acquaint students with the language and tools of research and statistics. Often students who do graduate work in counseling psychology do not come to this course with a strong background in research and, as a result, have a real fear of this subject area. A specific goal of this course is to make research and statistics a subject that students become comfortable with and also an area that they come to enjoy. Through this course, students will learn statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlation, reliability (i.e., theory of measurement error, models of reliability, and the use of reliability information), and validity (i.e., evidence of validity, types of validity, and the relationship between reliability and validity). Students will be expected to demonstrate technological competence and computer literacy. SUMMER

EDCE 699- Comprehensive Oral Examination

0 credits

Prerequisite: permission of the Department Chairperson

SUMMER

Note. Special circumstances occasionally dictate the necessity for individualized study. In order for any student to be enrolled in individualized courses, he/she must consult his/her advisor and follow the procedures for individualized study as dictated by the department, school, and university. There are several courses that cannot be completed via this mode. These include, but are not limited to the required pre-practicum,

practicum, multicultural counseling, and group process and facilitation. There are several types of individualized study as follows:

EDCE 690-Directed Readings variable credit

Individualized study based on readings approved by the professor. Students develop a selected bibliography.

EDCE 691- Directed Study variable credit

Individualized study designed by the professor. Students follow a prescribed course outline.

EDCE 692-Independent Study variable credit

Individualized study designed by the student in consultation with the professor. Self-directed learning in a selected area of interest is the process employed. The professor serves as a resource.

EDCE 694-Special Project variable credit

Individualized study that is project based. The study results in a practical application of counseling theory. The project or written report of project is submitted to the professor for evaluation.

MASTER OF COUNSELLING

Two Year Track

Students accepted into a site-based cohort take the following courses as sequenced with all other members of their cohort. All students attend course work during the first and second Summers of their program on the Gonzaga University Campus in Spokane. There are no elective courses offered during the core of the program

Summer 2 Term

- 1 EDCE 525. Introduction to Canadian Counselling

1st Year

Fall Semester

- 3 EDCE 640 Counselling Theories
- 3 EDCE 558 Canadian Counselling Issues & Ethics

Spring Semester

- 3 EDCE 658 Group Process and Facilitation
- 3 EDCE 588 .Counselling Across the Life Span

Summer 1 Term

- 3 EDCE 616 Psychopathology & Psychopharm
- 2 EDCE 684 Pre-practicum (A) in Counselling

Summer Term (first residency on Gonzaga University campus)

- 4 EDCE 698 Research and Statistics
- 3 EDCE 566 Assessment in Counselling

1st Year Total = 25 credits

2nd Year

Fall Semester

- 4 EDCE 685 Pre-practicum(B) in Counselling
- 3 EDCE 590 Marriage & Family Counselling

Spring Semester

- 5 EDCE 686 Practicum in Counselling
- 2 EDCE 551 Diversity in Counselling

Summer Term (second residency on Gonzaga University campus)

- 3 EDCE 689 Professional Seminar
- 0 EDCE 699 Comprehensive Oral Examination

Comprehensive Written Examination

2nd Year Total = 17 credits

Total Program Credits = 42

Transfer of Credits

Gonzaga University has a policy that allows students entering a graduate program to transfer up to six semester credits from an accredited university. These credits must have been taken following the completion of an undergraduate degree and must be at the graduate level. Not all courses are transferable. The following guidelines are recommended when attempting to transfer credits:

1. The student attempting to transfer credits to Gonzaga University should first meet with his or her advisor **early in the first semester** of enrollment. At this meeting the student should present the syllabi, textbooks, and completed assignments from the courses to be transferred.
2. The advisor will review these materials or present them to the faculty regularly responsible for teaching the courses related to the requested transfer. If the materials are deemed comparable to the courses offered through the Counselor Education Department, then full or partial credit may be advised to the Graduate Admission Office.
3. If a transfer of credit is recommended, the student must submit a Transfer of Credit form and an official transcript from the accredited university from which the course was taken. The student's advisor should facilitate this process.
4. The Graduate Admissions Office will then evaluate the materials and the credentials of the university from which the transfer is requested, and a decision will be made to allow or disallow the transfer of credits.
5. If partial credit is allowed, the student may need to complete an independent study to fulfill the requirements of that course. The independent study should be orchestrated with the faculty member who regularly teaches the course. The student will need to be flexible and schedule such independent studies when the professor providing the independent study has room in his or her schedule to allow it.

Note: The transfer of credit, if allowed, will be entered into the student's record when 12 credits have been completed within the MA in Counseling program.

