MENTAL HEALTH COUNSELING
(Master of Science in Education in Mental Health Counseling)
Program is Fully Accredited by the Master in Psychology and Counseling Accreditation Council (MPCAC)

STUDENT HANDBOOK
2015-2016

DIVISION OF PSYCHOLOGICAL AND EDUCATIONAL SERVICES
GRADUATE SCHOOL OF EDUCATION
FORDHAM UNIVERSITY –Lincoln Center Campus
113 West 60th Street, Room 1008
New York, NY 10023-7478

Program Faculty and Staff

Fran Blumberg, Ph.D.
Eric C. Chen, Ph.D.
Amelio A. D’Onofrio, Ph.D., Lic. Psy.
Margo A. Jackson, Ph.D., LMHC
Merle A. Keitel, Ph.D., Lic. Psy. (On Sabbatical, Fall, 2015)
Mitchell Rabinowitz, Ph.D.
Jennie Park-Taylor, Ph.D. (On Sabbatical, Spring, 2016)
Elizabeth Casey, M.S.Ed., Director of Field-Based Experience and Accountability
Joseph G. Ponterotto, Ph.D., Lic. Psy., LMHC, Program Coordinator

Student Association for Mental Health Counseling (SAM) Leadership
fordham.sam@gmail.com

Maria Pelosi, Co-Chair
Shelby Remillard, Co-Chair
Alyssa Rodriguez, Co-Chair
Jane Lipnitsky, Public Relations Chair
Annette Rapice, Event Coordinator
Lamont Young, Multicultural Chair

Revised: August 20, 2015
Table of Contents

Mission and Philosophy ................................................................. 4
Goals and Objectives........................................................................ 5
Division of PES .................................................................................. 7
Admission and Retention Requirements ........................................ 7
Comprehensive Examinations ........................................................ 7
General Pointers to Facilitate Progress .......................................... 8

Faculty (Year Joined Fordham)
Merle A. Keitel, Ph.D. (1986) ....................................................... 10
Joseph G. Ponterotto, PhD. (1987) .............................................. 10
Mitchell Rabinowitz, Ph.D. (1988) .............................................. 11
Fran C. Blumberg, Ph.D. (1997) .................................................... 12
Margo A. Jackson, Ph.D. (1999) .................................................... 12
Amelio D’Onofrio, Ph.D. (2004) ..................................................... 14

Director of Field-Based Experience and Accountability
Elizabeth A. Casey, M.S.Ed. (2008) ............................................... 14

SAM: Student Association of Mental Health Counselors .................. 14

Curriculum ...................................................................................... 15

Internship in Mental Health Counseling ...................................... 16

Liability Insurance ......................................................................... 17

Residence ....................................................................................... 17

Licensure for Mental Health Counseling ...................................... 17

The Fordham Scene ........................................................................ 18

Student Housing ........................................................................... 18

Pluralism at Fordham ..................................................................... 18

Accommodations for Students with Disabilities ............................ 18
MASTER OF SCIENCE IN EDUCATION
IN MENTAL HEALTH COUNSELING

Mission and Philosophy

The Master of Science in Education (M.S.Ed.) in Mental Health Counseling (MHC) degree is designed to prepare graduates for work in a variety of mental health settings, including: psychological services and mental health clinics; family, youth, and gerontological counseling services; outpatient and inpatient hospital settings; college and university counseling centers; corporate counseling and employee assistance programs; mental health units of community and social agencies; and private practice, among other settings. The program emphasizes knowledge basic to all mental health counseling settings, including competence in individual, family, group, multicultural, and career counseling and assessment. Sensitivity to social justice, gender, and issues is fostered and ethical decision-making skills are developed.

The philosophy of the M.S.Ed. Program in Mental Health Counseling at Fordham University is consistent with many of the historical traditions in counseling including an appreciation of the uniqueness of the individual, a belief in the unbounded potential of each human being, and a respect for the integrity of all persons. The philosophy of training is growth-based in that it focuses on students' strengths and potentials with respect to their personal and professional development. And while students receive training from diverse theoretical and clinical perspectives, they are encouraged to take a growth-based approach to client treatment, emphasizing the development of the client as a unique human being within a socio-cultural context.

More specifically, the MHC program closely operates on a reflective-practitioner model in preparing graduates who will manifest the highest standards of excellence in service delivery settings. Throughout the program, we emphasize an integration of theory and professional practice through attention to didactic and experiential learning, synthesizing skill acquisition with an in-depth understanding of oneself, and clarifying personal and professional identities. This reflective stance implies the following assumptions:

(a) that learning and development are synonymous with self-direction which is superior to either of the extremes of trial-and-error or exclusive reliance on authority as methods for governing one’s development and learning;
(b) that learning is an ongoing process and, as a result, the student has the responsibility to keep cognizant of issues and trends within the profession;
(c) that learning occurs in a context that requires a consideration of individual differences and systemic factors;
(d) that learning is enhanced when considered within the context of multicultural and social justice perspectives; and
(e) that professional development is often inseparable from personal growth.

The mission of the program is thus to provide students with ample opportunities in a supportive and stimulating environment where they can solidify their strengths, take risks, be exposed to culturally diverse perspectives, and develop new competencies in various roles associated with
mental health counseling. Consequently, we provide extensive coursework as well as a wide range of learning opportunities in many areas relevant to the counseling profession. The program, however, is also sensitive and responsive to the experiences of entering students and their diverse professional goals, allowing students flexibility in tailoring the program to meet their unique training needs.

Upon admission into the program, each student is assigned an advisor, who is one of the core counseling psychology faculty. The students and their advisors decide on an appropriate course load that best fits the personal needs of each student. Fordham also provides a student counseling center where students have the option of receiving free confidential counseling for personal concerns. Additionally, all students have free access to the Office of Career Planning, and the Graduate School of Education has its own career counselor, Abigail Ferreira, M.S.Ed., who is a 2010 graduate of the MHC Program.

Academic credits in the Master of Science in Education degree program are acceptable toward the degree of Doctor of Philosophy (PhD) in Counseling Psychology if a candidate, upon completion of the master's degree program, is accepted into the doctoral program. Furthermore, many of the Master’s Degree credits are accepted in other Ph.D. Programs nationwide.

For MHC students interested in research and/or eventually applying to doctoral programs in psychology, they are welcome to join faculty research teams where they participate as full team members and co-authors of research projects. MHC students are also invited to the doctoral student pro-seminar research presentations of faculty to learn of different faculty research interests and on-going projects.

**Goals and Objectives**

The goals and objectives that follow from the reflective-practitioner model are presented below:

**Goal 1:** To develop competent and professional practitioners able to integrate theories of individual counseling, human development, career counseling, assessment, group counseling, family counseling, multicultural counseling, and ethics.

**Objectives:**
- a) Students demonstrate skills in developing a solid counseling relationship with clients across cultures (the therapeutic alliance).
- b) Students exhibit proficiency in the practice of one or more models of counseling as demonstrated in their practica evaluations and the comprehensive examination.
- c) Students demonstrate competent assessment skills in various counseling contexts, and skills include strength-based as well as deficit-based assessments.
- d) Students maintain an appropriate professional demeanor in their practice and behave responsibly with regard to diligent record keeping and case consultation.

**Goal 2:** To develop ethical decision-makers in the role of professional mental health counselor.

**Objectives:**
a) Students demonstrate their knowledge of the American Counseling Association’s (ACA), the American Mental Health Counselors Association’s (AMHCA), and the American Psychological Association’s (APA) ethical codes and all relevant specialty guidelines.
b) Students successfully complete the course on Professional Ethics.
c) Students behave ethically during their practicum experiences.
d) Students successfully respond to ethics questions on their comprehensive examinations.
e) Students are encouraged to consider a social justice perspective with regards to ethical concerns.

Goal 3: To develop professionals who are sensitive to and competent in treating diverse cultural populations and committed to promoting a social justice perspective in their counseling practice and research.

Objectives:
   a) To recruit, retain, and develop a diverse and inclusive faculty and student body.
   b) Students acknowledge and behave with consideration for their clients', colleagues', students' and others' diversity, and treat all people with respect and dignity.
   c) Students demonstrate an understanding of major issues related to diversity and social justice in their coursework and performance on the comprehensive examinations.
   d) Students approach their practice and coursework with consideration of varied cultural perspectives including the need for social justice advocacy to support clients.
   e) Students develop an understanding of oppression and privilege and demonstrate a commitment to social justice advocacy.

Goal 4: To develop professional identities as professional counselors as reflected in their knowledge of and involvement in professional counseling associations.

Objectives:
   a) Students are encouraged to join ACA, AMHCA, NYMHCA and other relevant professional organizations consistent with their identities as counselors.
   b) Students are encouraged to be actively involved in the program's graduate student organization (SAM).
   c) Students are expected to read counseling professional journals and publications.
   d) Students attend and may present at professional meetings relevant to Counseling and counseling psychology (e.g., ACA, AMHCA, APA, regional conferences, relevant specialty conferences).

Goal 5: To create and sustain an intellectual home that promotes the personal and professional development of our students and welcomes multiculturally diverse perspectives.

Objectives:
   a) Supervision is structured such that students feel free to discuss important personal and professional issues.
b) Faculty members are readily available to students for discussion and interaction.
c) High levels of faculty/student interaction, active advising and professional mentoring that models commitment to professional excellence in practice, and personal growth are offered to students.
d) The majority of courses include discussion components to foster peer interaction and reflection.
e) Faculty are knowledgeable about racial/ethnic, gender, and sexual orientation identity development models and create an environment that fosters student understanding and development of multicultural competence.

**Division of Psychological and Educational Services (PES)**

The MHC Program is housed in the Division of Psychological and Educational Services (PES) within the Graduate School of Education (GSE). PES offers a variety of programs in the counseling and school psychology fields: mental health counseling, school counseling (M.S.Ed.), counseling psychology (Ph.D.), and school psychology (PD and Ph.D.). The counseling and school psychology doctoral programs are fully APA accredited. The current Chair of PES is Dr. Anthony Cancelli, a long-standing member of the School Psychology faculty and a former Associate Dean of the Graduate School of Education.

**Admission and Retention Requirements**

1) To be admitted to the M.S.Ed. program in counseling a student must have a bachelor's degree and evidence of professional promise (personal, interpersonal, and intellectual characteristics appropriate to the profession and the ability to communicate effectively). Applications to the program require all undergraduate transcripts, two letters of recommendation, and a personal statement of the candidate’s preparedness and readiness to pursue intense mental health counseling training. In recent years we have averaged roughly 100 applicants per year, and we look to have an incoming class size of approximately 20 students.

2) In order to successfully complete the program, Master's degree students must maintain at least a B average (3.00) across coursework, receive satisfactory field experience (internship) evaluations from both the supervisor on site- and the campus supervisor; and must pass the comprehensive examination.

3) If a student is not keeping pace with expected grade outcomes, positive field experience evaluations, or comprehensive exam expectations, she or he will be asked to engage a faculty-directed remediation program to address any academic, clinical, or professional behavior deficits as determined by the core faculty. At times, students may be encouraged to seek personal counseling, take a leave of absence, or be asked to withdraw from the program. In such cases students will receive due process and guidance throughout the remediation or withdrawal/dismissal process. General Student Grievance Procedures are presented in Appendix F.
Comprehensive Examinations

The comprehensive exam is usually offered two times a year, once in February and once in May or June. The exam typically runs from 9AM to 1 PM. Dr. Fran Blumberg is currently Coordinator of Comprehensive Exams, and any inquiries about the process can be directed to her (Blumberg@Fordham.edu). The comprehensive examination presents a case vignette and requires responses to questions on applications of theoretical and counseling approaches; ethical, legal, and multicultural issues; and/or measurement and research considerations in conceptualizing and designing an intervention plan specifically relevant to the case vignette. Students should review other areas of coursework (e.g., group counseling, career counseling, family counseling, assessment and diagnosis, and human development) because they are required to integrate knowledge gleaned from these separate courses.

Only students who have completed all required courses or are completing the final semester of required courses may be eligible to take the comprehensive examination. If this eligibility requirement is not met when students take the examination, the examination results will be invalid. All students must register for Comprehensive Examinations (PSGE 0705) during the pre-registration period. If a student decides to take the comprehensive exam during a Spring or Summer semester when no other coursework is taken, he or she must also register for EDGE 0666 (Maintenance of Matriculation). Should a student register and then decide not to sit for the exam, the student must drop PSGE 0705. Past exam questions are on electronic reserve and multiple samples are provided in Appendix K of this Handbook. The program faculty offers each year an orientation to the comprehensive examination so that students may receive study tips and ask questions regarding the comprehensive examination process. Please also see Appendix VIII on frequently asked questions regarding this examination.

General Pointers to Facilitate Progress Toward Program Completion

1) It is the student's responsibility to be aware of the important dates and deadlines that are printed in the on-line Academic Calendar of the Graduate School of Education Bulletin. The academic calendar lists dates for Spring Recess and other vacation days, and reports dates for comprehensive exams and registration. It is recommended that at the beginning of each semester students write important dates and deadlines in their personal calendars to avoid unnecessary aggravation due to missed deadlines.

2) Students must register every Fall and Spring semester from the time they enter the program through the semester they graduate. If students choose not to take courses during a specific semester, they must register for EDGE 0666 (Maintenance of Matriculation).

3) Students should keep in regular contact with their advisors, which is defined as a minimum of one meeting each semester.

4) Students should develop their professional identity outside of the university through student membership in professional organizations such as the American Mental Health Counselors’ Association (AMHCA), the New York Mental Health Counselors’ Association (NYMHCA), and the American Counseling Center (ACA). Students considering pursuing doctoral studies in
Counseling Psychology at Fordham University or elsewhere should also consider joining the American Psychological Association, and its Society of Counseling Psychology (Division #17).

Faculty

At present, the full-time core faculty of the counseling programs consists of eight psychologists, six of whom hold Ph.D. degrees in Counseling Psychology, and two with Ph.D.’s in Developmental Psychology. The faculty has extensive expertise in the practice and research of mental health counseling. The Mental Health Counseling (MHC) Program has a reflective-practitioner and practitioner-scientist orientation which is anchored in multicultural and social justice perspectives, and ethical practice. As such, the faculty is involved as practitioners, researchers, supervisors, and consultants in mental health counseling as well as in educational settings. The faculty has experience as mental health practitioners in hospitals, clinics, college counseling centers, schools, and private practice. Collectively the eight core faculty speaks a total of five languages and four of the faculty can conduct mental health counseling bilingually. As of January 1, 2015, the collective program faculty has authored 25 books, 201 articles in peer-reviewed journals, and 102 chapters in edited books. The counseling programs are considered national exemplars in multicultural counseling teaching, practice and supervision, and research. The primary interest of the program faculty is in teaching and supervising the practice and research of mental health counseling and psychology.

In addition to the core program faculty, MHC students have regular access to faculty in our sister program, school psychology, as well as potential exposure to faculty in the clinical psychology program (Graduate Arts and Sciences) and other programs housed in the Graduate School of Education. All professors in the Division of Psychological and Educational Services are available to work with MHC students in the counseling program. Students are also invited to work on research teams of faculty throughout the PES Division. Adjunct faculty members, usually experienced practitioners from the metropolitan area, are also available for teaching.
The Full-Time Counseling Psychology Faculty
(* year faculty member joined Fordham)

Keitel, Merle A., 1986* (mkeitel@fordham.edu); 212.636.6468

Professional Interests: Individual counseling; health psychology, impact of illness on individuals and their family members; psychological aspects of recurrent miscarriage and infertility, parents of children and adolescents with anorexia nervosa, multicultural issues in health; women's issues

Theoretical Orientation: Systematic eclecticism

Past and Present Service Activities: Coordinator of Scheduling & Adjunct Faculty Liaison (2005-pres.); Coordinator of Counseling Master’s Program, Lincoln Center (2001-05); Coordinator of Counseling programs (1993-01); Director of Counseling Psychology Doctoral Program (1992-2000), Vice-Chair of PES (1996-97, 2000); Coordinator of Internships & Practica (1987-93); Executive Committee, Faculty Senate (1989-92, 2009-). Reviewer for Psychology of Women, Reviewer for APA Division 17 Counseling Health Psych Student Research Award (2003-05, 2007-08); Proposal Reviewer for 2003 APA annual meeting-Division on Women; Awards Chair, Division 17 Counseling Health Psychology Section (1999-2002); Scanlon Award, Graduate School of Education, Fordham University (2002); James C. Hansen Humanitarian Award, SUNY at Buffalo Graduate School of Education (2006).