Course Sequencing and Missed Courses

According to the policy of the Counselor Education Department, site-based students must take courses in the sequence in which they are offered. Site-based students must also spend a month in the summer of their first year on the Gonzaga campus taking required courses. Second year site-based students will return to campus for 7-10 days for the final course and oral examination. If a student misses any courses due to extenuating circumstances, that student must adhere to the following guidelines:

When such adverse conditions occur, any student should adhere to the following guidelines:

- 1) The student will immediately contact his or her advisor to address the reasons for the proposed absence, including any documentation to be supplied to the department.
- 2) The student should propose a plan to the advisor. This plan could be that the student will wait until the following year to take the course, or the student may find a course at another accredited university that is clearly similar to the course missed. The student is responsible for the formation of the plan to complete missed courses within the boundaries set by the Department, School, and University. With that plan, the student should deliver a copy of the syllabus for the course missed, the establishment from which they hope to take the course, and the text to be used for that course.
- 3) The advisor will then review the materials submitted. If the course is one the advisor teaches for Gonzaga, the advisor will consult with the remaining departmental faculty and may then determine the fit of the materials from the substituting course as well as those materials that are not represented. If the professor is not the designated expert in that course content area, the advisor then brings the student's submitted information to a faculty meeting where the faculty work to make the most informed decisions as promptly as possible.
- 4) The advisor will then submit the recommendation of the acceptance of the materials to the department chair who reviews the materials and submits it to the Graduate Admissions Office. There, the accreditation of the institute providing the substitute materials is assessed, as is the fit of the materials. The credit value of the substituted course will be generated. The Graduate Admissions Office will determine how many credits, if any, can be transferred to Gonzaga from the proposed substituted course. A student may transfer no more than six semester credits. (The transfer of credits is intended for students who have completed graduate level courses after receiving an undergraduate degree but before enrolling in the programs offered by the Counselor Education Department at Gonzaga University. Exceptions to this intention are made under the above unavoidable circumstances.)
- 5) The student may then either proceed to find another substitute if the course is rejected or proceed with the accepted course, as applicable. Should the credits earned by the substitute course not meet the requirements of the department, the student is then responsible to find a professor from Gonzaga who regularly teaches the course. The student's advisor should be available to aid in this process.
- 6) The professor agreeing to provide the independent study will then determine the work to be completed on campus (if a residency is required), and a timeline for completion based on the professor's availability and university policy.

- 7) The student will then complete the independent study on campus and make arrangements for the payment of all associated fees and tuition.
- 8) When the substitute course is completed, the student must submit via their advisor the paperwork for the transfer of credits to Graduate Admissions Office (this includes a Transfer of Credit form and an official transcript from the accredited university from which the courses to be transferred were taken).
- 9) The Graduate Admissions Office will then evaluate the materials and post the accepted credits to the student's transcript.

This process can be difficult. It is important to contact your advisor immediately if such a process is necessitated. Remember this needs to be facilitated early during the first semester of the student's program.

Students must successfully complete all sequenced coursework (with the exception of an approved Incomplete grade agreement) prior to advancement or registration for further classes. If a student is not able to satisfy the Summer residency requirement (EDCE 698 Research and Statistics and EDCE 565 Assessment in Counseling), then permission to register in EDCE 685 Pre-practicum will be withheld until evidence of successful completion of that coursework is demonstrated and documented.

Counselor Education offers the following recommendation: In the event that a student is, for emergency reasons, unable to attend their Summer residency, he or she may elect to "stand out" of the program and their original cohort with the intent of petitioning to join a following cohort for the completion of the Summer residency and the second year of the MA in Counseling program curriculum and practicum experience.

Independent Studies, Directed Studies, and Directed Readings

Occasionally students may wish to extend their program of study by adding courses not otherwise available. This is usually achieved by contract between one of the program faculty and the student. Forms are available from the student's advisor. The advisor, the faculty member who will provide the added course, the department chairperson, and the Dean of the School of Education must each provide their signatures to the form before the student may register for such studies.

In extreme circumstances students may wish to complete courses they were unable to take in sequence via independent or directed study. In such cases, the student must seek the approval of their advisor and department chairperson. Furthermore, the course should be completed with the faculty member regularly assigned to teach the course or a faculty member who has an expertise in that area. It is prudent to recognize that such study should be conducted when a professor is able to provide such study without jeopardizing their contractual obligations. Hence, the student may need to be patient and accommodating to the professor's schedule. In compliance with the School of Education Fair Process Manual, several core courses may not be taken in an independent or directed study format. These include, but are not limited to: Group Process and Facilitation, Diversity in Counseling, Pre-practicum, Practicum, and Professional Seminar.

Practica

The practicum for graduate students in the counseling field is one of the most important professional preparation activities. The practicum experience is designed to allow students to apply and synthesize knowledge and skills they have previously learned while transitioning from the pre-practicum experience to the practicum experience. Students will gain working knowledge of record keeping, resources, and office protocol. They will regularly observe and receive feedback from the field supervisor, and in most cases, will carry an active caseload of clients by the beginning of the Spring semester.

EDCE 684 Prepracticum (A) and EDCE 685 Prepracticum (B) requires 100 hours of field work during the Fall semester immediately preceding the Spring semester EDCE 686 Practicum. Those 100 hours shall be a combination of experiences including such activities as: orientation, shadowing, co-counseling (if permitted). In general, the Prepracticum placement is a time to get acclimated to your agency placement, learning the protocols, paperwork requirements and needs.

In addition to the 100 hours required of the Prepracticum (A and B) in Fall semester, the Practicum requires another 250 hours (at minimum) of field-based work (direct client contact/service) during the Spring semester (approximately 15-20 hours/week), as well as attending and actively participating in the EDCE 686 Practicum seminar.