Ponterotto, Joseph G., 1987* (Ponterotto@Fordham.edu)
PhD. University of California, Santa Barbara, 1985.

Major Interests: Multicultural counseling, research methods (qualitative, quantitative, and mixed methods), clinical practice, psychological assessment and measurement, and the integration of career and personal counseling within a socio-cultural context.

Theoretical Orientation: Culture-Anchored Multimodal counseling.


Rabinowitz, Mitchell 1988* (MRabinowitz@Fordham.edu)
Ph.D. University of California, San Diego, 1982

Major Interests: Design of instructional material, folk beliefs about everyday concepts and ideas, understanding of individual differences, problem representation and problem solving.

Theoretical Orientation: Cognitive psychology

Past and Present Activities: Division chairperson 2006-2011; Associate Director – Center for Learning in Unsupervised Environments, 2005-2011; Director of Educational Psychology program, 1998 – 2004; Director of Center for Technology in Education, 1996 – 2005; Fellow, American Psychological Association; Fellow, Association of Psychological Science; Member, Psychonomic Society; Spencer Fellow, National Academy of Education; DAAD fellow.


Chen, Eric C., 1995* (Echen@fordham.edu)
PhD. Arizona State University, 1995

Major Interests: Clinical supervision, group dynamics and leadership, multicultural issues and competence, and educational and career pursuits of minority youth

Theoretical Orientation: Interpersonal process approach that draws on object relations theory, family systems framework and interpersonal theory.

Past and Present Activities: Chair, Division of Psychological and Educational Services, 2003-06; Editorial Board Member, Journal of Counseling Psychology (2002-present), Group Dynamics: Theory, Research, and Practice (2002-present), Journal of Counseling and Development (2000-03), Journal of Multicultural Counseling and Development (2002-05); Chair, Cultural Diversity Committee, Division 49: Group Psychology and Group Psychotherapy, American Psychological Association, 2002-present

Fran Blumberg, 1997* (blumberg@fordham.edu); 212.636.6484
PhD. in Developmental Psychology, Purdue University, 1988

Fran C. Blumberg is an Associate Professor in the Division of Psychological and Educational Services at Fordham University, where she previously served as Coordinator of the Educational Psychology program. Her research concerns the examination of children’s learning in the context of traditional and non-traditional learning settings such as video games. This work has been recognized through publications and grants, most recently through the National Science Foundation. She is co-editing the forthcoming, *Children and advertising: New issues and new media* (Palgrave-Macmillan) and has co-edited *The Design of Instruction and Evaluation* (Lawrence Erlbaum, 2004). She served as the co-chair for the 2010 Conference for Human Development held at Fordham University and as a Mentor for the AERA Division C Graduate Student Seminar 2009-2010.

Jackson, Margo A., 1999* (Mjackson@fordham.edu); 212.636.6463
PhD. Stanford University, 1999

Professional Interests: Hidden biases of counselors/educators methods to assess and ameliorate; career development and vocational psychology; multicultural counseling and psychotherapy training and supervision; stress and coping in human life span development

Theoretical Orientation: Cognitive-behavioral, existential/humanistic, and integrative

Past and Present Service Activities: Experiential activities for teaching PhD Program Training Director (2005-08; fa09); Coordinator, Comprehensive Examinations (2003-05; 08-09;10-pres.); Coordinator, Bilingual School Counseling Program (2000-05); Faculty Senate (2007-09). Past Chair, national Council of Counseling Psychology Training Programs (2011-12). Current Editorial Board Member of *The Counseling Psychologist.* Consultant to schools, hospitals, and businesses on bias awareness, multicultural issues, community building, and career development (e.g., with school-university-community partnerships: Bronx GEAR UP, Gaining Early Awareness and Readiness for Undergraduate Education, 1999-06; Bronx BETAC, Bilingual Edtn. Technical Assistance Center, 2007-09); Fordham STEP, Science and Technology Entry Program (2009-pres.).

Park-Taylor, Jennie, 2004* (parktaylor@fordham.edu); 212.636.7299
PhD. Boston College, 2004

Professional Interests: Factors that impact the healthy development of immigrant youth; acculturation and acculturative stress; program development through interprofessional collaboration in schools; and community mental health

Theoretical Orientation: Integrative with an emphasis on relational and developmental theories.

Past and Present Service Activities: Coordinator of School Counseling Program (Lincoln Center), Coordinator of Doctoral Externship and Internship, Faculty Representative for PES Wellness Month, Ad hoc reviewer of The Journal of Counseling Psychology, Identity: An International Journal of Theory and Research. APA (Division 17 & 45) and AERA (Division E) member.


D’Onofrio, Amelio A., 2004* (Adjunct Faculty 1994-2003) (amdonofrio@fordham.edu)
Ph.D., Fordham University, 1995

Professional Interests: Psychotherapy process, training, and supervision; developmental psychopathology; treatment of trauma; adolescent self-injury.

Theoretical Orientation: Existential, Psychodynamic

Past and Present Activities: Director, Psychological Services Institute (PSI) (2007-present); Psychologist in Private Practice; Organizational and Educational Consultant; Member of the Board, Clinical Division, NY State Psychological Association; Chief of Education, Department of Veterans Affairs Medical Center; Chief of Psychosocial Rehabilitation for Homeless Veterans, VA Healthcare System; manuscript reviewer APA Books and Sage Publications; Associate Director, Iona College Counseling Center.

Sample Research: D’Onofrio, A. A., & Balzano, J. (2009). Cutting the skin in the hope of healing the spirit. In M. de Souza, L. J. Francis, J. O’Higgins-Norman, & D. Scott (Eds.),
Director of Field-Based Experience and Accountability

Elizabeth A. Casey, 2008 (ELCasey@Fordham.edu)
MS.Ed., Counseling & Personnel Services, Fordham University, 2005

Major Responsibilities:

Ms. Casey oversees operations and provides administrative support to all aspects of field-based/clinical experiences. She secures and ensures quality fieldwork, internship and practicum placements and works to develop and enhance relationships with schools and agencies in the community. Ms. Casey also coordinates field experience assessment efforts and works in collaboration with the Division Chair and Program Director to develop policies and procedures related to fieldwork assessment and evaluation of candidate preparedness. She acts as a liaison between faculty and students for the collection of data used in accountability (e.g., accreditation) efforts.

SAM (Student Association of Mental Health Counselors)

SAM (Student Association of Mental Health Counselors) is a student-run organization designed to meet the specific needs of master's level mental health counseling students. Life in graduate school can be busy and overwhelming and SAM is at the heart of maintaining a supportive community for Mental Health Counseling students. The organization acts as a liaison between students and faculty in order to assure that the Mental Health Counseling program is an optimal learning experience for all students. As such, if students see a need for change or have concerns SAM will act as an advocate for the general student body. Additionally, since Mental Health Counseling is a relatively new field/license in New York State, building relationships with peers, faculty, and the local community is crucial to developing the foundation of a strong professional network. Thus SAM is committed to bolstering our careers as well as the mental health field in general.

An important function of SAM is to connect new enrollees in the program with their second-year counterparts to facilitate new students learning more about the program and making a smooth transition to a new graduate career. SAM provides a variety of programming for Mental Health Counseling students including social events, such as trips to plays, ballet, and social hours; career-focused events, such as networking skills, expert clinical case presentations representing varied theoretical orientations (e.g., Friday night visits to the Albert E. Ellis Institute; the Fritz Perls or Ackerman Institutes, and so on), presentations from employers and internship sites, and professional organizations; as well as opportunities for charitable service, such as our participation in the American Federation for Suicide Prevention's Out of the Darkness Overnight Walk. Our goal is to bridge classroom learning with social/professional events to ground the theories in practical application, but also to foster a sense of community via social events that
remove the formality of the classroom. Student Association of Mental Health Counseling (SAM) is a completely student run organization that aspires to provide advocacy, guidance, and support for all of Fordham's Mental Health Counseling students. The Co-Presidents of SAM for 2015-2016 are 2nd year students Maria Pelosi, Shelby Remillard, and Alyssa Rodriguez. For more information and/or leadership opportunities contact SAM at fordham.sam@gmail.com, or visit SAM on Facebook at www.facebook.com/fordham.sam.

Curriculum

The mental health counseling master's degree coursework consists of 60 credits as outlined below. Most courses are offered as six-credit modules; more specifically the following pairs of courses must be taken concurrently: PSGE 5621 with 5623; PSGE 5631 with 5633; PSGE 6630 with 6632; PSGE 6640 with 6641; and PSGE 6650 with 6651. It is also suggested, but not required, that PSGE 6602 be taken with PSGE 6607. The remaining courses can be taken at the student’s scheduling convenience.

The first Internship course (PSGE 6651) may be taken only after students have completed the following 10 courses: PSGE 5621, 5623, 5631, 5633, 6602, 6607, 6630, 6632, 6640, and 6641. In order to be competent to successfully engage in the Internship, students must complete courses in individual, group, and career counseling, as well as have foundational knowledge of human development and measurement. If students begin the Field Experience course without completing these required courses they may be terminated from the program. Please note that the Internship must begin in the Fall semester.

(3 Credits each)

PSGE 5204 Research Methods in Counseling
PSGE 5621 Foundations of Professional Counseling and Consultation
PSGE 5623 Pre-Practicum in Counseling Process, Skills, and Techniques
PSGE 5625 Theories of Family Intervention and Counseling
PSGE 5631 Counseling Theory and Practice
PSGE 5633 Pre-Practicum in Applications of Counseling Theory to Practice
PSGE 6602 Human Development
PSGE 6605 Counseling Program Development and Evaluation
PSGE 6607 Assessment in Counseling
PSGE 6609 Advanced Assessment in Counseling
PSGE 6630 Group Counseling
PSGE 6632 Pre-Practicum in Group Counseling
PSGE 6640 Career Counseling
PSGE 6641 Pre-Practicum in Career Assessment and Counseling
PSGE 6645 General Psychopathology
PSGE 6650 Ethical and Professional Issues in Counseling
PSGE 6651 Field Experience (Internship) I in Mental Health Counseling (minimum 300 on-site hours)
PSGE 6653  Field Experience (Internship) II in Mental Health Counseling  
(minimum 300 on-site hours)

PSGE 6656  Multicultural Counseling (Note: students must also work on and complete 
the Multicultural Counseling Competency Portfolio beginning their first 
semester and culminating through the completion of this course. Graduation eligibility 
requires completion of the portfolio; see and print out Appendix M).

PSGE 6659  Interpersonal Neurobiology and Clinical Practice

(O Credits)

EDGE 0210  Child Abuse Identification & Reporting
EDGE 0230  Schools Against Violence Education

PSGE 0705  Master’s Comprehensive Examination

TOTAL = 60 semester hours plus a minimum 600 hour on-site internship

**Internship in Mental Health in Counseling**

Students are required to obtain their own internships. Listings of placements and evaluations of 
the placements by students who have completed practicums at the sites, are available on 
Blackboard PES Central, and via Google Drive. If a student would prefer doing an internship at 
a site where Fordham has never sent students, the student must contact the Director of Field-
Based Experience and Accountability (Elizabeth Casey, M.S.Ed., ELCasey@Fordham.edu) to 
get permission to apply to that site. Students must discuss internship opportunities with 
Elizabeth Casey and their program advisors at the beginning of their programs, normally, Fall 
semester of their first year. Each winter the Coordinator of Field Experience holds an orientation 
meeting to discuss policies and procedures. The Memorandum of Agreement outlines the 
requirements for the Field Experience as well as the responsibilities of the University and the 
Supervisor at the Agency (Appendix A). The agreement must be signed by all parties. Students 
must keep a log of their internship hours, and hours completed and other information will be 
noted on the student’s official transcript.

**Liability Insurance**

Students will be charged an insurance fee at the beginning of the program which will cover them 
under Fordham University's liability insurance policy throughout the semesters in which they 
complete their practica. Students are also strongly encouraged to obtain their own personal 
policy through organizations such as the American Counseling Association.

**Residence**

Courses in counseling are normally offered in the late afternoon and evening from 4:50 to 6:50 
and from 7:00 to 9:00 PM. Summer Session I courses are also usually in the late afternoon and
evenings; while Summer Session II often presents classes earlier in the day. Though it may be possible to work during your schooling, students will need to arrive by 4:50 PM for Fall and Spring classes. Furthermore, students must maintain enough work flexibility to fulfill the internship that requires two to two-and-one-half days per week.

Licensure for Mental Health Counselors

Governor Pataki signed the "Mental Health Professions Act" into law on December 9th, 2002, establishing licensure for mental health counselors. The law went into effect in January 2005. Fordham University was granted status as a mental health licensure-qualifying program on December 6, 2006. Comprehensive information on the New York State mental health Counseling License is presented later in the Student Handbook (see pages 24-29).

The Fordham Scene

Although Fordham at Lincoln Center is almost literally in the center of Manhattan, the program and the School of Education is relatively small. Program and School size contributes to a friendly, supportive, and caring atmosphere in which students have the opportunity to become well known to each other and to faculty. Evidence for this supportive environment is given by the fact that roughly 95% of the students who begin the program complete it in a timely fashion. The University encourages students to take advantage of the wealth of resources in the city. At the same time, Fordham seeks to develop an environment where students can feel part of a community.

Student Housing

Fordham University offers a limited number of Manhattan apartments that our students can rent. Please contact our Office of Admissions (Room 1115, 212-636-6400) if interested. It is also suggested that new students talk with advanced students involved in SAM.

Pluralism at Fordham

Fordham is committed to affirmative action, and to the development of a culturally pluralistic environment. Every effort has been made to infuse multiculturalism in all aspects of study (coursework, human interaction styles, comprehensive exams, practicum supervision). We promote and encourage an atmosphere where differences among persons can be exchanged and shared. Students come from all different socioeconomic and ethnic backgrounds, varying considerably in age from early 20's to 70's. The following organization exists with the explicit purpose of facilitating a culturally pluralistic campus:

The Graduate School of Education's Advisory Committee on Multicultural Affairs (ACMA) was officially established in February, 1988. ACMA's main endeavors are: to attract more and address the needs of students and faculty of color; to address multicultural issues that are of immediate concern to the administration, faculty, and students; to support all students, faculty, staff, and administrators in their ongoing efforts to develop multiculturally; and to promote the
integration of multicultural diversity into all aspects of the Graduate School of Education. Counseling Psychology faculty and students have traditionally been very active on ACMA.

**Accommodations for Students with Disabilities**

Fordham University is committed to providing an environment in which no individual is discriminated against on the basis of his/her disability. Students with disabilities, as defined by the American Disabilities Act of 1990 (ADA), and who need special academic accommodations, should notify the Office of Disability Services and their advisor and professors as soon as possible to coordinate needed services. The faculty and staff at Fordham University will work with these students to coordinate and monitor the provision of reasonable academic accommodations.

**University Resources**

**Libraries**

The Fordham University Libraries own more than 1.6 million volumes, subscribe to over 11,000 periodicals and serials, and are a depository for United States Government documents. Fordham University Libraries own many special collections of rare books and manuscripts covering a variety of subjects. The libraries are at three major locations: the William D. Walsh Family Library at the Rose Hill campus in the Bronx, the Gerald M. Quinn Library at Lincoln Center, and the Gloria Gaines Library of Marymount College at Tarrytown. Books, periodicals, and references concerned with education are concentrated at the Lincoln Center and Tarrytown libraries.

The Walsh Library is also the home of the Regional Educational Technology Center which serves the Bronx and lower Westchester by working with area educators to advance the use of computers and information technology in the classroom.

**Online and Electronic Services**

**Campus Tools for Higher Education (TK-20).** The Graduate School of Education has adopted a high performance hardware/software platform -- Campus Tools for Higher Education (TK-20) – through which assessment data are stored and accessed reliably. Through this assessment system, users may access the following features: course, program, and unit-level assessments; standards-based and reflective portfolios; tracking and management of Field Experience hours and evaluations; data aggregation from Student Information Systems (SIS); student advisement including student records, assessments, transcripts, and program requirements; creation of reports for comprehensive analysis and accreditation support; survey collaboration tools; and document sharing (see page 10 of the Graduate School of Education Bulletin, 2006-2007 for more details).

**Online Public Access Catalog (OPAC).** Fordham's OPAC provides access not only to the library collections on all three campuses, but also Fordham Law and eleven other databases including Journals (index to academic and popular journals), ABI-INFORM, Newspapers (index
to major US newspapers), Education (ERIC index, both current and pre-1983), US Government documents index, Peterson's College Guide, and three Westchester County indexes. Also available are LEXIS-NEXIS a database of over 2,300 full-text information sources (newspapers, journals, documents, transcripts, reports, etc.); DIALOG searches are available from the Reference departments of each campus, as well as OCLC (an international database containing over 2 million bibliographic citations). These databases can also be accessed from your personal computer at home using remote library access (Appendix IX).

**CD-ROMS.** Fordham libraries subscribe to over 30 CD-ROM databases including ERIC and the Education Index, Dissertation Abstracts, PsychLit, Sociofile, Book Review Digest, Philosopher's Index, Religion Index, and Social Work Abstracts.

In addition to online catalog and database searching computers, computers are available for general use. Computer labs at the Lincoln Center campus are available next to the library on the street level floor. An audio-visual room is being added to the library; during its construction audio-visual material is available at the Reserve Desk. Students and faculty with PCs and modems may access Fordham's OPAC from their homes or offices.

**Document Delivery Services.** Fordham libraries have access to two document delivery services. Through our participation in the WALDO library consortia, Fordham faculty and students may order copies of journal articles through UMI directly from any OPAC. Full-text, hard copy articles are received within five minutes via a laser printer in each library. The libraries also subscribe to CARL UNCOVER, an on-line browsing service and index to over 14,000 academic and scholarly periodicals. Articles ordered through CARL are received via fax in each library within 24 hours.

**Intra- and Inter-library Loans.** Fordham students and faculty may request material shelved at any Fordham library simply by filling out an intralibrary loan request. Books and journal articles are delivered to the requesting library within one to three days. Materials not available in any of the Fordham libraries may be requested through interlibrary loan from other colleges and universities around the country. Students wishing to use materials held neither by Fordham nor the New York Public Library, but owned by local libraries in the metropolitan area, may be issued a METRO access pass to member libraries. The general and special collections of many cultural and research organizations in the New York metropolitan area also are available. Exchange courtesies are maintained with the Library of Congress, Washington, DC, and the New York State Library, Albany, NY.

**Consortia and Affiliations.** Fordham is a member of Westchester Area Library Directors Organization (WALDO) and the New York Metropolitan Area Reference and Research Library Agency (METRO).

**Information Technology Facilities**

The use of technology and information exchange services is central to the task of forwarding, exploring, exchanging and collaborating information. The development of new and innovative
theories and ideas, and the means by which research is conducted is growing in multiple dimensions.

To maintain excellence in all programs at the Division of Psychological and Educational Services, graduate students and faculty in the Division utilize and benefit from a number of services which include the following: the use of overhead projectors, TVs, VCRs, multimedia power point presentations, personal email accounts and free dial-up Internet access, wireless classroom web connections, Blackboard.com of online courses (Appendix VIII), PES Central (i.e., an information exchange website that includes faculty and student research projects, personal faculty web-sites, etc.), E-RES (i.e., an electronic reserve room that contains course materials, research articles and other educational resources useful for professional and academic development), and the means to conduct web-based searching of library resources which extend far beyond current resources at Fordham University.

Furthermore, in order to provide "hands-on" experiences for students, PES faculty also incorporate the use of classroom laptop computers with a wireless connection for both statistical laboratory usage and various three-dimensional learning processes (i.e., neurological exploration, virtual exercises, etc.).

The use of technology and internet services at the university level is certainly comprehensive. Students and faculty have articulated that having these resources have enabled them to continue to develop and create research and practical interventions that are salient to our ever-growing societal and educational needs. These technological forums are responsible for the evolution of our continued educational curiosity and progress.

Students and faculty can access the University’s network 24 hours a day via modem, Internet or through the computer support centers at the Lincoln Center and Rose Hill campuses. The Lincoln Center Computer Center is located on the street level of the Lowenstein Building. The Center has public user terminal areas and microcomputer rooms equipped with Apple Macintosh computers and IBM-PC compatible computers. The terminals allow users to access the VAX computers, as well as communications link to the other campuses and to the Internet. The Center offers a wide range of hardware and software for the academic community, including a variety of programming languages, business application programs, utilities, statistical packages, word processing, graphics, and other software. The VAX facilities are available to all Fordham University students who are either taking a computer-related course or have been sponsored by a department or division for independent research. The Computer Center facilities are open to all members of the Fordham community with a valid ID card.

On the Rose Hill campus, computer facilities are located in Dealy Hall. In addition, the Walsh Library has more than 450 computers for student and faculty use, computer labs and development areas and an extensive collection of software and hardware available for use by member of the Fordham community with a valid ID card.

In addition, a fully equipped computer laboratory for individual student or faculty use and for classroom instruction is located in room 202 at the Tarrytown campus. A schedule of hours open for student use is posted.
Center for Technology in Education

The Center for Technology in Education serves as a resource center in support of the academic programs of the Graduate School of Education. The Center, which is located on the 10th floor of the Lowenstein building, maintains a networked array of Macintosh and PC computers complete with CD-ROM, videodisc players, scanners, audio-digitizing equipment, VCRs, video-digitizing equipment, and laser printers, as well as telecommunication capabilities. The Center's resources are devoted to three main areas. Tools for Teachers educates classroom teachers (and student teachers) in the effective application of technology to classroom instruction and attempts to develop their critical appreciation of the use of multimedia technology to achieve educational objectives. Silicon into Textbooks teaches Master's and PhD. students to design and develop interactive learning and assessment systems. Instructional effectiveness and usability (human-computer interaction issues) are equally stressed. Advancing Technologies stresses research that increases either instructional effectiveness or usability of multimedia systems. The Center is open for use by students and faculty daily, except when in use as a classroom for a technology-based course. The schedule is posted each semester. For further information, call (212) 636-6462.

Important Phone Numbers - Graduate School of Education

Directory Assistance (Lincoln Center): (212) 636-6000
Division of Psychological and Educational Services: (212) 636-6460
Administration: (212) 636-6477
Admissions: (212) 636-6400
Bursar: (212) 636-6720
Deans Office: (212) 636-6406
Financial Aid: (212) 636-6700
Registrar: (212) 636-6735

Fordham University Libraries:
Gerald M. Quinn Library (Lincoln Center): (212) 636-7400
William D. Walsh Family Library (Rose Hill): (718) 817-3595

Student Services:
Career Planning and Placement (Abigail Ferreira): (212) 636-6280
Computer Information Management Systems (CIMS): (212) 636-6028
Counseling Center: (212) 636-6225
Disability Services:
Health Center: (212) 636-7160
International Students: (212) 636-6270
Student Affairs (ID cards, Off-Campus Housing, RamVan): (212) 636-6250

Miscellaneous:
Duplicating: (212) 636-6048
Media Center: (212) 636-4170
University Bookstore (Barnes & Noble): (212) 636-6080
Security: (212) 636-6075
New York State Mental Health Counseling License-Eligibility

An Information Guide for Internship Training Centers, Clinical Supervisors, and Mental Health Counseling Students

February, 2008
Revised November 1, 2012

Insurance Coverage Update Revised October, 2013

(Much of following information is extracted directly from the New York State Education Department [http://www.op.nysed.gov/mhpcontact.htm#lic] and the New York Mental Health Counseling Association [www.nymhca.org])

Prepared by
Joseph G. Ponterotto, Ph.D., LMHC
Professor and Coordinator
Mental Health Counseling Program
Fordham University at Lincoln Center
New York, New York

1(I thank Dr. David Hamilton, Executive Secretary, State Board for Mental Health Practitioners, Office of the Professions, New York State Education Department, for his very helpful comments on an earlier draft of this “Information Guide.”)

Overview of New York State’s New Licensure Law

The New York State Education Department recently (effective January 1, 2006) approved license titles for four new professions: Mental Health Counselors, Marriage and Family Therapists, Psychoanalysts, and Creative Arts Therapists. This document concerns relevant information on the Mental Health Counseling License and is prepared as part of Fordham University’s effort to educate the mental health field and the public about the profession of mental health counseling and the training of mental health counselors.

According to the New York State Education Department the title “mental health counselor” or “licensed mental health counselor” requires licensure as a mental health counselor or authorization under the law. The practice of mental health counseling is defined in New York State Education law as:

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

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

Education and Training Requirements of Mental Health Counselors

To be eligible for the Mental Health Counseling License, applicants must complete a state-registered Master’s degree program in mental health counseling that includes a minimum of 48 semester credits, and includes a supervised internship of at least 600 clock hours or a program that is determined by the Department to be the equivalent of a registered program. Note that on January 1, 2010, the 48-credit requirement will increase to 60 credits.

Specific Master’s Degree Education Requirements Include:

- Human growth and development
- Social and cultural foundations of counseling
- Counseling theory and practice
- Psychopathology
- Group dynamics
- Lifestyle and career development
- Assessment and appraisal of individuals, couples, families, and groups
- Research and program evaluation
- Professional orientation and ethics
- Foundations of mental health counseling and consultation
- Clinical instruction
- Minimum 600-hour, one-year supervised internship (or practicum/externship) in mental health counseling

600-Hour, One-Year Supervised Internship

The one-year supervised internship must include a minimum of 600 clock hours of mental health counseling, where the practice of mental health counseling is defined by New York State Education Law (see above). Clock hours include forms of direct client contact as in individual counseling, group counseling, psycho-education, assessment and testing, as well as time for note-taking, scheduling of sessions, individual and/or group supervision, and other tasks related to the mental health counseling process. The internship site must be pre-approved by the faculty of the license-qualifying program. It is expected that the internship setting is located in New York State, and that the intern’s supervisor is licensed as a mental health or health professional in New York State. However, students may complete their internship out-of-state if the following conditions are met:

1) The supervisor and setting are approved by the license-qualifying program, which has responsibility for the student’s placement and ensures that the student practices the profession as defined in New York State law.
2) The student, supervisor and setting are authorized in the out-of-state jurisdiction (e.g., Connecticut, New Jersey) to practice the profession and all services are provided in accordance with the laws of that jurisdiction.

3) The mental health counseling practice meets the definition in New York State Education Law (see definition above) and is integrated with the coursework and learning activities as part of the license-qualifying program in New York.

4) The supervisor is appropriately licensed and authorized to practice in that jurisdiction. A licensed social worker, for instance, may not be authorized to practice mental health counseling in that jurisdiction, and, therefore, would not be an appropriate supervisor.

Post-Master’s Degree Training Requirements Include:

- Upon successful completion of the state-approved mental health counseling program, licensure candidates must complete a minimum of 3,000 clock hours of mental health counseling in a setting acceptable to the New York State Education department (see below).
- Clock hours include hours in session, time for note-taking, scheduling of sessions, and other tasks related to the therapeutic process. No hours accrued during the internship or work done before your degree completion can count toward licensure. Volunteer hours after your degree can count as long as you are engaged in the practice of mental health counseling and you are being supervised by an appropriate licensed or certified mental health professional (see below). You cannot work in your own private practice and receive outside supervision to qualify for license, but you can work for someone else’s private practice and receive supervision from them.
- The supervisor must hold a master’s degree or higher in their specialty and must hold licensure or certification in either mental health counseling, medicine, physician assistant, psychology, social work, professional nurse, or nurse practitioner.
- The supervisor must have at least three years of full-time experience, or the part-time equivalent, in mental health counseling.
- The setting in which the experience is gained must be legally authorized to provide mental health counseling and must retain ultimate responsibility for the services provided by the applicant. The setting may not be a private practice owned or operated by the applicant herself or himself.

Limited Permits

Limited Permits are available to candidates who have completed all licensing requirements except for the post-degree experience hours and the licensing exam. The permit allows the applicant to practice mental health counseling at a specific New York State site under appropriate supervision. The Limited Permit is valid for two years, and is renewable for an additional year with good reason. In total, the candidate must accrue their 3,000 post-degree hours within three years. After accumulating the 3,000 post-degree hours and passing the “National Clinical Mental Health Counselor (NCMHCE) Examination” applicants are eligible for permanent license. Your license will require renewal every three years. At present, no continuing education credits are required to maintain your license.
Some Frequently Asked Questions about the Mental Health Counseling License (Taken primarily from the NYMHCA web page)

1. Can licensed mental health counselors diagnose?

   The MHC law does not include the word “diagnose” but does include various synonyms such as “assess,” “evaluate,” and “treat.” It also notes licensees can use diagnostic criteria such as the Diagnostic and Statistical Manual of Mental Disorders (DSM). Naturally, licensed mental health counselors (LMHCs) need adequate training to use diagnostic testing; go to http://aac.ncat.edu/resources.html under “Key Documents” then under “Standards for Qualifications of Test Users” to assess your readiness for diagnostic testing. A licensee who practices the profession beyond his or her competence can be charged with unprofessional conduct under the Education Law.

   Holding a certain degree or license does not exempt the practitioner from their own ethical responsibility to practice within their competency areas. Specifically, the Code of Ethics of the American Mental Health Counselors Association (AMHCA, 2000 revision) states under “Principle 7, Competence,” the following: “Mental health counselors recognize the boundaries of their particular competencies and the limitations of their expertise. Mental health counselors only provide those services and use only those techniques for which they are qualified by education, training, or experience. Mental health counselors maintain knowledge of relevant scientific and professional information related to the services they render, and they recognize the need for on-going education.”

2. Will LMHCs be eligible to receive 3rd party reimbursement from insurance companies?

   The NYMHCA is actively working to help LMHCs be on insurance panels. It will take some time before licensees are accepted across a wide spectrum of panels. As of this writing (09/01/14) LMHCs are reimbursed by the following insurance companies:

   Aetna
   American Behavioral
   American Psychiatric Systems (APS Healthcare)
   Beacon Health Strategies
   CIGNA Behavioral Health
   CHPHP
   Community Care Network/CCN/First Health
   COMPSYCH Behavioral Health
   Coresource/Matrix
   EAP Consultants, Inc.
   Emblem Health (HIP/GHI)
   Empire Blue Cross/Blue Shield
   Empire Plan – NYS Health Insurance Plan
   Fidelis Care NY (most jurisdictions)
   First Choice Health EAP
   Fiserv Health Benesight
   Health Behavior Associates
Reimbursement fees and processing requirements will vary from company to company, and LMHCs and their clients will need to research each company. The licensee should be clear in communicating with clients the responsibility for payment to the licensee and reimbursement by health plans to the client. We urge students to join the New York Mental Health Counselors Association (NYMHCA) who maintain up-to-date listings of insurance companies who reimburse LMHC services. Visit their web page at www.NYMHCA.org. They also provide a sample of a “Superbill” that clients can send to most insurance companies.