The Canadian Counselling Association stipulates that the graduate student in counseling must document those 250 hours of direct client contact. CCA further defines “direct client contact” by such activities as:

- individual counseling/therapy
- couple or family counseling/therapy
- group counseling/facilitation (or co-facilitation)
- facilitation or co-facilitation of psycho-educational activities
- counseling over the telephone
- “other activities” (to be specified by the applicant- for example: mediation sessions, PTSD debriefings, etc.) Line Melanson, CCA Registrar

Students will not be permitted to enroll in the Practicum seminar until they have completed the pre-requisite, Pre-practicum (A & B), as well as Counseling Theories, EDCE 639, and Critical Issues, EDCE 560. All prepracticum and practicum students are required to have professional liability insurance before beginning their placement and the accrual of practicum hours.

NOTE. You will receive a detailed/ revised ***Practicum Handbook*** and ***Supervisor’s Manual*** before your residence in Summer term

The practicum is designed to refine counseling and interviewing skills, and to develop and practice new skills while in a closely supervised environment. This includes individual, family and group counseling skills. Through one-on-one and group supervision, the student can expand his or her repertoire of counseling techniques and interpersonal relationship skills. In the practicum, students will be expected to demonstrate a commitment to implementing and expanding the following skills:

- Establishing and maintaining a helpful and supportive counseling/therapeutic relationship.
- Development and application of appropriate individual, family and group counseling techniques.
- Maintaining client records, scheduling client appointments, learning about and using community resources when appropriate.
- Working effectively, observing, and occasionally co-leading with supervisors and colleagues, including appropriate analysis and presentation of counseling sessions and case studies.
- Continued development of professional behavior.
- Enthusiasm for and commitment to the counseling profession.
- A continued willingness to learn.
- Continued development of personal traits, which are conducive to effective counseling, learning and professional development.

Regional Practicum Liaison

For more than 30 years, our Canadian, site-based MAC students have had the sole responsibility of searching out potential sites for their own practicum placements, with each student initiating all site contact and in the eventual securing of those placements. Your Red Deer MAC is the first of our Province of Alberta-based Masters in Counselling cohorts to have a *Regional Practicum Liaison*. In order to best attend to the interests of the many parties involved, this Gonzaga University representative will gather relevant and practical data from each of you that will contribute to the facilitation of your successful Practicum placement and experience.

In the Spring semester, you will be asked to furnish your Regional Practicum Liaison with the following information:

- your name
- telephone number(s) and best times to call
- your email address
- your mailing address
- the region(s) or location(s) you request to have your pre-practicum/practicum placement (prioritize if possible)
- the types of experience (e.g. population, need, etc.) you request for your practicum (again, please prioritize)

Some cohort members may begin early on to develop some arrangement or agreement with an agency or school for the second year's practicum placement. If so,

please keep your regional liaison informed of your progress (or difficulties) in the process of securing your placement site. Remember that you will retain your autonomy to initiate and explore contacts and pursue your placement on your own- as this has traditionally been the MAC program's protocol. Also remember that in all conversations and that as you negotiate with potential placements or supervisors to make certain that they are aware that your Regional Liaison is the official placement representative for Gonzaga University. Should you successfully obtain a placement, your inform Liaison as soon as possible. Keep in mind that any such agreement or arrangement shall be finalized and made formal through this office.

Your Regional Practicum Liaison will want you to expect that he or she will be working diligently – and in your best interests- to help facilitate the practicum site-securing task for you. There is also the expectation that each of you in the cohort will carry the awesome responsibility to act as your own primary agent in this process. Please keep in mind that you will be able to contact Dr. Steve Koffman, your MAC program director and academic advisor (koffman@gonzaga.edu & 800 533-2554 ext #6290) and you will of course have regular class meetings throughout the Fall and Spring semesters of your second year with your Practicum professors, Dr. Lisa Bennett (ext#3512 & bennette@gonzaga.edu) and Dr. Paul Hastings (ext#3515 & hastings@gonzaga.edu). Throughout your second year, Paul and Lisa will be available to answer questions or hear your concerns. Remember to contact your Regional Practicum Liaison first.

A final note for now, in the event that you are exploring possibilities on your own, and have a potential practicum site/supervisor in mind, that you will need to have a copy of your placement supervisor's CV (curriculum vitae or resume) sent to your Regional Liaison and to Dr. Koffman on campus for approval.

Conflict of Interest Statement

No student will ever be allowed to be supervised by any person in their practicum placement who holds any other evaluative role beyond the role of clinical supervisor for the practicum placement. It will be encouraged that students determine practicum placements outside of their regular work setting should the above not be possible at their work sites. Students are informed of this requirement at the onset of the program. Students are reminded of this requirement during a thorough orientation to the practicum placement process. Students are required to provide curriculum vitae and licensure/certification information regarding their site supervisors to assure their qualifications and to further assess the suitability of the supervisor for the particular student. Even in very small townships where students have some relationship with nearly every other towns person, no student will be allowed to have a site supervisor who holds any other role that might produce a conflict of interest or in otherwise make an objective evaluation of the student impossible. The newly hired local practicum placement coordinator (regional practicum liaison) will meet with each site supervisor to further assure that compliance to this requirement is met.

Policies and Procedures

Faculty Responsibilities

In addition to general legal and ethical parameters that guide the behavior of practitioners, counselor trainers and supervisors are further bound by the ethical guidelines of the Association for Counselor Education and Supervision (ACES). Five areas of responsibility are outlined below. This information is provided to assist students in understanding that which has shaped the policies and procedures adhered to by Gonzaga's Counseling Program with regard to student remediation, retention, and due process.