3. Will LMHCs be considered qualified providers for Medicaid?

As of March 1, 2006, LMHCs were considered “professional service providers” for the Office of Mental Health and all of the agencies under their umbrella. They do not use the term “Qualified Health Provider” (QHP). LMHCs are Medicaid reimbursable if they work for an Office of Mental Health agency. LMHCs are considered QHP for the Office of Alcoholism, Substance Abuse Services (OASAS).

4. Can school counselors become LMHCs?

The Education Law defines school counseling and mental health counseling differently. An applicant must meet the requirements established in law and regulation. Certification in school counseling is authorization to practice in a K-12 public school and provide academic guidance and personal and group counseling for students. It does not authorize the practice of mental health counseling, including psychotherapy, in the school nor practice outside the school in any setting. Experience in a school typically does not include psychotherapy and assessment, as defined by New York State law. School counselors may be eligible for MHC license but they will likely need to take additional coursework in a mental health counseling program and will need to complete a 600-hour mental health counseling internship in an appropriate non-school
with appropriate supervision by a licensed mental health professional. There may be rare instances where mental health counseling services can be provided in schools (e.g., the school has a mental health counseling or psychological services department in addition to school counseling services) and thus this experience would count with appropriate supervision.

**Internship Requirements**

Our Mental Health Counseling students typically complete their year-long internship in their second year of full-time study or third-year of part-time study. The internship requires 600 hours on site, of which a minimum of 240 must involve direct contact with clients in either individual or group counseling contexts. The internship requirement is usually completed with 2 ½ days per week on site for the Fall and Spring semesters (September through May). The supervisor must be licensed and authorized under New York State law to practice mental health counseling (or another state-approved license title, e.g., psychologist, psychiatrist) and meet additional requirements of the program. Supervisors are expected to provide a minimum of one-hour of face-to-face individual supervision per week. Students are simultaneously enrolled in their campus field experience course where they receive group supervision, present cases, and receive and provide constructive peer supervision.

A sample Fall semester (only) Field Experience (Internship) Contract is presented in Appendix A. This contract spells out the requirements of the student, training program, and internship site. Appendix B presents the internship form required by the state to document completion of the internship; this form is relevant only for past program graduates who are returning to fulfill additional state requirements for internship. A perusal of this form highlights expectations for intern training at the site, for example the mental health services provided and the diagnostic and assessment tools utilized in the practice of mental health counseling. The form will be completed by the University’s Mental Health Counseling Program Internship Coordinator, in consultation with the on-site intern supervisor and the intern. Interns should log all activities including supervision hours and mental health services provided including specific testing, assessment, and diagnostic practices. The form will be completed towards the end of the final semester of the Field Experience (Internship) course.
Appendix A

MEMORANDUM OF AGREEMENT
Mental Health Counseling Field Experience
(minimum of 600 on-site hours with a minimum of 240 hours
of direct mental health service to Agency clients)

This Agreement is made this _____ day of _______ by and between ________________   (hereinafter referred
to as the MENTAL HEALTH AGENCY) and Fordham University (hereinafter referred to as the
UNIVERSITY). This Agreement will be effective for a period from ____/____/____ to ____/____/____ .

Purpose: The purpose of this Agreement is to provide a qualified Masters degree graduate student in Mental
Health Counseling with a Field Experience in a mental health facility approved by the Program Faculty.

The UNIVERSITY shall be responsible for the following:
1. Selecting a student who has successfully completed all the prerequisite courses and pre-practicum
   training for the field experience.
2. Providing the MENTAL HEALTH AGENCY with a course outline for the corresponding course
taken along with the field experience.
3. Designating a qualified faculty member as the field experience instructor who will work with the
   MENTAL HEALTH AGENCY in coordinating the internship experience.
4. Notifying the student that he/she must adhere to the administrative policies, rules, standards,
schedules, and practices of the MENTAL HEALTH AGENCY.
5. Providing the student with adequate professional liability insurance coverage.

The MENTAL HEALTH AGENCY shall be responsible for the following:
1. Providing the student with an overall orientation to the MENTAL HEALTH AGENCY’S specific
   services necessary for the implementation of the practicum field experience.
2. Designating a qualified staff member, who is licensed and registered to practice in New York in either
   mental health counseling, or in another approved profession pursuant to State Regulation (79-9.3), to
   function as Supervising Counselor for the student. The Supervising Counselor will be responsible
   with the approval of the administration of the MENTAL HEALTH AGENCY for providing
   opportunities for the student to engage in a variety of counseling activities under supervision, and for
   evaluating the student’s performance. (Suggested counseling experiences are included in the course
   outline.)
3. The selected Supervising Counselor shall:
   a) Be licensed and registered to practice in New York in either mental health counseling or one of
      the professions designated in Regulation (79-9.3) and specified above.
   b) Conduct or arrange for a minimum of 1 hour of face-to-face supervision per week for the student,
      including review/critique of audio/video taped sessions.
   c) Allow and arrange for the student to provide direct mental health services to clients totaling a
      minimum of 240 hours.
   d) Allow, arrange, and review regular audio or video taping of the student’s counseling
      training/service delivery (if applicable to the MENTAL HEALTH AGENCY).
   e) Complete verification and Student evaluation forms and send to University coordinator.
   f) Immediately notify the university’s coordinator of internship of any significant issue of a
      professional or academic nature that might lead to the candidate’s inability to complete the field
      experience as anticipated.

Mutual Indemnification Provision: Each party shall indemnify and hold the other harmless from any and all
claims, suits, liabilities, and losses attributable to the negligent acts and omissions of the other party in the
performance of its obligations under this Agreement.
**Equal Opportunity:** It is mutually agreed that neither party shall discriminate on the basis of age, sex, race, color, religion, national origin, marital status, veteran status, sexual orientation, disability or handicap of otherwise qualified persons within the meaning of, and subject to, the applicable provisions of Federal, state and local laws.

**Tuition Waiver:** The Supervisor may enroll free of tuition charge for one three-hour course as offered by the Graduate School of Education at Fordham University. This waiver is non-transferable. The course must commence within one year from the date of the letter sent at the end of each semester. This letter will provide further details regarding use of the waiver. The Supervisor may wish to consult their private tax advisor to determine the taxability of tuition waivers.

**Termination:** The MENTAL HEALTH AGENCY shall have the right in its sole discretion to remove student if MENTAL HEALTH AGENCY determines that student is endangering the health and safety of others or disrupts Agency operations. The MENTAL HEALTH AGENCY will make reasonable efforts to notify the UNIVERSITY in advance of removal. Should the MENTAL HEALTH AGENCY decide to terminate this Agreement, through no fault of student, all efforts will be made to allow student to continue through the remaining term.

**PLEASE PRINT:**

<table>
<thead>
<tr>
<th>Name and Title of Supervisor</th>
<th>Site Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>____________________________</td>
<td>__________________</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>____________________________</td>
<td>__________________</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Degree and License/Certification</th>
<th>Street Address</th>
</tr>
</thead>
<tbody>
<tr>
<td>________________________________</td>
<td>__________________</td>
</tr>
</tbody>
</table>

| City: __________________ | State: ______ | Zip: ______ |
| Telephome: ( ) __________________|

Email

Liz Casey                    Date
Director of Field-Based Experience and Accountability
Division of Psychological and Educational Services
Graduate School of Education
Fordham University
113 West 60th Street, Room 1012-E
New York, NY 10023
212.636.6469
elcasey@fordham.edu
Appendix B
MENTAL HEALTH COUNSELING
INTERNSHIP/PRACTICUM

For each supervised internship and practicum in mental health counseling that was part of your graduate program, please have the Chair or Director of that academic department answer the following questions (attach additional sheets if necessary). Syllabi can not be accepted in lieu of completion of this form.

Name on Application: _________________________________________________________

Name on School Records: ______________________________________________________

Course number: ___________________ Semester Taken:  _____________________

College/university: ___________________________________________________________

Location of internship/practicum: ______________________________________________

Number of clock hours: ___________________

Was the field site approved by the college/university?  Yes ( ) No ( )

What were the qualifications of the on-site supervisor? ________________________

How many hours of on-site, face-to-face supervision were there?  ________________

How often was the on-site supervisor required to submit evaluations to the college/university?  __________

How did the college/university supervise the internship/practicum?  _________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Please describe the mental health counseling services provided by the student in the practicum/internship
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Please identify the mental health and psychotherapy diagnostic and assessment tools that were used by the student.
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Please explain how the student prepared a therapy plan and provided mental health counseling under supervision.
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

The above information was completed by:

Signature ____________________________________  Date _____________________

Print Name ____________________________________________

Title __________________________________________________________________

Address _______________________________________________________________
______________________________________________________________________

Telephone ____________________________    FAX ___________________________

E-mail Address _________________________________________________________

Return Directly to: New York State Education Department, Bureau of Comparative Education, 89 Washington Avenue, 2nd Floor, West Wing, Albany, NY 12234-1000.
Appendix C
FORDHAM UNIVERSITY
Graduate School of Education
MENTAL HEALTH COUNSELING INTERNSHIP EVALUATION

Student’s Name: _______________________  Semester: _________  Year: ___________

Supervisor’s Name & Title:  
__________________________________________________________________

Address:  
___________________________________________________________________________

Site Name: __________________________  Check one:  This is the student’s only evaluation____
                                                The student will be returning next semester____

Population Served  
___________________________________________________________________________

Please rate the level of functioning in the following areas, comparing the intern to others whom you have supervised.
(1=well below average, needs considerable improvement, 4=average, satisfactory, 7=outstanding, NA=not applicable)

**Diagnostic Assessment and Interviewing Skills**

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ability to establish rapport</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Quality of oral/written reports</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ability to gather information/follow up</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Knowledge of DSM-IV-TR (if applicable to setting)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Case conceptualization</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Testing administration, scoring and conceptualization</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Counseling/Therapeutic Skills**

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clinical judgment</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Empathy</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ability to establish relationships</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Awareness of process</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Creativity</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Professional Development**

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Relationships with students/clients</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
(1=well below average, needs considerable improvement, 4=average, satisfactory, 7=outstanding, NA=not applicable)

<table>
<thead>
<tr>
<th>Category</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Relationships with faculty/staff</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Relationships with other interns</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Understanding of ethical standards</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Initiative</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Responsibility for timely completion of assignments, punctuality and attendance</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Multicultural Competence**

<table>
<thead>
<tr>
<th>Category</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skills</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Knowledge</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Awareness</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Use of Supervision**

<table>
<thead>
<tr>
<th>Category</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presentation/preparation of cases</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Openness to supervision</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**OVERALL RATING**

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | NA |
DISPOSITIONS

<table>
<thead>
<tr>
<th></th>
<th>Diversity</th>
<th></th>
<th>Not observed</th>
<th>Not Met</th>
<th>Met</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The candidate
- Respects cultural diversity and individual differences as strengths.
- Holds the belief that all individuals can learn, regardless of exceptionalities, background, or circumstance.
- Is committed to the education of individuals in complex urban and richly diverse communities.

Comments:

<table>
<thead>
<tr>
<th></th>
<th>Scholarship</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The candidate
- Is committed to integrating theory, research and evidence in guiding practice.
- Believes in life-long learning and professional education as integral to continuing development of expertise.

Comments:

<table>
<thead>
<tr>
<th></th>
<th>Community</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The candidate
- Values a community’s nuances and its cultural mores.
- Is committed to communication, through a variety of venues, with all members of school/educational community.

Comments:

<table>
<thead>
<tr>
<th></th>
<th>Reflection</th>
<th></th>
<th>Not observed</th>
<th>Not Met</th>
<th>Met</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The candidate
- Values reflection in scholarly learning and professional practice.
- Is committed to improving practice through personal and collaborative reflection.

Comments:

<table>
<thead>
<tr>
<th>5. Technology</th>
<th>Not observed</th>
<th>Not Met</th>
<th>Met</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

The candidate
- Values the variety of technological resources for enhancing an individual’s learning.
- Views growth in technological expertise as integral to professional practice.

Comments:

<table>
<thead>
<tr>
<th>6. Social Justice</th>
<th>Not observed</th>
<th>Not Met</th>
<th>Met</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

The candidate
- Is committed to dismantling all forms of inequity/injustice, including discriminatory practices and everyday microaggressions, which violate the dignity and oppress the freedoms of people locally, nationally and globally.
- Believes in the Ignatian mission of “cura personalis” – deep respect for the individual and his/her potential.

Comments:

<table>
<thead>
<tr>
<th>7. Professionalism</th>
<th>Not observed</th>
<th>Not Met</th>
<th>Met</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>
The candidate

- Is committed to professional standards of integrity, ethics, and responsibility.
- Values professionalism in dress, language, and behavior.

Comments:

**IMPACT**

1. Please rate the student's performance in relation to the following statement:

   The Mental Health Counseling student had a positive impact on client well-being.  

   

   1  2  3  4  5  6  7  N/A

   

2. Please check the types of evidence you used to support your judgment (check all that apply).

   - Review of written reports
   - Client satisfaction surveys
   - Direct observation
   - Teacher reports
   - Administrator reports
   - Review of audio/videotapes
   - Staff feedback
   - Case presentations

   Please describe the intern’s strengths:

   Please comment on the intern’s areas for further development

   Summary/suggestions for further preparation and training:

**PLEASE COMPLETE ALL INFORMATION:**

Total # of Hours Accumulated for Current Semester  _____
Total # of Indirect Services  

Total # of Direct Counseling  

Total # of Hours of Supervision  

Supervisor’s signature ______________________________________________ Date _____________________

Intern’s signature ______________________________________________ Date _____________________
Appendix D

**SUPERVISOR’S SITE INFORMATION**

**FORDHAM UNIVERSITY**  
**GRADUATE SCHOOL OF EDUCATION**

Please complete the following information and return to: Elizabeth A. Casey, M.S.Ed., Fordham University at Lincoln Center, GSE/PES/room 1012E, 113 West 60th Street, New York, NY 10023-7478 (FAX) 212-636-6416 (email: ELCasey@fordham.edu)

Supervisor’s name: ___________________________________________ Title: __________________
Agency/School: ____________________________________________________________
Street Address: __________________________________________________________________
City: ___________________________ State: __________ Zip Code: ________________
Phone Number: ___________________________ Email: ____________________________
Supervisor’s Degree (s): ____________________________________________________
Supervisor’s License/Certifications: ___________________________________________
Certificate/License #’s: ________________________________ States: _____________

Would you be interested in supervising Fordham masters and/or doctoral level students?  
Masters level: Yes_______ No_________ Doctoral level: Yes _________ No_________

If this is a k-12 school, what types of activities would the extern be exposed to/trained in?

What types of counseling activities are students exposed to/trained in (e.g. individual or group counseling, assessment, and testing)?

What other activities will students have the opportunity to engage in (e.g. workshops, programs, teaching, seminars, and lectures)?
With what population(s) will the student be working?

How is supervision generally conducted (how much, from what orientation, group or individual)?

What is the theoretical orientation to counseling?

What opportunities are made available for research and data collection?

Will the intern have ample space to work?

Is the site accessible for those with disabilities?

**NOTE:** Please attach a copy of the designated supervisor’s resume. We must have the resume in order to add this form to our database. Thank you.
INFORMATION ON PRACTICUM SITES

STUDENT EVALUATION/FEEDBACK

Please answer the following questions as thoroughly as possible.

1. Demographics

Name of the School/Agency:

Address of School/Agency:

Telephone Number:

Website:

How far is this site from Fordham’s campus? (e.g., 20 minutes by car, 30 minutes by #1 train, etc.)

Number of Student Interns:

Number of Supervisors:

2. Brief Information

Theoretical Orientation at Site:

Types of Counseling Practiced at this Site (e.g., individual, family, group, etc.):

Types of Populations:

Nature of counseling experiences in which you engaged at this site:

Nature of guidance activities in which you engaged at this site:

Other training activities in which you participated:
Would you recommend this site to other students? Why?

Do you anticipate openings for interns next semester?

Person to contact in the future for placement (Name, title, phone number):

3. Supervision

Name and title of your supervisor:

   Ph.D. in Clinical or Counseling Psychology?
   
   State licensed, license eligible, or not eligible?
   
   Theoretical orientation of supervisor?

Number of hours of individual supervision per week:

Number of hours of group supervision per week:

How would you describe your supervision experience in general?

Did you get adequate consultation time?

Did your supervisor seem interested in your growth and development as a counselor in training? Please elaborate:

What did you learn from this supervision experience? Please elaborate:

Was this a non-threatening supervisory environment?

4. Physical surroundings
Did you have your own office? If yes, please describe it briefly. If not, please describe the facility you did use:

Was this site accessible for those who are physically challenged?

5. Emotional Environment

Were you treated as a professional? Please explain:

Were you integrated into the staff, treated as an outsider, or isolated? Please elaborate:

Did you feel that the environment was supportive in general?

6. Development/Learning Environment

Were you able to develop any of your own programs, workshops, groups, etc.?

Was there formal training provided? Please explain:

What type of input did you have into the operations(s) of the site?

Were you asked to do any work other than counseling (e.g. secretarial, clerical, etc.)?

Other comments about this site/experience:

Optional: Your Name, E-mail Address and/or Telephone Number:
APPENDIX F
UNIVERSITY GRIEVANCE PROCEDURES

POLICY:

FORDHAM UNIVERSITY protects the right of each student to be free from discrimination on the basis of sex, age, race, religion, handicap or national origin. The Graduate School of Arts & Sciences employs the following Grievance Procedure covering all matriculated and non-matriculated students. Students who believe they have been discriminated against with respect to participation in, access to, or benefits of any academic program or activity within the Graduate School of Arts & Sciences are requested to use the following Grievance Procedure.

INFORMAL PROCEDURE:

Since a formal grievance procedure is a last resort, it is assumed that every effort to resolve the grievance through informal approaches has been conducted by the concerned parties. Nevertheless, the use of informal procedures is not a prerequisite for the submission of the grievance through the formal procedure.

FORMAL PROCEDURE:

STEP I: DEPARTMENT

A. An alleged grievance must be brought in writing to the attention of the Department Chairperson within one month of the incident.

B. The Department Chairperson will consult with the parties involved concerning the charges. All documents related to the grievance will be submitted by the parties to the Department Chairperson. It is expected that this process will be completed within 30 school calendar days after the student(s) submits a written statement to the Chairperson.

C. The Chairperson, after discussion with both parties, will make recommendations for a solution to the grievance.

Note: If the grievance relates to a decision of a Chairperson, then the grievance review will begin at the School level.

STEP II: SCHOOL

A. If Step I fails to resolve the grievance, either party may make a request for a grievance review by the Dean, or his/her designate. Requests for a review must be submitted in writing to the Dean or his/her designate within 7 school calendar days of the conclusion of the department process. Requests should include:

1) a concise summary of the charge(s)
2) an explanation of why the department process was considered unsatisfactory
B. The Dean or his/her designate will investigate the grievance, gather all pertinent information, and interview the parties connected with the charge.

C. The Dean or his/her designate will meet with the concerned parties within 30 school calendar days to present his/her recommendations for resolution of the grievance to the concerned parties.

STEP III: UNIVERSITY

A. If either the aggrieved or the individual(s)/department against whom charges have been brought feels that the matter has not been resolved, either party may appeal in writing to the Academic Vice President or his/her designate within 10 school calendar days after the meeting between the Dean and concerned parties in Step II.

B. The Academic Vice president or his/her designate will review the grievance process to determine whether proper procedures were followed, or if new evidence not available in Step II is being presented. If the Vice president or his/her designate is not satisfied with the handling of the grievance investigation, he/she will return the grievance to the Dean for further investigation. The concerned parties will be notified of the Vice President or his/her designate’s actions and decisions within 20 school calendar days of the receipt of the appeal.

C. The Academic Vice president or his/her designate is the last court of appeal, and his/her decision will be final.

CONFIDENTIALITY:

Except when directed by court order or government tribunal of competent jurisdiction, all those involved in these grievance procedures shall treat as confidential all information disclosed during the procedures, as well as the fact of occurrence of the procedures and result thereof, except as otherwise provided in this process.
Appendix G

UNIVERSITY SEXUAL HARASSMENT POLICY

A MESSAGE TO THE FORDHAM UNIVERSITY COMMUNITY:

FORDHAM UNIVERSITY affirms its commitment to provide an environment of fairness, trust, and respect for all of its employees and students. Consistent with its religious traditions and values, the University’s educational programs and employment practices are expected to be conducted free from unlawful discrimination.

Sexual harassment is a form of sex discrimination which violates the University’s Code of Conduct and is prohibited by law. The University must maintain an academic community in which students, faculty, and staff can work and study without sexual harassment by teachers, colleagues, or supervisors.

It is the policy of FORDHAM UNIVERSITY that sexual harassment is prohibited, and that all alleged violations of this policy will receive prompt attention as well as any necessary corrective action. I encourage any member of the University community to contact the appropriate University personnel noted in this pamphlet if an incident of sexual harassment should occur.

STATEMENT OF SEXUAL HARASSMENT POLICY:

Sexual harassment will not be tolerated in the University community. It subverts the mission of the University and threatens the well-being, educational experiences, and careers of students, faculty, and staff. It is especially threatening in the context of a teacher-student or supervisor-subordinate relationship, in that it can exploit the power inherent in the position of teacher or supervisor regarding grades, recommendations, wage status, or promotion. However, sexual harassment can also occur by subordinates against supervisors, by those of equal status, or by students, thereby creating an environment that is intimidating or offensive in a variety of settings.

Any member of the faculty, staff, or student body of the University who believes that he or she has been or is being subjected to sexual harassment should utilize the mediation and resolution procedures described herein. In the event no resolution is reached using these mediation procedures. The aggrieved individual can utilize the formal grievance procedures that are promulgated for the various University constituencies.

DEFINITION OF SEXUAL HARASSMENT:

Prohibited Actions
It is a violation of this policy for any member of the University community to engage in sexual harassment. Sexual harassment is defined as unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when:

1) submission to such conduct is made either explicitly or implicitly a term or condition of an Individual’s employment or status in a program, course, or activity;

2) submission to or rejection of such conduct by an individual is used as the basis for employment or educational decisions affecting an individual; or

3) such conduct has the purpose or effect of unreasonably interfering with an individual’s work or educational performance, or creating an intimidating, hostile or offensive work or educational environment.

EXAMPLES OF SEXUAL HARASSMENT:

Any sexual attention that is unwelcome could constitute sexual harassment. Specific acts of sexual harassment include, but are not limited to:

1. Physical assault
2. Propositions of a sexual nature
3. Direct or implied threats that submission to sexual advances Is a condition of employment, promotion, good grades, recommendations, etc.
4. Unwelcome verbal or physical conduct of a sexual nature which an individual regards as undesirable or offensive, including but not necessarily limited to sexually explicit jokes, statements, and questions or remarks about sexual activity or experience.

INADVERTENT AND ISOLATED OFFENSES

A member of the University community who exhibits singular or isolated acts or conduct expressed in the above sited example number 4 may simply tack the sensitivity to know that these actions or statements are creating discomfort or may be humiliating to others. Any member of the University community who becomes aware of such activity is encouraged to sensitize the individual directly about the questionable conduct in a discreet and confidential manner. The underlying philosophy of this sexual harassment policy is one of correction rather than punishment, although specific sanctions, depending on the nature and severity of the incident(s), ranging from a letter of reprimand, suspension, or termination of employment are possible outcomes if the formal grievance procedures of the University are invoked. Nevertheless, the guiding principles of this policy are to:

1. immediately respond to an incident of sexual harassment;
2. take whatever corrective measures are appropriate to provide redress for the victim;
3. take all reasonable measures to prevent the Incident from recurring in the future.

The University has established mediation and resolution procedures in order to respond immediately to a sexual harassment complaint and investigate it fully. The procedure is designed to mediate and resolve such complaints promptly and fairly. Similarly, a formal grievance structure for handling complaints that cannot be resolved through mediation is also available.

In general, any individual with supervisory authority who obtains knowledge of an incident of sexual harassment occurring within his or her area is expected to take the proper steps immediately to address the situation.

A. MEDIATION AND RESOLUTION PROCEDURES

Step 1- Unofficial
It is often the case that a student, faculty or staff member of the University, believing that he or she may be experiencing a form of sexual harassment, will attempt to resolve the situation on one’s own, or consult with another Individual within the University community such as a colleague, supervisor, department or division head, faculty or student advisor, or a member of the student affairs or counseling staff. With the requested aid of an advisor, the individual may attempt to resolve the situation in an Informal and unofficial manner. The advisor, acting with discretion and in confidence, may assist the individual in reviewing the situation in the context in which it occurred, aid the individual in identifying the problem, and review the options for resolution that are available.

Step 2- Official
If the matter cannot be resolved through the unofficial, informal method cited in Step 1 above, or if the individual chooses not to obtain the help of an unofficial advisor, the complainant may seek the assistance of the EEO/AA Manager, who will serve in the official capacity of Mediator.

The role of the Mediator will be to fact-find, mediate and resolve the complaint, If possible. The mediator will handle complaints independently and will follow certain procedures:

1. Speak with the complainant and the individual accused to determine the nature of the incident and the context in which it occurred.

2. Conduct a discreet inquiry into the complaint, gathering and examining all relevant facts.

3. Mediate and resolve the complaint informally if possible.

4. Inform the parties of the formal grievance procedures available when no resolution is forthcoming, or if either party is dissatisfied with the progress of the mediation.

5. Keep confidential all Information gathered during the Investigation and all processes of mediation and resolution.
6. Prepare a record of the complaint, the investigation and findings, the mediation and resolution, If any.

The EEO/M Manager will retain this record for three years from the date of the complaint. If the matter has been resolved through mediation, and no further Incident occurs regarding the individual within this period, the record will be destroyed. After a successful mediation, If the behavior is reported as continuing, the record will be retained and can be made available to the appropriate formal grievance body.

If the matter has not been successfully mediated and either party wishes to proceed to formal grievance procedures, the EEO/AA Manager will submit the record of the attempted mediation to the formal grievance structure to be utilized in the particular case.

B. GRIEVANCE PROCEDURES

Inasmuch as a formal grievance procedure is expected to be used as a last resort, It Is assumed that all efforts to resolve the complaint through the mediation and resolution procedures cited above have been conducted. Formal grievance procedures are found in various handbooks and other documents or publications relating to the various University constituencies (e.g., faculty, administrators, staff, and students).

CONFIDENTIALITY:

Sexual harassment is a matter of grave concern for both the complainant and the accused and therefore all procedures designed to deal with sexual harassment should be handled with the utmost sensitivity. All mediation/resolution procedures, as well as formal grievance procedures, shall be held in strict confidence to reasonably insure the privacy of all parties concerned (complainants accused, and witnesses, if any) and to offer as much protection of the careers and reputations of the parties involved as possible.

RETALIATION:

Faculty, staff, and students are encouraged to express their feelings in a responsible manner regarding a problem of sexual harassment. Any member of the University community who attempts to interfere, restrain, coerce, discriminate against, or harass (whether overtly or covertly) any individual responsibly pursuing a complaint of sexual harassment will be subject to prompt and appropriate disciplinary action.

FALSE AND MALICIOUS CHARGES:

The use of this policy for false or malicious purposes is strictly prohibited. Any student, faculty, or staff member who exercises bad faith and brings a false, malicious, or frivolous charge of
sexual harassment against another member of the University community may be subject to disciplinary action.

**DISSEMINATION OF POLICY:**

It will be the responsibility of the Office of Legal Counsel to distribute the sexual harassment policy to all Vice Presidents for clear and regular communication to all employees within their respective areas. The Vice President for Student Affairs will make the policy available to all students as may be appropriate during orientation and registration periods.

**EDUCATIONAL RESOURCES AND ASSISTANCE:**

The Office of Legal Counsel will provide educational materials regarding sexual harassment, and act as a resource for any questions regarding this policy.
Appendix H

**ADVISEMENT FORM FOR M.S. Ed. in Mental Health Counseling (60 Credits)**

<table>
<thead>
<tr>
<th>Semester</th>
<th>Grade</th>
<th>Instructor</th>
<th>Course (3 semester credits)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>PSGE 5204: Research Methods in Counseling</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>PSGE 5621: Foundations of Professional Counseling</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>PSGE 5623: Pre-Practicum in Counseling Process, Skills, and Techniques</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>PSGE 5625: Theories of Family Intervention and Counseling</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>PSGE 5631: Counseling Theory and Practice</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>PSGE 5633: Pre-Practicum in Applications of Counseling Theory to Practice</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>PSGE 6602: Human Development</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>PSGE 6605: Counseling Program Development &amp; Evaluation</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>PSGE 6607: Assessment in Counseling</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>PSGE 6609: Advanced Assessment in Counseling</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>PSGE 6630: Group Counseling</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>PSGE 6632: Pre-Practicum in Group Counseling</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>PSGE 6640: Career Counseling</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>PSGE 6641: Pre-Practicum in Career Assessment and Counseling</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>PSGE 6645: General Psychopathology</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>PSGE 6650: Ethical and Professional Issues in Counseling</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>PSGE 6651: Field Experience (Internship) I in Mental Health Counseling (minimum 300 on-site hours)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>PSGE 6653: Field Experience (Internship) II in Mental Health Counseling (minimum 300 on-site hours)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>PSGE 6656: Multicultural Counseling</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>PSGE 6659: Interpersonal Neurobio</td>
</tr>
</tbody>
</table>
(O Credits)

_________ ______  _______________ PSGE 0705: Masters Comps

_________ _______  _______________ EDGE 0210: Recognition and Reporting of Child Abuse

_________   ______  _______________ EDGE 0230 Schools Against Violence Education

Fall Semester

Field Placement (Internship) Site___________________________________________________

Supervisor’s Name______________________________________________________________

Supervisor’s Title and License type and number: _____________________________________

Spring Semester

Field Placement (Internship) Site___________________________________________________

Supervisor’s Name______________________________________________________________

Supervisor’s Title and License type and number: _____________________________________

Child Abuse Reporting Workshop_______________________  _____________

(Date Attended)

(with Copy of Completion Certificate Attached)
Appendix I

COMPREHENSIVE EXAMINATION: FREQUENTLY ASKED QUESTIONS

ELIGIBILITY REQUIREMENTS

1. At what point, in the master’s program, is one eligible to sit for the comprehensive examination?

- Only students who have completed all required courses or are completing the final semester of required courses may be eligible to take the comprehensive examination. If this eligibility requirement is not met when students take the examination, the examination results will be invalid.

2. When and how are students expected to register for the master’s comprehensive examination?

- The examination is offered 2 times a year (in February and June). All students must register for the comprehensive examination, PSGE 0705, MSE COMPS COUNSELING.

EXAMINATION STRUCTURE & ADMINISTRATION

3. Please describe the way in which the comprehensive examination is constructed.

- The comprehensive examination typically presents a case vignette and requires responses to questions on applications of theoretical and counseling approaches (e.g., a theory of counseling, career development, psychosocial development, and/or group process); ethical, legal, and multicultural issues; and/or measurement considerations in conceptualizing and designing an intervention plan specifically relevant to the case vignette.