1. Faculty has an ethical responsibility to accept only those students who meet entry level requirements for admission into the training program or applied counseling setting.
2. Faculty is responsible for assessing each student's skills and experience and should choose for the student only those activities, which are commensurate with the student's, assessed level of competence.
3. When it has been determined that deficits exist that impede the student's professional functioning, faculty members have the responsibility to recommend remedial assistance. If the area of concern centers on personal understanding and problem resolution, faculty may recommend participation in activities designed to facilitate personal growth.
4. Should faculty concerns not be adequately addressed, faculty has the responsibility of screening from the program, applied counseling setting, or state licensure those students unable to provide competent and ethical professional services.
5. Faculty has the responsibility of providing the student with information concerning due process appeal.

Advancement to Candidacy

In addition on going monitoring of students' progress throughout the year, the department faculty will meet at the end of the Summer semester to assess each second year student's progress. At that point, should the department faculty determine that a student is not prepared for advancement at that point, then the student will be given remedial steps to become prepared for advancement or will be assisted in leaving the program and in finding a more suitable course of study given the student's lack of progress or appropriateness for the counseling profession. This evaluation process is essential to protect both the profession and the public it serves. This action is in accordance with the professional mandates regarding the monitoring of the profession and protection of the public. Candidacy will be determined by July 30th of the student's second year and all students will be notified as to their advancement status.

Demonstration of Fundamental Psychology Knowledge Bases

Our cohorts are comprised of students with a great diversity of background, education and life experience. Many of our students have an academic foundation in psychology –and many do not. Sound counseling practice relies upon many factors and this includes the rich, historical knowledge bases of psychology. For those entering students who do not have the academic or work experience to satisfy this need, we provide a list of recommended readings (e.g., current textbooks in psychology). A test of basic competency in psychology may be taken at any time during the first year of the program. This exam must be completed satisfactorily as a pre-requisite to the Advancement to Candidacy at the onset of the second year of the MOC program.

Grading Policies

The standard letter grade policy is used in the Department of Counselor Education. If a student receives a grade of "I" (incomplete), he or she is responsible for completing work within one year in order to receive a grade other than "failure". In order for the student with an "I" to advance in the program, the incomplete coursework must be fulfilled early in the next semester, by contractual arrangement with the professor. The student receiving Financial Aid should consult with a Financial Aid advisor before making the decision to take an incomplete, as this may affect the student's Financial Aid eligibility status.

Grade Appeals Process

The steps for appealing a grade in Gonzaga University's Counselor Education program is as follows:

1. The student appeals to the individual faculty member.
2. If not satisfied, the student can appeal to the Department Chair.
3. Upon written request from the student, the Department Chair appoints a review committee (excluding the faculty member involved).
4. The committee reviews the case by talking to the student and the faculty member.
5. The committee makes a recommendation in writing (e.g., No Change, Change, and Further Review).
6. If the student is not satisfied with the decision, he or she can follow the appeals process through the Fair Process Manual guidelines.

Endorsement and Certification

Gonzaga is regionally accredited by the Northwest Association of Schools and Colleges and the Washington State Board of Education. Gonzaga is nationally accredited by the National Council for Accreditation of Teacher Education. The Master of Arts in Counseling program, although **not** CACREP accredited, is CACREP designed.

Degree Plans and Advisement

The degree of Master of Counselling, site-based program from Gonzaga University is offered through the Department of Counselor Education. Advisement will be discussed with new students at the orientation meetings. Site-based students will be assigned an advisor to serve the entire cohort. The advisor shall be the Director of the Master of Counselling Program, site-based program, Dr. Steve Koffman.

Personal Counseling

The Counselor Education programs place great emphasis on personal growth for each student. This does not mean, however, personal psychotherapy is required of the students. There have been times when a difficult issue that could benefit from personal counseling has evolved. It is primarily up to the student to decide if he/she wants to pursue his/her own individual counseling. If the issue caused a disturbance in the program, or in one's personal program, an advisor, the department chairperson, or the faculty on the whole, may also become involved. It is strongly encouraged that a student inform his/her advisor of any current counseling experience that may impact the student's performance in the program or as a counseling practicum student.

Orientation

An orientation meeting will be scheduled prior to the commencement of classes in a new site-based cohort. Attendance at the orientation by all members of the new cohort is required as this meeting serves several functions. The orientation meeting is one of our traditions wherein we welcome a new group of students who will, over the period of two years of study become a cohesive cohort. The orientation meeting is the official beginning of that experience. It is also the time in which all the rules, protocols and expectations of the program are presented and explained. It is also an opportunity for clarification and answers for new students' questions.

Professional Liability Insurance

Litigation involving practitioners in the mental health professions has increased dramatically in the last few years. The best way to avoid involvement in litigation is to adhere to professional ethical standards, as well as to demonstrate high standards of personal and professional conduct. However, there are no guarantees that this will prevent litigation. Because of this situation, the vast majority of professionals now consider professional liability insurance a necessity.

Students are required to obtain professional liability insurance prior to participating in the practicum. Practicum students will be required to provide a copy of the face sheet for their policy as proof of liability insurance coverage. If you do not already have professional liability insurance, you will be guided through the process of obtaining it. Some organizations offer affordable student rates for professional liability insurance to their members, which you will receive more information on once in the program.