4. How is the comprehensive examination administered to master’s students?

- The comprehensive examination is typically given on the first Friday in the spring semester (February) and in the first summer session (June; specific dates may be located on the Graduate School of Education’s Academic Calendar).

- It is a 4-hour examination that starts promptly at 9:00 AM and ends promptly at 1:00 PM. (Students arriving late will not be given additional time to complete the exam. Students arriving more than one-half hour late may not be allowed to sit for the exam).
The exam is held on campus in computer labs and all students are required to take the exam at an assigned computer station and adhere to computer lab rules (e.g., no food or drinks allowed). Alternative arrangements may be approved in advance: (a) only for students with qualifying health conditions, and (b) only if a written request and documentation of the qualifying health condition is submitted to the Coordinator of Comprehensive Examinations during the week of registration preceding the semester that the student intends to take the examination.

All students are expected to adhere to the ethical principles of the American Counseling Association, as well as to maintain the highest academic standards of Fordham University. Academic integrity and honesty should be reflected in students’ responses to the exam. It is expected that all students familiarize themselves with the Fordham University policy on academic dishonesty.

**PREPARATION FOR EXAMINATION**

5. *When should students begin preparing for the comprehensive examination?*

- It has been suggested that students anticipating taking the comprehensive examination should begin preparation at least 6 to 8 weeks prior to the date of the examination. Furthermore, it has been suggested that students should spend approximately 6 to 10 hours a week preparing for this exam.

6. *How have students in the past prepared for this examination?*

- Students in the past have made several helpful suggestions for those who are preparing for the master’s comprehensive examination. They are as follows:
  - Form a study group with your peers. Students have found that a group was extremely helpful in fostering a close network of peers to explore ideas about possible topics that might be on the comprehensive examination. Groups that met regularly have helped provide structure and direction to students while preparing for this examination. Students were able to share ideas and strategies, identify and review critical topics, and critique each other’s writing. Furthermore, students have found that a peer study group provided a place for emotional support and encouragement.
  - Review old comprehensive examinations (previously 2 parts; now combined in 1) that have been provided through eRes (see below), and practice completing a timed “mock examination.”
  - Familiarize yourself with 2 main individual counseling theories and approaches, 2 career development theories and counseling approaches, 2 psychosocial developmental theories, and group counseling processes.
- Familiarize yourself with the various types of reliability and validity in educational and psychological measurement.

- Review ethical, legal, and multicultural issues in counseling.

- Familiarize yourself with main topics and concepts covered in each of the counseling course modules.

7. Are there past examinations available in the library or on-line?

   - Yes, students can access copies of past master’s comprehensive examinations online in the library through the Electronic Reserve Room (or eRes) by following these steps:

     a. Log on [www.fordham.edu](http://www.fordham.edu)
     b. Click on: Libraries
     c. Click on: Electronic Reserve Room
     d. Once you have arrived at the Main Course Index page, you can find the comprehensive examinations by completing the eRes Quick Search
     e. Select: Search By – Course; COURSE NUMBER: PSGE 0705
     f. Select the PSGE 0705 course titled “MSE COMPS COUNSELING”
     g. Accept the Copyright Disclaimer
     h. Choose the Master’s Comprehensive Examination you would like to review, click on it, and begin your preparation

**GRADING**

8. How is the master’s comprehensive examination graded? Who are the graders?

   - Student examinations are blindly evaluated by an anonymous faculty member (i.e., no names are used; only identifying numbers). If the initial grader deems the examination insufficient, then the examination will be evaluated by a second grader. If both graders conclude that the student receive a FAILING grade, then the student must re-take the examination.

9. What is considered to be a passing/failing grade?

   - Each of the student’s responses is evaluated on a 4-point scale (1 = Unacceptable, 2 = Marginal, 3 = Satisfactory, 4 = Excellent) in relation to the accuracy, clarity and comprehensiveness of the response to the specific questions. If the student’s examination average rating from the 2 graders is less than “3”, then the student is required to re-take the comprehensive examination.
10. If students fail the examination on their first attempt, will they have the opportunity to revise their responses to the examination until they receive a passing grade?

- Students who receive a FAILING grade on their first attempt at the comprehensive examination will be given the opportunity to re-take the exam (not the same exam) in the subsequent semester. If students fail the exam on the second attempt, their academic standing will be reviewed and they may be terminated from the program.

11. What are the implications of a student who has passed the master’s comprehensive examination?

- The comprehensive examination provides an impetus for students to integrate their knowledge base across educational and training experiences, as well as move beyond minimal competencies toward a solid professional identity as a professional counselor. Passing the exam is a requirement to obtain one’s degree.
Appendix J

Sample M.S.Ed. Comprehensive Examinations

Master’s in Counseling Comprehensive Examination
Fordham University
Spring, 2012

INSTRUCTIONS:

• Only students who have completed all required courses or are completing the final semester of required courses are eligible to take this comprehensive examination. If you do not meet this eligibility requirement, the examination results will be invalid. By completing this examination, you acknowledge that you have met this eligibility requirement.

• Please read through the entire exam carefully before beginning your response. This semester you are being provided with two options to complete the exam which are specified below.

• Include any other information about the following case that you feel is relevant. The information provided is not meant to be comprehensive but to stimulate your thinking. You response will be graded by how accurately you describe and thoroughly apply the theory to the case; on the clarity and organization of your responses; and your demonstration of knowledge about the ethical and professional issues surrounding the case.

• You are expected to adhere to the ethical principles of the American Counseling Association, as well as to maintain the highest academic standards of Fordham. Academic integrity and honesty should thus be reflected in your response to the exams. It is expected that all students have familiarized themselves with Fordham’s policy on academic dishonesty.

Dear Master’s Degree Students in School and Mental Health Counseling,
Good luck on your comprehensive examination. Below we present you with two options for your comprehensive examination. You are to answer either questions 1-5 OR questions 6-11 (Do not answer both sets of questions). Both sets of questions focus on the same case study of “Sarah Leong” which is presented in the middle of the exam. Please read through both options sets and all of the questions before beginning so you can 1) thoughtfully decide which set of questions to answer and 2) effectively outline/plan your responses and manage your time efficiently.

TEST OPTION 1
1. Describe yourself as the “person” in the “counselor”; that is, how do your life experiences, personality, insight, and self-awareness relate to both establishing a therapeutic alliance with your client and promote client growth?

2. During your training as a professional counselor, you have gained in-depth knowledge of established theories of counseling. What two theories of counseling most resonated with your own worldview of the counseling relationship and process? Outline 3 to 4 tenets (major propositions) of each theory.

3. Having outlined your theoretical influences (in questions #2 above) and your personal influences (in question #1 above), now present your own integrative personal theory of counseling by responding to the following questions:
   A) Describe your own theory of counseling, and highlight the influences of established theories of counseling anchoring your model.
   B) What is the role (or place) of culture, cultural context, and social justice in your personal theory/model of counseling?
   C) In your theory of counseling, what is the relationship between biology and environment in influencing the development of psychological/personality strengths and challenges?
   D) How does your model explain the role of early family experiences (e.g., nature of relationship with caregivers) on psychological development?

4. Apply your theory to the case of “Sarah Leong,” which is presented below. Thus, relying on your personal theory/model of counseling, address the following questions in relation to the case of Sarah.
   A) Speculate as to what roles biological predispositions, family environment, immigration adjustment, bicultural strain, and academic context may play in Sarah’s concerns?
   B) Conceptualize the case in terms of major issues for counseling.
   C) Specify how your theory conceptualizes the origins, course, and treatment for depression.
   D) Highlight and prioritize topics of focus and interventions for your next 3 sessions with Sarah.
   E) Outline a tentative treatment plan over an expected course of 10 sessions.

5. What are particular multicultural, ethical, and legal issues to emphasize in your treatment planning and how will you address these?

Case Vignette: Sarah Leong (fictitious)
For school counseling students, you are Sarah’s school counseling. For mental health counseling students, you work in a mental health clinic [or private practice] and Sarah was referred to you by a school counselor.

Sarah Leong is a 17-year high school senior at the prestigious Cross River Public High School (fictitious) in Westchester, New York. Sarah is fully bilingual in Cantonese and English. You have met with Sarah once thus far and will continue working with her.

**Immigration and Health History**

Sarah immigrated to the United States from Hong Kong the summer before her junior year of high school. She arrived with her mother and younger brother who is 7 years old. Her father is a very successful business person who travels extensively and lives in Hong Kong with Sarah’s oldest sister who is 25 years old. According to Sarah, part of the family immigrated to the U.S. for better educational and career opportunities for herself and her younger brother. Sarah and her brother Skype the dad and older sister once a week, and she reports having good relationships with all family members, though she misses her father and older sister very much.

Sarah has no prior history of mental health concerns, though her older sister in the past few years has suffered on and off with mild depression and anxiety.

**Presenting Concerns**

Sarah reports being depressed since senior year started (September, 2011; it is now February, 2012), thus some six months. Though she did well academically in junior year (maintained a “B+” average and “loved my psychology and science courses”), she did poorly first semester, and is in danger of failing two courses (and thus not graduating) this semester. Furthermore, she was hoping to complete a senior option internship during the month of April in Hong Kong, where she was accepted as a research assistant in a hospital setting near her family’s apartment. Unless she can bring her grades up, she will not be eligible for the senior internship option.

You had Sarah complete the “Beck Depression Inventory II” at intake, and she scored 37 (you will remember the BDI scores range from 0 to 63). On the “Pessimism” item (item scores range from 0-3) she circled a “2,” “I do not expect things to work out for me”; and on the “Suicidal Thoughts or Wishes” item she scored a “1,” “I have thoughts of killing myself, but I would not carry them out.” The items where Sarah scored a “3” were: “I am so sad or unhappy that I can’t stand it,” “I dislike myself,” “It’s hard to get interested in anything,” “I have trouble making decision,” “I don’t have energy to do anything,” “I sleep most of the day,” and “I find I can’t concentrate on anything.” Sarah’s depression has caused her to miss 8 of the last 20 days of school.

**Social Resources**

Sarah reports that she has a group of close friends at school, that her teachers are very supportive, and that she is close to her family. She is psychologically minded, though she notes “my mom does not understand depression.”

**Sarah’s Hopes for Counseling**

Sarah’s individual goals for counseling are to feel better (“not so depressed”), to salvage the semester academically, go on internship in Hong Kong during April, graduate in June, and attend college in Maine in September.

**TEST OPTION 2**
6. Select an established theory of counseling (i.e., one anchored in any of the following traditions: psychodynamic, humanistic, existential, cognitive, behavioral, cognitive/behavioral, Gestalt, Reality Therapy) and address the following:

A) Outline 3 to 4 tenets (major propositions) of your chosen theory.
B) What is the role (or place) of culture, cultural context, and social justice (including understanding and working with “oppression” and “privilege”) in this theory of counseling?
C) How does this theory conceptualize the relationship between biology and environment in establishing psychological/personality strengths and challenges?
D) How does the chosen theory explain the role of early family experiences (e.g., nature of relationship with caregivers) in psychological development?

7. Apply the chosen theory to the case of “Sarah Leong” by addressing the following questions:

A) Speculate as to what roles biological predispositions, family environment, immigration adjustment, bicultural strain, and academic context may play in Sarah’s concerns?
B) Conceptualize the case in terms of major issues for counseling.
C) Specify how your chosen theory conceptualizes the origins, course, and treatment for depression.
D) Highlight and prioritize topics of focus and interventions for your next 3 sessions with Sarah.
E) Outline a tentative treatment plan over an expected course of 10 sessions.
F) What are particular ethical and legal issues to emphasize in your treatment planning and how will you address these?

8. Assuming Sarah’s depression attenuates to some degree and her social functioning increases, you hope to enhance her quality of life by involving her in group counseling. What type of group would you consider? Relying on Irvin Yalom’s group counseling theory, describe:

A) How you would introduce the idea of group counseling to Sarah and how you might assess her readiness and appropriateness for the group?
B) The goals of the group and its length (number of planned sessions)?
C) The stages of group process that will likely ensue and the characteristics of each stage?
D) How you will address termination issues in group counseling and how outcome will be assessed?

9. Discuss Sarah’s case generally, and her personal development, specifically, in the context of Erik Erikson’s theory of psychosocial development. How do Erikson’s theory and your chosen theory of counseling overlap as applied to Sarah?
10. Assuming Sarah makes good progress in individual and group counseling and is on track to graduate, how might you help her with continuing academic and career development? More specifically, what are topics/questions you would help Sarah process as she thinks about colleges and career, and what is one career-focused instrument you would incorporate into this discussion. What are the theoretical and empirical strengths of this instrument that led to your choice?

11. Are there any other issues relevant to your conceptualization of this case that were not addressed in the questions above, but that you would like to address? If so, specify them here.

**Congratulations on finishing the exam, and good luck with the outcome.**
Optional Anonymous Exam Evaluation

Your Program Faculty would appreciate if you take a few moments to provide feedback.

Please respond to the following Likert-type questions by circling the number reflective of your impression and do not place your name or ID number on this page as it will be collected separately, with anonymity, by the exam proctor.

1. I thought this exam was fair and addressed many of the issues central to my training in the counseling program

<table>
<thead>
<tr>
<th>Strong Disagree</th>
<th>Disagree</th>
<th>Not Really Sure</th>
<th>Agree</th>
<th>Strong Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

2. Responding to this exam question helped me think through and clarify my own approach to the counseling process, and will likely help me as I prepare for job interviews.

<table>
<thead>
<tr>
<th>Strong Disagree</th>
<th>Disagree</th>
<th>Not Really Sure</th>
<th>Agree</th>
<th>Strong Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

3. Consistent with the School of Education’s mission, I thought the exam effectively integrated multicultural issues into its content.

<table>
<thead>
<tr>
<th>Strong Disagree</th>
<th>Disagree</th>
<th>Not Really Sure</th>
<th>Agree</th>
<th>Strong Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

Other Comments or Suggestions?
INSTRUCTIONS:

- Only students who have completed all required courses or are completing the final semester of required courses are eligible to take this comprehensive examination. The sole exception is if the only course remaining to complete your final required coursework in the subsequent summer session is PSGE 6655, Field Experience III in Mental Health Counseling. If you do not meet these eligibility requirements, the examination results will be invalid (i.e., the exam will not count, the results will be voided, and you will be required to take another exam when eligible). and consequences for sitting for the exam while not being eligible will be that the exam does not count, results will be voided, and . By completing this examination, you acknowledge that you have met these eligibility requirements.

- Please read through the entire exam carefully before beginning your response.

- The information provided regarding your client is not meant to be comprehensive but to stimulate your thinking. Your response will be graded by how competently you apply theoretical and professional knowledge to the case; on your clinical ability to decipher what may be going on with the client beyond what's written in the description; on the clarity and organization of your responses; and on your ability to identify the ethical and professional issues relevant to the case.

- You are expected to adhere to the ethical principles of the American Counseling Association, as well as to maintain the highest academic standards of Fordham in the process of taking this exam. Academic integrity and honesty should thus be reflected in your response to the exams. It is expected that all students have familiarized themselves with Fordham’s policy on academic dishonesty.
The Case of
“Maria Kazantzakis”

Identifying Information and Presenting Problem

Maria is a 15 year-old, Greek-American, female, high school student in the 10th grade. She lives with both parents and a 12 year-old sister. Maria’s mother, Mrs. Kazantzakis, made arrangements for you (her school counselor or mental health counselor at the local clinic), to see Maria because, according to Mrs. Kazantzakis, Maria is “out of control” and she (her mother) is at a loss as to how to manage her any more.