Some schools and some of the practicum sites have “blanket” professional liability insurance policies that may cover students who are completing a practicum there. However, there may be some restrictions (i.e., only apply to counseling which takes place at that location) which make it advisable for students to have their own insurance.

Notification of Intent to Graduate

Degrees are granted at the end of each semester: Fall (December), Spring (May), and twice during Summer (June & August). Students are expected to apply to graduate through the Office of Degree Evaluation. Formal commencement ceremonies are held in May each year, and graduating students are invited to participate, regardless of the semester their degree is granted.

Comprehensive Examinations

All students will be required to pass an oral comprehensive examination at the conclusion of the program and only after all courses are completed including the Professional Seminar. This oral examination will cover the student's Personal Theory as well as the core curriculum areas in counselling. Additionally, all students will be required to pass a comprehensive written examination that will cover all core curriculum areas in counselling.

Financial Aid

Some students (U.S. citizens) receive financial aid through loans. Complete details on financial aid, loans, and related programs are available through the Financial Aid Office. The Gonzaga contact person for the Financial Aid Office is Sharon Griffith at (509) 323-6581.

Gonzaga University no longer directly accepts credit or debit cards for payment of tuition, fees, room or board. We offer online e-check / ACH payment at no cost to students using United States bank accounts. If you wish to make your monthly payments by credit or debit card, there is an opportunity to pay Gonzaga through *Quikpay*, a third party, via their website. MasterCard, Discover and American Express are accepted. A service fee of 2.75% per transaction is associated with this option. **Checks must be clearly payable in U.S. FUNDS.** Due to U.S. banking regulations, no post-dated checks will be accepted. Deferred payment plans may be arranged through the Student Accounts office. For clarification or further information, the contact person for Student Accounts is Mary Beth Charleboix at (509) 323-6817.

Canadian students in the Master of Counselling site-based program may, depending upon eligibility, apply for a variety of student loans. Eligibility requirements for the various student loans depend upon such factors as one's citizenship status and country of residence. Financial Aid programs are also offered on a need and non-need basis and are offered at the federal, state, and provincial levels. Financial aid applications must be submitted once every academic year. Several of the programs to which one may apply through Gonzaga's Financial Aid Office are described:

- FAFSA (Free Application for Federal Student Aid) is available to Master of Counselling site-based students only if they have dual Canadian and United States citizenship or if the student is a U.S. citizen residing in Canada.
- Canadian students may be recommended to Private Educational Loans, some of which require a U.S. citizen as a co-signer.
- Canadian students may also be recommended to the Canadian Higher Education Loan Program. This is a credit-based loan and does not require a U.S. citizen as a co-signer. It does require that the applicant be a Canadian citizen and a Canadian residency for the previous two years.

Tuition fees

Graduate tuition for 2009-2011 for the Master of Counselling (Calgary 12 MOC) site-based program is \$*tba* (USD) per semester credit hour. Textbooks are additional (see **textbook fees** note below).

Site-Based Student Lab fees

Student Lab fees for 2008-2010 for the Master of Counselling site-based program are:

EDCE 684A	Pre-practicum Fee	\$ 260 (USD)
EDCE 685B	Practicum Fee	\$ 260 (USD)
	(students pay Fall of 2 nd year)	
EDCE 565	Assessment in Counseling Fee	\$ 60 (USD)
	(students pay Summer of 1 st year)	
EDCE 699	Comprehensive Oral Examination Fee	\$ 105 (USD)
	(students pay semester orals are taken)	

Textbook fees

Note. New policy (as of Summer 2008) for the Master of Counselling, site-based program. This policy pertains to all new cohorts including the Kelowna MOC (2008-2010) and the Calgary 12 MOC (2009-2011). Students will receive lists of required texts for each semester at least 2 months in advance. Books may be purchased through some means of the students' choosing. There will not be any automatic textbook-related charges billed by Gonzaga University in this regard.

Professional Licensure and/or Certification

Attainment of professional status through licensure, certification, or chartering is an essential aspect of professionalism itself. Therefore, students are encouraged to plan their academic programs in such a manner as to be eligible for appropriate professional credentials and to actively seek such after graduation. Qualification and restrictions should be discussed with your advisor. **REMEMBER:** Save all course syllabi and documentation from field experiences for the duration of your professional career. You may need them in the future to verify that you have completed requirements for various certifications or licensure.

British Columbia NOTE. The Master of Counselling degree does **not** lead to the Psychologist chartering (or registering) in the province of BC. Specifically, one must have the PhD degree from a program approved by the College of BC psychologists. The Master of Counselling degree does provide the basis for application to the British Columbia Association of Clinical Counsellors (BCACC) for the Registered Clinical Counsellor (RCC) credential.

Alberta NOTE. The Master of Counselling degree from Gonzaga University **alone** may not satisfy all the requirements for registration with the College of Alberta Psychologists. If attainment of the psychologist credential is in your professional plan, you should contact the College of Alberta Psychologists for further requisite conditions.

For students who desire to enter doctoral programs, it is your responsibility to research the application/ entrance requirements of the institution(s) of your focus. Depending on the institution, the Gonzaga MOC degree alone may not meet educational requirements for admission.

Professional Organizations

To enhance graduate education and set the foundation for full participation in the counseling profession, it is strongly recommended that all graduate students become members of the professional organizations or associations, which represent their area(s) of special interest. Most professional organizations offer reduced membership rates to students as well as the following benefits:

- Receipt of professional publications (journals and newsletters) published by the organization and divisions in which membership is held.
- Reduced registration fees for professional meetings (seminars, conventions, and workshops) sponsored by the organization.
- Eligibility for member services (library resource use, legal defense funds and services, group liability insurance).

- Involvement with activities and issues which are directly or indirectly pertinent to their profession (legislation and professional credentialing, including licensure, certification and program accreditation).
- Affiliation with other professionals having interests and areas of expertise similar to their own.

Extracurricular Counseling

Students enrolled in the program often have opportunities to become involved in professional counseling activities that are separate and apart from required program activities. These opportunities are called “extracurricular” counseling activities. They are considered extracurricular because they are neither conducted under the auspices of the Counseling Program, nor do those professionals associated with the program officially supervise them. All non-program-counseling activities fall under this definition, regardless of whether the students receive pay for the provision of such services.

The Counseling Program and Gonzaga University only assume responsibility for students’ counseling activities within the limits of program requirements. Therefore, be advised that if you choose to engage in extracurricular counseling activities, you do so without college sanction. Moreover, use of college resources (e.g. physical facilities, materials) by students for extracurricular counseling activities are strictly prohibited. The Counseling Program neither encourages nor discourages students from engaging in extracurricular counseling activities.

Other Sources of Information

If additional information is needed, some helpful sources would include:

- Gonzaga University’s Graduate Catalogue
- Fair Process Manual
- Department of Counselor Education
 - Debbie Hanna, Secretary
hanna@gonzaga.edu
(800) 533-2554 ext# 3501
(509) 313-3501
FAX: (509) 313-5964
- Financial Aid Office
 - Sharon Griffith
griffiths@gonzaga.edu
(800) 533-2554 ext # 6568
- School of Education, Dean's Office
 - Carol Bradshaw, Administrative Secretary
bradshaw@gonzaga.edu
(800) 533-2554 ext # 3594
- Office of Student Accounts
 - Mary Beth Charleboix
charleboix@gu.gonzaga.edu
(800) 533-2554 ext # 6817
- School of Educ., Office of Graduate Admissions
 - Nichole Bogarosh
nbogarosh@gonzaga.edu
(800) 533-2554 ext #3481
- Office of the Registrar
 - Carol Huston
huston@gu.gonzaga.edu
(800) 533-2554 ext #6594
- International Student programs (ISP)
 - Danae Terhark
terhark@gonzaga.edu
(800) 533-2554 ext #6561
- Gonzaga University Bookstore
 - Barbara Warner
warner@gonzaga.edu
(800) 533-2554 ext #6863

- Disability Support Services
Kathy Shearer
shearer@gonzaga.edu
(800) 533-2554 ext# 4093
- Housing and Residence Life
(800) 533-2554 ext #4103

APPENDICES A-E follow

Relevant Ethical Principles and Standards

APPENDIX A

The Master of Counselling Program believes that the stated procedures for selection, evaluation, and retention are in accord with accepted educational practices and with the following mandatory standards of practice of the American Counseling Association (ACA, 1995):

- SP-17 Counselors must practice only within the boundaries of their competence.
- SP-19 Counselors must refrain from offering professional services when their personal problems or conflicts may cause harm to a client or others.
- SP-41 Counselors must assist students and supervisees in securing remedial assistance, when needed, and must dismiss from the training program students and supervisees who are unable to provide competent service due to academic or personal limitations.
- SP-42 Counselors who conduct experiences for students or supervisees that include self-growth or self-disclosure must inform participants of counselors' ethical obligations to the profession and must not grade participants based on their non-academic performance.
- SP-43 Students and supervisees preparing to become counselors must adhere to the Code of Ethics and the Standards of Practice of counselors.
- SP-49 Counselors must take appropriate action when they possess reasonable cause that raises doubts as to whether counselors or other mental health professionals are acting in an ethical manner.

This program is also in accord with the following mandatory codes of conduct of the American Psychological Association (APA):

- 1.09 In their work-related activities, psychologists respect the rights of others to hold values, attitudes, and opinions that differ from their own.
- 1.13 a. Psychologists recognize that their personal problems and conflicts may interfere with their effectiveness. Accordingly, they refrain from undertaking an activity when they know or should know that their personal problems are likely to lead to harm to a patient, client, colleague, student, research participant, or other person to whom they may owe a professional or scientific obligation.
- 1.13 b. In addition, psychologists have an obligation to be alert to signs of, and to obtain assistance for, their personal problems at an early stage, in order to prevent significantly impaired performance.

- 1.13 c. When psychologists become aware of personal problems that may interfere with their work-related duties adequately, they take appropriate measures, such as obtaining professional consultation or assistance, and determine whether they should limit, suspend, or terminate their work-related activities.
- 1.14 Psychologists take reasonable steps to avoid harming their patients or clients, research participants, students, and others with whom they work, and minimize harm where it is foreseeable and unavoidable.
- 6.04 a. In academic and supervisory relationships, psychologists establish and appropriate process for providing feedback to students and supervisees.
- 6.04 b. Psychologists evaluate students and supervisees on the basis of their actual performance on relevant and established program requirements.