Mrs. Kazantzakis reports that, over the past year, Maria has become increasingly rebellious. She has been truant from school on numerous occasions and is now in danger of failing all her courses. More than this though, Maria has been increasingly disrespectful and disobedient toward both her parents. Mrs. Kazantzakis is particularly distraught over Maria’s attitude toward her and the frequent shouting matches they have. On several occasions, when Maria’s mother attempted to physically discipline her, Maria hit her back. Earlier in the week, Mrs. Kazantzakis found that Maria had packed a small suitcase and was about to run away from home.

Relevant History

In your initial consultation with Mrs. Kazantzakis, she reported that her pregnancy with Maria was a difficult one. During that time, they were all living in Greece and, in addition to trying to start a family and make a living, Mrs. Kazantzakis was responsible for taking care of both of her elderly in-laws, one of whom was suffering from a debilitating illness that required constant care. She reported that she was the primary caretaker for the entire extended family and this caused her great stress. On several occasions, she herself became incapacitated by crying spells “that seemed to last for days.”

A year after Maria was born, her parents and she immigrated to the United States. Mrs. Kazantzakis recalls that Maria was a “difficult” child. She stated that she and her husband rarely said “no” to Maria when she was a toddler because they “couldn’t handle her tantrums” when they didn’t give her what she wanted. When Maria would misbehave Mrs. Kazantzakis would retreat to her bedroom and cry and Mr. Kazantzakis, when around, would leave the house. Mrs. Kazantzakis noted tearfully that how she parented Maria may have “spoiled” her.

Up through the 4th grade, Maria was a model student. She attended the local public school and was placed in the “gifted” track. In 5th grade, however, Mrs. Kazantzakis did not like Maria’s new teacher and moved Maria to a private Greek Orthodox school. She reports that Maria was so unhappy at the move that she cried every day and her grades plummeted and, after 2 months, she was re-enrolled her in her old public school. Maria’s academic performance eventually returned to the high quality it had been before.

Junior high school was difficult for Maria because, as she later reported, “my mother sent me to a prep school where none of my friends went. She did this on purpose because she doesn’t like any of my friends.” Maria had a very difficult time adjusting to the new school and her
relationship with her mother got worse. In the 8th grade, Maria began taking a pair of scissors and making cuts on her forearms about once every week. It started the day after a particularly disturbing fight she had with her mother, when, upon returning from school, her dog, “Suzy,” which she considered her “best friend” for the last 4 years was missing. When she inquired she was told that the dog had been given away because she did not deserve to have a dog.

Her self-injuring behavior tended to take place on Friday nights because she dreaded having to face the weekend in the house with her parents. When later asked about the behavior, Maria noted that she did not know why she did it but it somehow helped “get through things” and be able to “deal with her mother.” She also volunteered that although she sometimes felt it would be better not to wake up in the morning, she wasn’t trying to kill herself. She was just anxious and angry. Ironically, she felt a sense of release after cutting. “The cutting makes me feel calm. It’s like I’m at peace,” she added. Since her mother discovered the scars on her arm last year, “she hasn’t let me out of her sight,” Maria noted tearfully. “It’s like she’s always under my skin. I feel like I’m born into the wrong family. I just don’t belong. I’m tired of her telling me that she’s going to kill herself, if I don’t become a ‘good daughter.’” She keeps saying, ‘when I’m gone, then you’ll know what it means not to have a mother.” During a recent fight, Maria said to her mother that she was going to kill herself, if she didn’t leave her alone. Her mother responded, “Go ahead, do it. I’ll get over it.”

Maria hates her high school. She sits alone in the cafeteria during her free time just staring off into space. Her teachers call her mother periodically to express their concern about her low motivation and poor academic performance. At home, she sleeps during the day when not in school and spends her night online with her friends. She usually cries at night before bed and reports that this is because she feels “choked and trapped.”

Maria has a secret boyfriend whom she met two months ago while walking home from school. Since then, her boyfriend “has always been there for” her. He meets her everyday afterschool and walks her close to home. She’s afraid her parents will find out, though, because if they do she’ll be restricted even more. She feels she needs to hide her boyfriend even from her peers at school as her mother sometimes “interrogates” them about her.

**Client Presentation**

Maria presents younger and less mature than her stated age. She is slender, well-groomed, and dresses casually but neatly. She is highly verbal and engages in counseling with full range of affect. She is melancholic when discussing her losses, hopeless when talking about her future, sarcastic and cynical when talking about her family, and resentful and angry at her mother’s interference with her freedom. Her anger is intense and is mixed with guilt. She is insightful about her feelings but her anger colors her perspective. She is ambivalent about counseling, protesting that she doesn’t need to be there but that her mother should be locked up on medication. She is hesitant to begin talking in session but once she begins, she is highly disclosing. When she feels she has said too much or expressed too much anger, she’ll stop and look for reassurance that it’s ok to continue. Maria’s stated goal is that she wants to figure out how to get enough money so that she can run away and move to Las Vegas to become a dancer.

[End of Vignette]
Please answer **ALL** of the following questions:

1. Please identify and discuss Maria’s core issues that are responsible for her current pain and suffering. Please include any elements that you believe have contributed to her dysphoric feelings, dysregulated affect, and self-destructive behavior. As you identify the issues, please discuss which issues you might address in the short term and why, and which issues you would see as requiring longer term attention and why. Be sure to demonstrate in very specific terms how your short-term tactics would simultaneously prepare the way for the long-term work that would lie ahead for Maria.

2. During your training as a professional counselor, you have gained in-depth knowledge of established theories of counseling. What two theories of counseling could you draw from that make most sense to you in working with Maria? Please outline 3 major tenets (propositions) of each of those theories and demonstrate why those tenets would speak to and directly inform your work with Maria.

3. Please identify and discuss Maria’s personal (intrapsychic), interpersonal, and socio-cultural stressors, vulnerabilities, and strengths. In your discussion, please include an exploration of the role biology, culture, and issues related to social justice may play in her current situation. Please describe how you would work toward minimizing her vulnerabilities and leveraging her strengths given your theoretical position.

4. Please discuss Maria’s developmental dynamics and pathogenic beliefs about herself and her situation. What life and family history have contributed to Maria’s difficulties, the person she has become, what she believes about herself, and how she feels about herself and her future. In your response please draw from your knowledge of the theories of human development you have studied (e.g., attachment theory, career development theory, psychosocial development theory, adolescent development theory, racial and ethnic identity theory, bicultural identity theory, gender identity theory, etc.)

5. Please discuss your impressions of Maria’s defensive interpersonal patterns that she has developed over time and the resistances to her own healing you would anticipate. Please discuss how you would handle her defenses, the feelings that might emerge in you as a result of her resistances and how you would work to manage them so that they don’t interfere with the counseling. Please discuss how your theoretical orientation informs how you might handle Maria’s resistances and how you personally might use individual or peer supervision to assist you in your work.

6. Please discuss the practice as well as ethical implications of the reality that Maria is a minor, is involved in high-risk behavior, and continues to consider running away from home. Areas to address include but are not limited to: a) the nature of your contact with her parents and issues of confidentiality, b) contact with school personnel and confidentiality, c) i
involvement of the family in treatment, d) the implications of all this for the therapeutic al
tliance and e) any other ethical issues you may notice.

7. Finally, please discuss your considerations for additional services that may be beneficial t
to Maria and her family. Please include in your discussion considerations about a) psychia
tric care, b) group therapy, c) career counseling, and d) family therapy. In your response,
please discuss your rationale for considering or not considering each option and discuss h
ow you would present the treatment plan to Maria and her family.
Appendix K

Application to Transfer Programs
Master’s Degree Programs in Counseling

Students wishing to transfer from one Master’s Program in Counseling Tract to another must meet the following conditions:

1. Be in good academic standing with a cumulative GPA of 3.0 or higher.
2. Consent to completing all the requirements of the new program which include different course requirements and a different internship experience.
3. Receive the approval of the Coordinator of both Masters Degree Programs in Counseling.

Date: _______________________

Student Name: ________________________________

Current Program: ________________________________

Applying to Transfer to: ________________________________

Current Cumulative GPA in Program: _______________ (attach most recent transcript).

______ (initial) I consent to completing all the requirements of the program tract that I wish to transfer in to.

_________________________________________                                          __________

Student Signature        Date

______ (initial) Approval of Mental Health Counseling Program Coordinator

______ (initial) Approval of School Counseling Program Coordinator

_________________________________________                                          __________

Program Coordinator        Date

_________________________________________                                          __________

Program Coordinator        Date
Appendix L

HIPPA Regulations for Mental Health Counselors from the NYMHCA

Federal Privacy Regulations (HIPAA): What Mental Health Counselors Need to Know

What do the new privacy regulations do?

The privacy regulations establish that personal health information must be kept confidential. The regulations are designed to safeguard the privacy and confidentiality of a consumer's health information, particularly in this age of rapid advances in technology and the subsequent ease with which information can be transmitted. The regulations establish a baseline of patient/client protections by defining the rights of individuals, the administrative obligations of covered entities, and the permitted uses and disclosures of protected health information. State laws that are stronger than the HHS privacy rule will remain effect. In addition, state legislatures are afforded the opportunity to enact stronger protections in the future.

When will I have to comply with the regulations?

“Covered entities” had until April 14, 2003, to implement the HIPAA privacy regulations and come into compliance. Under the regulations, failure to comply can result in civil and criminal penalties for covered entities; however, clients were not given the right to sue for violations of the regulation.

Who or what is a “covered entity” under the regulations?

A health care provider who transmits health/behavioral health claims-type information electronically. The definition includes practitioners, such as those in agency or private practice.

Note: Although many mental health counselors currently do not transmit health claims–type information electronically, thus not meeting the definition of a covered entity, it is likely that over the next few years, this will become a standard and expected industry practice. AMHCA advises members to consider this as they review their status as a covered entity.

A health plan—including HMOs, health insurers, group health plans (except a group plan for an employer with fewer than 50 employees and which is also self-insured).

A health care clearinghouse—defined in the rules as “a public or private entity, including a billing service, repricing company, community health management information system or community health information system, and “value-added” networks, that does either of the following functions: (1) Processes or facilitates the processing of health information received from another entity in a nonstandard format or containing nonstandard data content into standard data elements or a standard transaction. (2) Receives a standard transaction from another entity and processes or facilitates the processing of health information into nonstandard format or nonstandard data content for the receiving entity.”

The HIPAA regulations require that covered entities maintain contracts with their business associates that essentially bind the business associates to the same privacy practices of the covered entities. Business associates are defined as individuals who receive health information from a covered entity or on behalf of a covered entity. Examples include a copy center, a contracted phone
answering service, an accountant reviewing books, auditors, quality assurance/utilization review services, or other contracted services that might interact with protected health information.

**What information is protected by the privacy regulations?**

Protected health information includes information about a person’s health, health care, or payment of health care (the term “health” includes mental health and behavioral health issues) that identifies a person created or received by a covered health care plan or provider. All medical records or other individually identifiable health information held or disclosed by a covered entity in any form (electronically, on paper, or orally) is covered by the final regulation.

**How is this information protected?**

Protected health information may not be disclosed by a covered entity without the informed and voluntary written consent or authorization of the client. Client information can be used or disclosed by a covered entity only for purposes of health care treatment, payment, and operations. Disclosure must be limited to the minimum amount necessary for the purposes of disclosure, with the exception of transferring records for treatment, when providers need access to the full record to ensure quality care.

Health care providers may condition treatment on obtaining client consent of protected health information for the purposes of treatment, payment, and health care operations. Similarly, health plans and health care clearinghouses also may condition enrollment on the client’s provision of a consent to disclose protected health information for the purposes of treatment, payment, and health care operations.

**What are the client’s rights under these new regulations?**

- Clients have a right to access their medical records and are entitled to see and copy their records and request amendments. A history of disclosures of protected health information must be made available to clients on their request.

- Clients have a right to request a restriction on the use and disclosure of their protected health information for the purposes of treatment, payment, or health care operations.

- Covered entities are required to provide clients with a clear, written explanation of how their protected health information can be used and disclosed.

**Administrative Requirements for Covered Entities**

**Covered entities are required to:**

- designate a privacy official who will develop and implement the privacy policies and procedures of the organization.
- develop policies and procedures designed to ensure that covered entities are in compliance with the standards and requirements of the privacy rule.
- maintain a record of all versions of their privacy policies and procedures, along with any complaints filed and disclosures of protected health information, for six years.
- provide privacy training to the workforce. Staff must be trained by the compliance date (April
- develop a system of sanctions for employees who violate the entity’s policies.
- meet documentation requirements.
- provide written notice of privacy practices in plain English. The notice of privacy practices must include a description of the client’s rights; describe anticipated uses and disclosures of information that may be made without authorization; identify a contact person in the event of a complaint, and inform of the right to register a complaint with the secretary of HHS. This notice must be posted in a visible location, and a written copy must be given to clients at their first visit after the compliance date.

**Are there circumstances under which protected health information may be disclosed without a client’s consent or authorization?**

Yes. There are a number of exceptions under the regulations that allow for disclosure of a client’s protected health information without client consent or authorization. Some permitted HIPAA disclosures are:

- when mandated by law permitted disclosures for public health activities (such as reporting diseases, collecting vital statistics, etc)
- disclosure about victims of abuse, neglect or domestic violence
- health oversight activities
- disclosures for judicial or administrative proceedings
- disclosures for law enforcement purposes
- use and disclosure for research purposes
- disclosures to avert a serious threat to health or safety.

The HIPAA regulations are “permissive,” which means that these are the circumstances under the regulations in which health care providers are permitted to disclose protected health information without client consent or authorization. However, other laws (such as state privacy and confidentiality regulations) or a professional code of ethics may require providers to proceed in a different manner. Mental health counselors are expected to adhere to their professional code of ethics when determining whether it is necessary or appropriate to make these permitted HIPAA disclosures.

**Do the same requirements apply to mental health records and to medical records?**

There are stricter requirements for mental health records than for other medical records.

"Psychotherapy notes” are afforded special privacy protections under this regulation. Ordinarily, a written client consent is required before psychotherapy notes can be disclosed to anyone.

A health plan may not condition a client’s enrollment or eligibility on the provision of the client’s authorization or consent for disclosure of psychotherapy notes.

Psychotherapy notes are excluded from the provision that gives clients the right to see and copy their health information.

**How are psychotherapy notes defined?**

Psychotherapy notes are defined in the regulation as “notes recorded (in any medium) by a health care provider who is a mental health professional documenting or analyzing the contents of
conversation during a private counseling session or a group, joint, or family counseling session and that are separated from the rest of the individual’s medical record."

The definition of psychotherapy notes excludes medication prescription and monitoring, counseling session start and stop times, modalities and frequencies of treatment furnished, results of clinical tests, and any summary of the following items: diagnosis, functional status, treatment plan, symptoms, prognosis, and progress to date.

What are the circumstances when psychotherapy notes can be used or disclosed without authorization or consent from the client?

The regulation allows limited uses/disclosures without consent or authorization in the following circumstances:

- when required for enforcement of the regulations by HHS
- when mandated by law
- when needed for oversight of the provider who created the psychotherapy notes
- when sent to a coroner or medical examiner
- when needed to avert a serious and imminent threat to health or safety.

What do I need to do as a Mental Health Counselor?

First, determine if the regulations apply to you:

If yes,
- Start and maintain a file of information about the privacy regulations.
- Get a copy of the privacy regulations (see References) and check appropriate Web sites periodically to download updates and implementation guidelines. HHS has indicated they will develop and issue guidelines on the privacy regulations.
- Review record keeping policies and procedures including those for psychotherapy notes, if applicable.
- Set a time frame and establish a plan to meet the basic requirements of the regulations immediately. This plan should include designating a privacy officer, training staff, and revising or developing appropriate consent and authorization forms.

If no,
- Continue to monitor your status and stay abreast of current developments in the HIPAA regulations.
- Questions about interpretation or application of the regulations can be addressed to HHS directly by calling 1-866-627-7748, 1-866-788-4989 (TTY) or submitting an email to: ocrprivacy@os.dhhs.gov.
- Questions about state law (such as whether a state privacy law is more protective than the federal regulation) should be addressed to the Attorney General for New York State.

To view the regulation in its entirety, go to http://www.hhs.gov/ocr/hipaa/.
Dear Graduate Student:

Appendix M
Copyright © 2000 by Joseph G. Ponterotto

Multicultural Counseling Competencies Portfolio of

________________________________

Completed _______________Semester, in the Year __________

"Multicultural Counseling" (PSGE 6656)
Division of Psychological and Educational Services
Fordham University at Lincoln Center
Supervised by Joseph G. Ponterotto, Ph.D.
Professor of Counseling Psychology
Licensed Psychologist (New York State, #012103)
Licensed Mental Health Counselor (New York State, #001538)

Supervisor's Signature______________________________________    Date_________


The purpose of this portfolio is to help you account for and track your personal and professional development in the area of multicultural counseling during the present semester. This portfolio includes 34 competencies endorsed by multiple divisions of both the American Psychological Association (APA) and the American Counseling Association (ACA). An earlier version of the competencies were published by D. W. Sue, P. Arredondo, and R. J. McDavis in both the Journal of Counseling Development (1992, 70, 477-486) and the Journal of Multicultural Counseling and Development (1992, 20, 64-88). The most recent set of competencies appears in the book, Multicultural Counseling Competencies: Individual and Organizational Development (Sage Publications, 1998), co-authored by a long-standing APA Divisions 17 and 45 Committee: D.W. Sue, R. T. Carter, J. M. Casas, N. A. Fouad, A. E. Ivey, M. Jensen, T. LaFromboise, J. E. Manese, J. G. Ponterotto, and E. Vazquez-Nutall. The competencies are reprinted and adapted here with the permission of the American Counseling Association. This specific portfolio is copyrighted by Joseph G. Ponterotto, Ph.D. of Fordham University, New York City.

You are asked to work on the portfolio throughout the semester. Please include course exercises, activities, and readings, as well as outside experiences (e.g., new insights, critical incidents, influential popular readings and films) that contribute to your multicultural learning, sensitivity, and competence.

Wishing you a valuable and enlightening experience in this course.

Sincerely,
Joseph G. Ponterotto, Ph.D., Professor
| I. COUNSELOR AWARENESS OF OTHERS' ASSUMPTIONS, VALUES, AND BIAS | Class Activity (refers to anything that happened in class: lecture, debate, discussion, guest speaker, films, experiential exercises role plays, etc.) | Date | Non-Class Activity (refers to anything helping you become multiculturally aware and competent outside of class: other professional activities like workshops, lectures, conferences, personal experiences, etc.) | Date |
1. I have moved from being culturally unaware to being aware and sensitive to my own cultural heritage and to valuing and respecting differences.

2. I am aware of how my own cultural background and experiences, attitudes, values, and biases influence psychological processes.

3. I am able to recognize the limits of my competencies and expertise.

4. I am comfortable with differences that exist between myself and clients in race, ethnicity, culture, and beliefs.
<table>
<thead>
<tr>
<th>I. COUNSELOR AWARENESS OF OWN ASSUMPTIONS, VALUES, AND BIASES</th>
</tr>
</thead>
<tbody>
<tr>
<td>B. KNOWLEDGE</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td><strong>Class Activity</strong> (refers to anything that happened in class: lecture, debate, discussion, guest speaker, films, experiential exercises role plays, etc.)</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td><strong>Non-Class Activity</strong> (refers to anything helping you become multiculturally aware and competent outside of class: other professional activities like workshops, lectures, conferences, personal experiences, etc.)</td>
</tr>
</tbody>
</table>
1. I have specific knowledge about my own racial and cultural heritage and how it personally and professionally affects my definitions and biases of normality-abnormality and the process of counseling.

2. I possess knowledge and understanding about how oppression, racism, discrimination, and stereotyping affect me personally and in my work. This allows me to acknowledge my own racist attitudes, beliefs, and feelings. Although this standard applies to all groups, for White counselors it may mean that they understand how they may have directly or indirectly benefited from individual, institutional, and cultural racism (White identity development models).

3. I possess knowledge about my social impact on others. I am knowledgeable about communication style differences, how my style may clash or facilitate the counseling process with minority clients, and how to anticipate the impact it may have on others.
| I. COUNSELOR AWARENESS OF OWN ASSUMPTIONS, VALUES, AND BIASES | Class Activity (refers to anything that happened in class: lecture, debate, discussion, guest speaker, films, experiential exercises role plays, etc.) | Date | Non-Class Activity (refers to anything helping you become multiculturally aware and competent outside of class: other professional activities like workshops, lectures, conferences, personal experiences, etc.) | Date |
1. I seek out educational, consultative, and training experiences to enrich my understanding and effectiveness in working with culturally different populations. Being able to recognize the limits of my competencies, I (a) seek consultation, (b) seek further training or education, (c) refer out to more qualified individuals or resources, or (d) engage in a combination of these.

2. I am constantly seeking to understand myself as a racial and cultural being and am actively seeking a nonracist identity.
<table>
<thead>
<tr>
<th>II. UNDERSTANDING THE WORLD VIA THE CULTURALLY DIFFERENT CLIMATES</th>
<th>Class Activity (refers to anything that happened in class: lecture, debate, discussion, guest speaker, films, experiential exercises role plays, etc.)</th>
<th>Date</th>
<th>Non-Class Activity (refers to anything helping you become multiculturally aware and competent outside of class: other professional activities like workshops, lectures, conferences, personal experiences, etc.)</th>
<th>Date</th>
</tr>
</thead>
</table>
1. I possess specific knowledge and information about the particular group with which I am working. I am aware of the life experiences, cultural heritage, and historical background of my culturally different clients. This particular competency is strongly linked to the "minority identity development models" available in the literature.

2. I understand how race, culture, ethnicity and so forth may affect personality formation, vocational choices, manifestation of psychological disorders, help-seeking behavior, and the appropriateness or inappropriateness of counseling approaches.

3. I understand and have knowledge about sociopolitical influences that impinge on the life of racial and ethnic minorities.
| II. UNDERSTANDING THE WORLDVIEW OF THE CULTURALLY DIFFERENT CLIENT | Class Activity (refers to anything that happened in class: lecture, debate, discussion, guest speaker, films, experiential exercises role plays, etc.) | Date | Non-Class Activity (refers to anything helping you become multiculturally aware and competent outside of class: other professional activities like workshops, lectures, conferences, personal experiences, etc.) | Date |
1. I possess specific knowledge and information about the particular group with which I am working. I am aware of the life experiences, cultural heritage, and historical background of my culturally different clients. This particular competency is strongly linked to the "minority identity development models" available in the literature.

2. I understand how race, culture, ethnicity and so forth may affect personality formation, vocational choices, manifestation of psychological disorders, help-seeking behavior, and the appropriateness or inappropriateness of counseling approaches.

3. I understand and have knowledge about sociopolitical influences that impinge on the life of racial and ethnic minorities. Immigration issues, poverty, racism, stereotyping, and powerlessness all leave major scars that may influence the counseling process.
| II. UNDERSTANDING THE WORLDVIEW OF THE CULTURALLY DIFFERENT CLIENT | Class Activity (refers to anything that happened in class: lecture, debate, discussion, guest speaker, films, experiential exercises role plays, etc.) | Date | Non-Class Activity (refers to anything helping you becomemulticulturally aware and competent outside of class: other professional activities like workshops, lectures, conferences, personal experiences, etc.) | Date |
1. I am familiarizing myself with relevant research and the latest findings regarding mental health and mental disorders of various ethnic and racial groups. I actively seek out educational experiences that enrich my knowledge, understanding, and cross-cultural skills.

2. I am actively involved with minority individuals outside the counseling setting (community events, social and political functions, celebrations, friendships, neighborhood groups, and so forth) so that my perspective of minorities is more than an academic or helping exercise.
### III. DEVELOPING APPROPRIATE INTERVENTION STRATEGIES AND TECHNIQUES

#### A. ATTITUDES AND BELIEFS

<table>
<thead>
<tr>
<th>Class Activity (refers to anything that happened in class: lecture, debate, discussion, guest speaker, films, experiential exercises role plays, etc.)</th>
<th>Date</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Non-Class Activity (refers to anything helping you become multiculturally aware and competent outside of class: other professional activities like workshops, lectures, conferences, personal experiences, etc.)</th>
<th>Date</th>
</tr>
</thead>
</table>
1. I respect my clients’ religious beliefs and values, spiritual beliefs and values, or both about physical and mental functioning.

2. I respect indigenous helping practices and respect minority community intrinsic help-giving networks.

3. I value bilingualism and do not view another language as an impediment to counseling (monolingualism may be the culprit).
### III. DEVELOPING APPROPRIATE INTERVENTION STRATEGIES AND TECHNIQUES

#### B. KNOWLEDGE

| Class Activity (refers to anything that happened in class: lecture, debate, discussion, guest speaker, films, experiential exercises role plays, etc.) | Date |
| Non-Class Activity (refers to anything helping you become multiculturally aware and competent outside of class: other professional activities like workshops, lectures, conferences, personal experiences, etc.) | Date |
1. I have a clear and explicit knowledge and understanding of the generic characteristics of counseling and therapy (culture bound, class bound, and monolingual) and how they may clash with the cultural values of various minority groups.

2. I am aware of institutional barriers that prevent minorities from using mental health services.

3. I have knowledge of the potential bias in assessment instruments and I use procedures and interpret findings keeping in mind the cultural and linguistic characteristics of the clients.

4. I have knowledge of minority family structures, hierarchies, values, and beliefs. I am knowledgeable about the community characteristics and the resources in the community as well as the family.
### III. DEVELOPING APPROPRIATE INTERVENTION STRATEGIES AND TECHNIQUES

#### B. KNOWLEDGE (con’t)

<table>
<thead>
<tr>
<th>Class Activity (refers to anything that happened in class: lecture, debate, discussion, guest speaker, films, experiential exercises role plays, etc.)</th>
<th>Date</th>
<th>Non-Class Activity (refers to anything helping you become multiculturally aware and competent outside of class: other professional activities like workshops, lectures, conferences, personal experiences, etc.)</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>5. I am aware of relevant discriminatory practices at the social and the community level that may be affecting the psychological welfare of the population being served.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. I have knowledge of the models of minority and majority identity, and I understand how these models relate to the counseling relationship and the counseling process.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### III. DEVELOPING APPROPRIATE INTERVENTION STRATEGIES AND TECHNIQUES

#### C. SKILLS

| Class Activity (refers to anything that happened in class: lecture, debate, discussion, guest speaker, films, experiential exercises role plays, etc.) | Date | Non-Class Activity (refers to anything helping you become multiculturally aware and competent outside of class: other professional activities like workshops, lectures, conferences, personal experiences, etc.) | Date |
1. I am able to engage in a variety of verbal and non-verbal helping responses. I am able to send and receive both verbal and nonverbal messages accurately and appropriately. I am not tied down to only one method or approach to helping but I recognize that helping styles and approaches may be culture bound. When I sense that my helping style is limited and potentially inappropriate, I can anticipate and ameliorate its negative impact.

2. I am able to exercise institutional intervention skills on behalf of my clients. I can help clients determine whether a "problem" stems from racism or bias in others (the concept of healthy paranoia), so that clients do not inappropriately blame themselves.
### III. DEVELOPING APPROPRIATE INTERVENTION STRATEGIES AND TECHNIQUES

#### C. SKILLS (cont.)

<table>
<thead>
<tr>
<th>Class Activity (refers to anything that happened in class: lecture, debate, discussion, guest speaker, films, experiential exercises role plays, etc.)</th>
<th>Date</th>
<th>Non-Class Activity (refers to anything helping you become multiculturally aware and competent outside of class: other professional activities like workshops, lectures, conferences, personal experiences, etc.)</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
3. I am not averse to seeking consultation with traditional healers or religious and spiritual leaders and practitioners in the treatment of culturally different clients when appropriate.

4. I take responsibility for interacting in the language requested by the client; this may mean appropriate referral to outside resources. A serious problem arises when the linguistic skills of the counselor do not match the language of the client. This being the case, counselors should (a) seek a translator with cultural knowledge and appropriate professional background or (b) refer to a knowledgeable and competent bilingual counselor.

5. I have training and expertise in the use of traditional assessment and testing instruments. I not only understand the technical aspects of the instruments but am also aware of the cultural limitations. This allows me to use test instruments for the welfare of the diverse clients.
### III. DEVELOPING APPROPRIATE INTERVENTION STRATEGIES AND TECHNIQUES
#### C. SKILLS (cont.)

<table>
<thead>
<tr>
<th>Class Activity (refers to anything that happened in class: lecture, debate, discussion, guest speaker, films, experiential exercises role plays, etc.)</th>
<th>Date</th>
<th>Non-Class Activity (refers to anything helping you become multiculturally aware and competent outside of class: other professional activities like workshops, lectures, conferences, personal experiences, etc.)</th>
<th>Date</th>
</tr>
</thead>
</table>
6. I attend to, as well as work to eliminate biases, prejudices, and discriminatory practices. I am cognizant of sociopolitical contexts in conducting evaluations and providing interventions, and am developing sensitivity to issues of oppression, sexism, elitism, and racism.

7. I take responsibility for educating my clients to the processes of psychological intervention, such as goals, expectations, legal rights, and my orientation.

8. I can tailor my relationship building strategies, intervention plans, and referral considerations to the particular stage of identity development of the client, while taking into account my own level of racial identity development.
<table>
<thead>
<tr>
<th>Class Activity (refers to anything that happened in class: lecture, debate, discussion, guest speaker, films, experiential exercises role plays, etc.)</th>
<th>Date</th>
<th>Non-Class Activity (refers to anything helping you become multiculturally aware and competent outside of class: other professional activities like workshops, lectures, conferences, personal experiences, etc.)</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>9. I am able to engage in psychoeducational or systems intervention roles, in addition to my clinical ones. Although the conventional counseling and clinical roles are valuable, other roles such as the consultant, advocate, adviser, teacher, facilitator of indigenous healing, and so on may prove more culturally appropriate.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
IV. ADDITIONAL COMPETENCIES THAT I FEEL ARE IMPORTANT IN BEING A COMPETENT COUNSELOR/PSYCHOLOGIST IN A MULTICULTURAL SOCIETY.

1.

2.

3.

4.
QUESTIONS I HAVE ABOUT MULTICULTURALISM

IDEAS I HAVE FOR NEEDED RESEARCH IN THE AREA
Multicultural Counseling Competency Portfolio Grading Rubric (30 Points)

36-40: All 34 competencies are fully addressed both in cognitive, intellectual learning (column 1) and experiential outside class activities (column 2); student demonstrates clear awareness of her/his “multicultural self” and can specify his/her own socialized biases; student demonstrates high levels of personal awareness and insight about multicultural issues; demonstrates high degrees of knowledge of multicultural counseling theory and research; and demonstrates strong applied skill with regard to counseling within and across races/ethnicities and other forms of diversity.

30-35 The majority of the 34 competencies are adequately addressed both in Cognitive and experiential learning; some understanding of personal biases and multicultural growth is evident; adequate levels of multicultural awareness, knowledge, and skills are clearly evident.

<30* The portfolio appears incomplete; many competencies are not addressed or are addressed superficially and incompletely. The instructor is not confident that the student has developed the multicultural awareness, knowledge, and skills necessary to conduct competent counseling and research in a multicultural community.

* Students scoring in this category must continue working on the multicultural counseling competency portfolio during the next semester until they reach the minimal competency level of 23+.