This program is also in accord with the Ethical Articles on Counsellor Education, Training, and Supervision of the Canadian Counselling Association (CCA, 2000):

- F1 General Responsibility- Counsellors who are responsible for counsellor education, training, and supervision adhere to current CCA guidelines and standards with respect to such activities and conduct themselves in a manner consistent with the *CCA Code of Ethics* and Standards of Practice.
- F2 Boundaries of Competence- Counsellors who conduct counsellor education, training, and supervision have the necessary knowledge and skills to do so, and limit their involvement to such competencies.
- F3 Ethical Orientation- Counsellors who conduct counsellor education, training, and supervision have an obligation to make their students, trainees, and supervisees aware of their ethical responsibilities as expressed in the *CCA Code of Ethics* and Standards of Practice.
- F4 Clarification of Roles and Responsibilities-. Counsellors who engage in counselling supervision of students or trainees take responsibility for clarifying their respective roles and obligations.
- F5 Welfare of Clients- Counsellors who engage in counselling supervision of students or trainees take steps to ensure the welfare of clients during supervised practice period, and intervene, when necessary, to ensure that this obligation is met.
- F6 Program Orientation- Counsellors responsible for counsellor education programs and training activities take responsibility to orient prospective students and trainees to all core elements of such programs and activities, including to a clear policy with respect to all supervised practice components, both those simulated and real.

- F7 Relational Boundaries- Counsellors who work as counsellor educators, trainers, and supervisors establish relationships with their students, trainees, and supervisees such that appropriate relational boundaries are clarified and maintained, and dual relationships are avoided.
- F8 Obligation to Inform- Counsellors who work as counsellor educators, trainers, and supervisors take steps to inform students, trainees, and supervisees, at the beginning of activities associated with these roles, of all reasonably foreseeable circumstances under which confidentiality may be breached during such activities.
- F9 Self-Development and Self-Awareness- Counsellors who work as counsellor educators, trainers, and supervisors encourage and facilitate the self-development and self-awareness of students, trainees, and supervisees, so that they learn to integrate their professional practice and personal insight.
- F10 Dealing With Personal Issues- Counsellors responsible for counsellor education, training, and supervision recognize when such activities evoke significant personal issues for students, trainees, and supervisees and refer to other sources when necessary to avoid counselling those for whom they hold administrative or evaluative responsibility.
- F11 Self-Growth Activities- Counsellors who work as counsellor educators, trainers, and supervisors ensure that any professional experiences, which require self-disclosure and engagement in self-growth activities, are managed in a manner consistent with the principles of informed consent, confidentiality, and safeguarding against any harmful effects.

Finally, this program is also in accord with the following ethical standards of the Nation Organization for Human Service Education:

- 47 Human service educators establish and uphold appropriate guidelines concerning self-disclosure or student-disclosure of sensitive/personal information.
- 48 Human service educators establish an appropriate and timely process for providing clear and objective feedback to students about their performance on relevant and established course/program academic and personal competence requirements and their suitability for the field.
- 52 Human service educators ensure that students are familiar with, informed by, and accountable to the ethical standards and policies put forth by their program/department, the course syllabus/instructor, their advisor(s), and the Ethical Standards of Human Service Professionals.

Admission and Retention Agreement

APPENDIX B (student copy)

**Master of Counselling Site-Based
Gonzaga University**

Please initial and date each of the following statements and then sign the bottom:

_____ I have read and I understand the Student Handbook including the Conditions for Admission and Retention and the Student Evaluation and Retention Procedures. I agree to adhere to both documents while enrolled as a student in The Master of Counselling program.

_____ I agree to not participate in private practice in any way which might misrepresent my own credentials, Gonzaga University, the School of Education or Department of Counselor Education while enrolled in the program as outlined in the Conditions for Admission and Retention.

_____ I agree to adhere to the Codes of Ethics and Standards of Practice of the American Counseling Association. I will also adhere to the Ethical Principles of Psychologists and Code of Conduct of the American Psychological Association and the Canadian Counselling Association.

_____ I will obtain student liability insurance from the American Counseling Association, American Psychological Association, or Canadian Counselling Association as outlined in the Conditions for Admission and Retention.

Signature

____/____/____
Date

Print Name

Admission and Retention Agreement

APPENDIX B (Counselor Education Department copy)

**Master of Counselling Site-Based
Gonzaga University**

Please initial and date each of the following statements and then sign the bottom:

_____ I have read and I understand the Student Handbook including the Conditions for Admission and Retention and the Student Evaluation and Retention Procedures. I agree to adhere to both documents while enrolled as a student in The Master of Counselling program.

_____ I agree to not participate in private practice in any way which might misrepresent my own credentials, Gonzaga University, the School of Education or Department of Counselor Education while enrolled in the program as outlined in the Conditions for Admission and Retention.

_____ I agree to adhere to the Codes of Ethics and Standards of Practice of the American Counseling Association. I will also adhere to the Ethical Principles of Psychologists and Code of Conduct of the American Psychological Association and the Canadian Counselling Association.

_____ I will obtain student liability insurance from the American Counseling Association, American Psychological Association, or Canadian Counselling Association as outlined in the Conditions for Admission and Retention.

Signature

____/____/____
Date

Print Name

Fair Process Manual Agreement

APPENDIX C (student copy)

Gonzaga University-Department of Counselor Education

I have received a copy of the School of Education Fair Process Manual (sections I & II) and agree to read and follow the policies it describes.

Print Name

Date

Signature

Fair Process Manual Agreement

APPENDIX C (Counselor Education Department copy)

Gonzaga University-Department of Counselor Education

I have received a copy of the School of Education Fair Process Manual (sections I & II) and agree to read and follow the policies it describes.

Print Name

Date

Signature

**Statement Regarding the Monitoring of Progress Throughout the
Master of Counselling Program**

APPENDIX D (student copy)

Progress indicators throughout your coursework will include, but not be limited to, the following:

- 1) Recommendations of faculty;
- 2) Recommendations of practitioners;
- 3) Required GPA;
- 4) Exam performance;
- 5) Observations (including assessment of overall mental health/stability, response to feedback, ethical and moral behavior, etc.);
- 6) Written coursework;
- 7) Course participation/completion.

We feel strongly that the mental health and wellness of each of our candidates is equally as critical as good academic preparation. You are about to embark on a career that will require absolute clarity regarding personal boundaries and issues. It is our intent to assist you in the process of developing a healthy system of attaining and maintaining such clarity. It is our pledge to remain sensitive to your individual needs, and to provide you with direction when needed. At times, that direction may be one of seeking professional help for yourself.

We will be meeting with you formally and informally periodically throughout your program to talk about your progress, and any one of us would be happy to meet at other times upon request. We have chosen you carefully, and we are committed to your success.

Thank you for choosing us as your graduate institution.

Student Signature

Date

**Statement Regarding the Monitoring of Progress Throughout the
Master of Counselling Program**

APPENDIX D (Counselor Education Department copy)

Progress indicators throughout your coursework will include, but not be limited to, the following:

- 8) Recommendations of faculty;
- 9) Recommendations of practitioners;
- 10) Required GPA;
- 11) Exam performance;
- 12) Observations (including assessment of overall mental health/stability, response to feedback, ethical and moral behavior, etc.);
- 13) Written coursework;
- 14) Course participation/completion.

We feel strongly that the mental health and wellness of each of our candidates is equally as critical as good academic preparation. You are about to embark on a career that will require absolute clarity regarding personal boundaries and issues. It is our intent to assist you in the process of developing a healthy system of attaining and maintaining such clarity. It is our pledge to remain sensitive to your individual needs, and to provide you with direction when needed. At times, that direction may be one of seeking professional help for yourself.

We will be meeting with you formally and informally periodically throughout your program to talk about your progress, and any one of us would be happy to meet at other times upon request. We have chosen you carefully, and we are committed to your success.

Thank you for choosing us as your graduate institution.

Student Signature

Date

Appendix E
Photo/ Video Release Form

.....

School of Education
Gonzaga University
Spokane, WA 99258

Photo/ Video Release Form

Date: _____ Place: _____

I give permission to the School of Education, Gonzaga University to take and use the photograph(s) of:

_____ .
(name of child/person)

I understand that the photograph(s) will become the property of the School of Education.

I agree that the photograph(s) may be used in multimedia presentations, videotapes, books, supplemental products, and related advertising materials, such as brochures or websites.

_____ date
signature (parent or guardian if person is a minor)

_____ address

_____ city _____ state (province)
zip (postal) code

APPENDIX F

**Counselor Education Department
Master of Counselling—Site Based
Assessment Levels**

Student Name _____

- Admission Process:**
- Materials submitted as requested
 - In person or video taped interview
 - Faculty discussion: observations/assessment of all applicants

Year One

Year Two

Fall: **End of Fall Semester**

- Grades are a minimum of 3.0
With no grade lower than a B-
- I or IP requires completion by end of Spring term

Personal Growth & Reflection Papers
(AKA Letter of Progress)

Fall: **End of Fall Semester**

- Grades are a minimum of 3.0
With no grade lower than a B-
- New I or IP requires completion by end of Spring semester
- Professional Performance Evaluation (PPE) completed & Interview by faculty
- Personal Growth and Reflection Paper (AKA Letter of Progress)
- Field Supervisor Evaluation of Pre-practicum

Spring: **End of Spring Semester**

- Grades are a minimum of 3.0
With no grade lower than a B-
- All Fall I or IP completed
- New I or IP requires completion by end of Summer semester

Summer: **End of Summer Semester**

- Grades are a minimum of 3.0
With no grade lower than a B-
- All Spring I or IP completion
- New I or IP requires completion by end of Fall semester
- Professional Performance Evaluation (PPE) completed & Interview by faculty
- Personal Growth and Reflection Paper (AKA Letter of Progress)

Spring: **End of Spring Semester**

- Grades are a minimum of 3.0
with no grade lower than a B-
- All Fall I or IP completed
- New I or IP requires completion prior to Pro Sems
- Field supervisor evaluation of Practicum
- Professional Performance Evaluation (PPE) completed & Interview by faculty
- Personal Growth and Reflection Paper (AKA Letter of Progress)

Summer: Psychology Competency Examination

Advancement to Candidacy

- Yes Date: _____
- No

Summer: **End of Program**

- All previous I or IP completed
- Completion of Pro Seminar
- Comprehensive Written Examination
- Comprehensive Oral Examination

Notes: