Graduate Programs in Counseling

Masters of Science in Education (M.S.Ed) & Masters of Science (M.S.)

STUDENT HANDBOOK
(Fall 2012)

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INTRODUCTION

Letter from the Program Coordinator

Welcome to the Graduate Program in Counseling at Queens College. I trust that you are prepared to begin our rigorous and intensive training process in psychological counseling. As you embark on this journey of professional and personal development keep in mind that you will encounter many challenges. The workload may be difficult and demanding at times as you balance your studies with employment, family, and personal responsibilities. On this journey you will be challenged to expand your perspectives, your intellectual capacities and your social-emotional awareness as these are critical ingredients for being empathic, responsible, and effective counseling professionals. We are training you to not merely obtain a job, but to be proactive agents of change in schools and mental health settings in order to improve the well-being of those in need. You will find that the faculty here is passionate about our work and we expect no less from our students. You are expected to be motivated, responsible, and most of all courageous in facing the different levels of challenges in this learning process. It is our hope that when you complete the program at Queens College you will be different than when you began and will continue your process of learning and development well beyond the classroom and throughout your professional careers.

John Pellitteri, Ph.D.
Associate Professor, Program Director

Basic Information

This Student Handbook is meant as a guide for matriculated students and outlines some of the procedures and structures of the counseling program. The Queens College Graduate Bulletin contains official policy that pertains to all students and should also be used as a reference. The Graduate Program in Counseling is one of four graduate & certificate programs in the Department of Educational & Community Programs which is in the college’s Division of Education. The other three Programs in the Department include School Psychology, Special Education, and Educational Leadership.

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Professional Counseling

Professional counseling consists of establishing therapeutic relationships with individuals, groups, and systems in need of assistance for the purpose of facilitating personal, interpersonal, and ecological change. Counselors engage in a variety of activities such as individual counseling, group counseling, consultation, assessment, psychoeducational services, research, program evaluation, organizational/systemic interventions, crisis interventions, guidance, supervision, advocacy and referrals. Counseling is a form of applied psychology and the utilization of psychological principles is essential in the various activities of the counselor. Counseling is also a profession and must be conducted in an appropriate and ethical manner with respect for individual rights and human dignity. Flexibility and sensitivity to diversity of ethnicity, race, gender, sexual orientation, religion, nationality, language, and disability are essential.

The profession of counseling is a multi-dimensional discipline that has traditionally focused on several areas such as: (1) the facilitation of human development; (2) vocational assessment and career decision making; (3) remediation of psychiatric and other types of disorders; (4) psychoeducational interventions; (5) primary, secondary, and tertiary prevention; (6) promotion of mental health and well-being; (7) crisis intervention; (8) consultation for systemic and ecological change; (9) promoting multicultural sensitivity; and (10) advocacy and social justice. Counselors work from a resiliency-strength based perspective that draws upon personal, family and community resources with aims to facilitate adjustment during transitional phases and promote optimal development. Counselors typically work in schools, hospitals, clinics, agencies, substance abuse rehabilitation programs, colleges, government facilities, nonprofit institutions, and private practice.

As the counseling profession is sometimes misunderstood and misrepresented, it is part of the counselor’s professional responsibility to advocate for the profession through the education of clients, staff members, other professionals, administrators, and the general public about the role and function of professional counselors. It is important as counselors-in-training, to develop a professional identity. To accomplish the tasks of advocating for the profession and providing effective professional counseling services it is essential that:

- The counselor has developed his/her own sense of professional identity and is clear about the roles, functions, and scope of the profession;
- The counselor works in a sophisticated manner by applying psychological principles in order to understand and positively influence the complex dynamics of human behavior;
- The counselor has a well-integrated personality, a highly developed sense of self-awareness, empathy, interpersonal sensitivities, sound judgment, flexibility, and creativity;
- The counselor adheres to ethical principles of conduct and is mindful of his or her professionalism.
DESCRIPTION OF PROFESSIONAL TRAINING PROGRAM

Teaching Philosophy

The Queens College Graduate Program in Counseling provides preparation for professional counselors to work in a variety of educational and clinical settings. The professional training is demanding. Students are expected to develop basic and advanced competencies in various areas. Critical thinking and insight is essential. Students will be challenged to expand their ways of thinking and to develop different perspectives. Both personal maturity and academic sophistication are required.

The program emphasizes the acquisition of theoretical knowledge, the development of clinical skills, and the expansion of self-awareness. These three components: knowledge, skills, and awareness, are the threads of the whole training process and are contained to varying degrees in each course. It is necessary for the student to not only learn concepts but to be able to apply such knowledge in various contexts. Students must demonstrate the effective application of individual and group counseling skills, as well as assessment, research, consultation, and evaluation skills. The self-awareness component consists of the ability to be flexible in thinking, personally reflective, emotionally sensitive, and tolerant of ambiguity, as well as having positive attitudes.

The fieldwork component is an important aspect of the training. The purpose of the field-based experiences is to practice skills, to apply the conceptual material studied in the lecture courses, and to begin to formulate an integrated, empirically sound approach to counseling. Students are expected to be responsible for, and actively involved in their own learning process. The aim of the graduate program is to provide an opportunity for students to be immersed in intensive study over the course of 2 to 4 years. Graduate training establishes a foundation for professional work upon which the professional counselor must build. After graduation, employment provides an essential opportunity to continue the processes of learning and professional growth.

Course Requirements & Sequence

The Counseling Program includes three types of courses: didactic lectures, experiential labs, and supervised fieldwork experiences (practicum and internship). Lecture classes focus on knowledge bases and theoretical frameworks. They usually involve interactive discussions and small group activities. Labs are conducted in smaller groups, are experiential in nature and involve various types of activities aimed at skill development. The first fieldwork course, Practicum, is an intensive integrative learning experience that requires fieldwork hours at an approved school or agency site. The course consists of lecture, labs, and supervision formats in the same class. The second type of fieldwork course, Internship, involves placement at approved school or agency sites. The on-campus supervision component includes weekly group and individual meetings with faculty.

There are three levels of training in the graduate program. Each level has multiple content areas that cover the broad base of knowledge and skills required of counselors. Promotion to a level is contingent on satisfactory completion of key
component in the previous level. Due to the scheduling of classes, there will be overlap in the sequence (see appendix for specific program tracks). Thus some courses from one level may be taken in the same semester as courses in another level. However, major criteria (as outlined below) must be met in each level in order to begin the next level of clinical field-based training.

**Level I: BASIC**

*Foundational Theories & Skills (18 credits)*
- 700 Foundations of Counseling
- 701 Lab in Self-Awareness (taken concurrently with 700)
- 702 Theories of Human Development
- 703 Lab in Individual Counseling Techniques (taken concurrently with 704)
- 704 Counseling Theories
- 708 Ethics, Clinical Issues & Crisis Intervention

**Level II: INTERMEDIATE**

*Pre-internship Preparation, Social Basis of Behavior, & Assessment (15 credits & 4 practicum credits)*
- 729.4 Practicum in School Counseling or 721.4 Practicum in Mental Health Counseling (pre/co-requisite 708)
- 706 Theories of Group Dynamics & Social Systems
- 707 Lab in Group Counseling Techniques (prerequisite 706)
- 803 Multicultural Issues in Psychological Counseling
- 804 Assessment in Counseling
- 800 Career Development & Assessment (prerequisite 804)

**Level III ADVANCED**

*Specialty Concentration, Research, & Internship (12 Advanced credits, 3 Research credits, 8 internship credits)*

**Specialty concentration for School Counseling**
- 802 Special Issues in School Counseling
- 806 Administration & Organization of School Counseling Programs
- 808 Child & Adolescent Counseling
- 809 Learning & Motivation in School Counseling
- 807 Research Methods in Counseling

**Specialty concentration for Mental Health Counseling**
- 811 Mental Health Counseling
- 812 Psychopathology & Diagnosis in Mental Health Counseling
- 813 Family Dynamics
- 814 Advanced Applications in Counseling
- 807 Research Methods in Counseling
Internship (for all students – 8 credits 600 hours)
821 Internship in Mental Health Counseling
829 Internship in School Counseling

821.4 /829.4 (300 hours), 821.3 /829.3 (225 hours), or 821.2 /829.2 (150 hours)
Repeated as necessary for a total of 8 credits (600 hours)

Criteria for continuation in training levels

In order to ensure the quality of professional training, each student must show competency at several stages in the program. Admission to the graduate program does not guarantee continuation or completion of the program. All students are reviewed by faculty each semester. In addition, all students will meet periodically with the faculty member to whom you are assigned to discuss your progress. The following academic performance criteria are required:

To begin Level I (Program Entry): Extremely high ratings on Application Review and Interview.

To begin Level II (Practicum): (1) Satisfactory academic standings (GPA = 3.0) in the first 15 credits of level I coursework. (2) Demonstration of the interpersonal skills, judgment, and insight consistent with professional counseling. (3) Demonstration of adequate capacity for basic counseling skills (ECPCE 703) represented by a grade of B or better.

To begin Level III (Internship): (1) Satisfactory completion of Practicum experience which includes demonstration of advanced counseling skills, a grade of “B” or better on the Comprehensive Case Study Project, and satisfactory rating by fieldwork site supervisor. (2) Satisfactory academic standing (overall GPA = 3.0 or higher) (3) Continued demonstration of the interpersonal skills, judgment, and insight consistent with professional counseling.

To be approved for Graduation: (1) Satisfactory completion of all coursework with good academic standing (GPA = 3.0). (2) Satisfactory rating by internship site supervisors and on-campus supervisors in areas of counseling competencies & professionalism. (3) Continued demonstration of the interpersonal skills, judgment, and insight consistent with professional counseling. (4) Satisfactory completion of final research project in area of specialization. (5) Satisfactory performance on Comprehensive Exam.

Fieldwork Requirements

(1) As part of the practicum and internship courses students are required to complete supervised fieldwork in a school, college, or mental health/community agency. All students must complete 100 hours as part of the Practicum course and 600 hours as part
of the internship courses. Students are allowed to “bank” hours (i.e. extra hours above the current semester’s requirements) and apply them toward subsequent semesters. Students must however, complete at least 3 semesters of supervision and must be actively engaged in clinical work during that semester.

(2) The Fieldwork Coordinator (Powdermaker Room 033) has information packages with lists of acceptable sites and the required paperwork to be filled out by the school or agency. The required forms (i.e. time sheets, supervisor evaluations) are due by the finals weeks of each semester in order to avoid an incomplete for the course. Students are usually responsible for securing their own field placements although, at the faculty discretion, students may be placed in an assigned site. Students are encouraged to be in two different fieldwork sites during the course of the program, usually one site per year. Some students prefer to use their employment (if relevant) as a fieldwork placement or a site that is not on the list.

(3) Fieldwork sites will be acceptable if
   a) You are supervised weekly by a licensed counselor, psychologist, or social worker and
   b) The supervisor and site administrators agree to provide an appropriate learning environment for professional counselor training. This includes a requirement that at least 50% of the weekly hours be devoted to clinical client contact activities.

(4) All graduate students are required to obtain malpractice liability insurance from an company endorsed by a professional association (i.e. American Counseling Association).

(5) As practicum students and interns, you will be placed in professional settings where you will begin to take on the roles of professional counselors. You will be expected to demonstrate specific skills, to apply relevant knowledge, to make critical judgments, and to be reflective about your actions and their impact on others. Equally important is your appearance, demeanor, and general behaviors that must reflect acceptable professional standards. You will not only be representing the graduate program and Queens College, but the profession of counseling. These factors are taken very seriously and are major considerations in whether a student can continue into the next phase of the program.

Programs & Specializations

The Graduate Program in Counseling has two degree program tracks: School Counseling (M.S. Ed) and Mental Health Counseling (M.S.). Within each track students may concentrate on a particular specialization. School Counseling students may choose a specialization in Multicultural /Bilingual counseling and Mental Health Counseling students may choose to specialize in College Counseling.

SCHOOL COUNSELING PROGRAM (M.S.Ed.). This graduate program is approved by the New York State Education Department and leads to permanent certification as a school counselor upon completion of the 60 credit M.S.Ed. degree and 2 years of post-masters employment in a school setting. Students may obtain a provisional State
certification after the completion of 30 credits. Prior to graduation, the provisional certification application must be handled by the student directly with the state. The program coordinator Dr. Pellitteri is also the advisor for the school counseling track.

Specific program requirements for all students in school counseling:

- a) Completion of the following four specialty courses:
  - ECPCE 802 Special Issues in School Counseling,
  - ECPCE 806 Administration & Organization of School Counseling Programs,
  - ECPCE 808 Child & Adolescent Counseling
  - ECPCE 809 Learning & Motivation in School Counseling
- b) ECPCE 729 Practicum and ECPCE 829 Internship in a K – 12 school setting
- c) Completion of final research project in area of specialization (as part of ECPCE 807)
- d) Completion of four workshops. Child abuse reporting, school violence, school safety, and substance abuse. The workshop sessions usually last 2-3 hours and are offered periodically throughout the year by the college. Contact the office of Continuing Education for information about the workshops. (Note that the substance abuse workshop which is a college requirement but not a state requirement, is embedded in ECPCE 708).

Additional requirements for the Bilingual Extension Specialization

Dr. Rivera is the advisor for the multicultural/bilingual specialization in school counseling. In addition to the basic requirements for the program and the School Counseling track, students taking the Bilingual Extension Specialization must also complete:

- a) at least 4 of their 8 internship credits (300 internship hours) with a bilingual population
- b) ECPCE 803 Multicultural Issues in Counseling (required for all students)
- c) an additional course in bilingual issues (ECPSP 866 Multicultural Interventions or equivalent as per advisor) for a total of 63 credits
- d) the final research project (ECPCE 807) on a topic in multicultural/bilingual issues.

New York City Department of Education Graduate Scholarship Program

The New York City Department of Education offers scholarships to Bilingual School Counseling students attending an approved Higher Education Institution. If you are bilingual and are interested in applying for this program you can get additional information from the webpage listed below. Please note that you must apply directly through the Office of Scholarship and Incentive Programs and meet all of their requirements. The webpage is: http://www.teachnyecprograms.net/getpage.php?page_id=59

MENTAL HEALTH COUNSELING PROGRAM (M.S): The Mental Health Counseling program is registered with New York State as leading to the Licensed Mental Health Counseling (LMHC) credential. Students, upon graduation, can obtain the limited
permit to practice under supervision and accrue the post-degree clinical hours. A state exam is also required in order to be fully licensed. Drs Pellitteri and Howell are the advisors for the Mental Health Counseling program.

Specific program requirements for all students in mental health counseling:

c) Completion of the following four specialty courses:
   - ECPCE 811 Mental Health Counseling
   - ECPCE 812 Psychopathology & Diagnosis in Mental Health Counseling
   - ECPCE 813 Family Dynamics
   - ECPCE 814 Advanced Applications in Counseling
   OR 808 Child & Adolescent Counseling
b) ECPCE 721 Practicum and ECPCE 821 Internship hours in mental health /community agency settings.
c) A final research project in ECPCE 807 on a related topic in Mental Health.

Additional requirements for the Counseling in a College Setting Specialization

Students who plan to work as counselors in college settings must complete the Mental Health Counseling program. Dr. Rivera is the advisor for the College Counseling specialization and should be notified if you wish to concentrate on this area. In addition to the Mental Health Counseling requirements, students must complete:

a) Practicum and internship hours in a college setting that is also acceptable as a mental health site for the New York State License in Mental Health Counseling.
b) The final research project in ECPCE 807 on a topic relevant to counseling in a college setting.

Comprehensive Case Studies

As part of ECPCE 729 (Practicum in School Counseling) and ECPCE 721 (Practicum in Mental Health Counseling) students are required to complete the Individual Comprehensive Case Study project. This will be based on an actual client in your practicum site and will require that you demonstrate your grasp of the knowledge and techniques covered in the first 18 credits of the program. Students must illustrate their capacity to integrate and to apply what they have learned to their clinical work. A satisfactory grade on the Individual Comprehensive Case Study paper (B or better) is necessary to pass ECPCE 729 or 721 and to continue to the internship.

Comprehensive Exam

In the beginning of the Spring semester before graduation, counseling students are required to take a comprehensive exam. This multiple choice test was designed around the national standards of the counseling profession and is used by counselor training programs around the country. It covers 8 major areas: (1) human development, (2) social & cultural foundations, (3) helping relationships (4) group work (5) career & lifestyle development (6) assessment & evaluation (7) research & program evaluation, and (8) professional orientation. The results of the exam give feedback to the faculty on each
student’s relative strengths and weaknesses in comparison to national norms. This exam does not lead to certification as a professional counselor but is required to complete the program.

**Final Research Project**

Each student must complete a final research project in the program. This project can take one of the following forms: (a) Design an original research study, including literature review and methods section (without actual data collection), (b) Conduct an original or replicated research study involving data collection and analysis, (c) Commit a minimum of 25 hours as a research assistant for a faculty member on a related project (pending available need). The research project is required as part of ECPCE 807 Research Methods in Counseling.

Students must complete the research project in their respective area of specialization (school counseling, bilingual school counseling, mental health counseling, mental health/college counseling). Research projects must be approved by the instructor of ECPCE 807.

**Student Reviews**

A review of students will be conducted by the program faculty each semester to determine progress in the program. In order to maintain matriculation students must receive favorable reviews with regards to:

1) Grades (a minimum GPA of 3.0),
2) Attendance, punctuality, and participation at classes,
3) Personal and interpersonal abilities relevant to professional counseling,
4) Professional attitudes and behaviors

Responsible training for work in school and mental health settings requires that students demonstrate professional appearance and professional demeanor, as well as appropriate personal characteristics. These personal characteristics include but are not limited to: communication skills, interpersonal skills, professional judgment, and ethical conduct. In addition, students are expected to demonstrate sensitivity to client issues and effective management of personal stress or adjustment difficulties.

The faculty of the Graduate Program in Counseling will evaluate each student’s suitability for continuation in the program, considering information from all sources in the program and related settings. The decision that a student must leave the program on personal or academic grounds will be made by the program faculty and may be appealed, should the student wish, to a special Ad Hoc Appeals Committee of the Department, which will include no one who participated in the initial evaluation. The student shall be informed of his/her right of appeal to the Ad Hoc Committee and beyond, to the Graduate Scholastic Standards Committee.
Attendance Policy

Attendance at weekly classes is essential given the interactive and experiential nature of the courses and is also a demonstration of professional behavior with regard to consistency and responsibility. For this reason, students are expected to notify their instructors if they will be missing a class. More than two (2) absences in a course will adversely affect the grade since the learning process will have been compromised for that course. A student may be required to repeat the course in a subsequent semester. If there are extenuating circumstance (e.g. illness) the student must contact the course instructor who will discuss the issue with the program faculty committee. Cases will be reviewed individually and a determination of appropriate action will be made by the committee with regard to the students learning and professional development within the training sequence.

Student Involvement

The professional training experience is enhanced by the degree of student involvement with various activities within the program. There are two active counseling student organizations (Graduate Counselor Education Association-GCEA and the QC Counseling Honors for Advocacy in Social Issues - CHASI) with elected officers, that sponsors social events and special speakers each year and organize attendance at professional conferences. Matriculated students are automatically enrolled in GCEA. If you are interested in joining the honors society (after the first semester when a gpa has been attained) see Dr. Pellitteri or the student president. Students are encouraged to consider being an officer in their 2nd year.

In addition, there may be opportunities to be involved in special counseling projects and in research studies. Speak to any faculty member regarding the possibility of participating. Student suggestions, innovative ideas, and research proposals are always welcomed.

ADMINISTRATIVE GUIDES

Advisement & Registration

(1) Students must have the program director’s approval before registering for classes. Any changes in scheduling or enrollment in the program must be approved. Students are responsible for knowing the sequence of required and for registering accordingly.

(2) It is very important that students register for their classes during the prior semester and pay the bursar bill on time. Failure to pay the bursar will result in being dropped from courses. While re-enrollment is possible before the semester begins, being temporarily dropped from a course sometimes creates a situation where the course is under-enrolled and at risk for being cancelled. Please notify the program coordinator if you will be paying or registering late for a course or if you are dropped from a course but intend to take it. This will enable the actual enrollment to be accurately determined.

(3) Students committed to the full time day classes or to the part time evening classes have a responsibility to stay with their chosen schedules. Part time evening students,
however, may elect to complete the program in three years rather than four. Such an accelerated schedule depends upon available summer courses with adequate enrollment.

(4) Any type of deviation from the program sequence or schedule (see appendixes A through C) must be approved by the faculty committee. Students must submit a request in writing. Approval of a program change will only be granted for legitimate reasons and providing that the classes can accommodate such a change. It should be noted that any leave of absence or interruption in the course sequences will likely affect the student’s projected graduation date.

**Advanced Standing**

Credit for graduate courses taken elsewhere will only be granted if applicants can clearly demonstrate that they possess the competencies required in the Queens College courses for which they seek credit. Students are required to provide transcripts and syllabus or course description. Certain core courses cannot be substituted even if a comparable course has been taken. Advanced standing credit is usually applied to elective requirements, cannot exceed 12 credits, and must have been taken within the past 5 years. *The request for advanced standing transfer credit must be made with the Program director within the first year of or prior to matriculation in the Program.*

**Outstanding prerequisites**

Any outstanding prerequisites must be completed by the end of the summer of the first academic year. Students will not be allowed to register for fall semester of the second year until outstanding undergraduate courses have been completed and transcripts are submitted to the program director. It is advisable to complete all prerequisites by the summer before entering the program.

**Incomplete coursework**

The college allows one year to complete the requirements for a course when a grade of “Incomplete” has been given (i.e. an incomplete from the Fall semester must be removed by the end of the following Fall semester). Sometimes the required number of hours for a fieldwork course will not be met during the college semester and students will have to continue beyond the college semester to finish the hours at their site. The incomplete for a fieldwork course will be removed once the student submits the required time sheets and evaluation sheets that are signed by the on-site supervisor. Students are responsible for ensuring that their transcripts have been adjusted once completed work has been submitted to instructor(s) or the fieldwork office. This is especially important for graduating students since incompletes will delay issuance of diplomas and could lead to additional tuition fees.
Leave of Absence

Any students who need to temporarily discontinue their studies should notify the program director prior to their leave. An “excused” leave with an expected return date makes it possible to accommodate your schedule of courses upon your return. Beyond the return date, students still return to the program after a re-evaluation of their request. Any unexcused leave (withdrawal from courses or failure to register for subsequent semesters without formal notification to the program coordinator) is considered as a withdrawal from the program and does not guarantee re-admission at a later date. Students may need to re-apply to the program and/or be interviewed by the faculty. Due to the specific class sizes, re-admission may not be possible since preference for course enrollment is given to actively matriculated students.

Graduation

Students are responsible for filing graduation cards with the Registrar (Jefferson Room 100) during their final semester and for ensuring that all requirements have been met. It is advisable that students begin this process early in the last semester to allow for inadvertent delays. Incompletes must be resolved and ample time must be allowed for processing the change of grade forms. Proof of completion of the 3 workshop requirements for school counselors must be submitted to the Office of Teacher Certification (Delany Hall) and a copy should be submitted to the program coordinator. It is the student’s responsibility to follow up to ensure that fieldwork paperwork, workshop completion certificates, and any change of grade forms are processed in time for graduation.

State Certification /Licensure

(1) Completion of the School Counseling requirements within the 60 credit M.S.Ed. program leads to the permanent New York State certification in School Guidance & Counseling. During the last semester before graduation students should contact the Queens College Office of Teacher Certification to file appropriate forms. Upon graduation Queens College will then notify the New York State Education Department and a provisional certification will be sent to the student. After the completion of 2 years of work as a school counselor the New York State Education department will grant the permanent certificate in School Counseling. The graduate is responsible for notifying the state of your post-masters work experience.

Students who have completed 30 credits in school counseling including ECPCE 729 Fieldwork in Schools, may on their own, apply to New York State for the provisional certificate. The students are responsible for contacting the State Education Department and for sending the appropriate application forms, fees and transcripts. The provisional certificate allows the student to work as a school counselor in the public school systems in New York State. It is important to note that the provisional certificate is only valid for 5 years during which the student must complete the additional 30 credits and obtain the two years of work experience. It is only advisable to apply in this way for the certificate if the student has an immediate employment opportunity in the public school systems.
In addition to the program requirements students who will be working in the school system will need four 3-hour workshops in: child abuse reporting, school violence, school safety, and substance abuse prevention. The content for the last workshop (substance abuse) is covered in the Clinical Issues course (ECPCE 708) and does not need to be taken as a separate workshop. The other workshops are offered frequently through Queens College as well as through various other agencies. It is the students' responsibility to sign up for these workshops before graduation (a small fee is usually required) and to submit certification of completion to the Office of Teacher Certification and to Counseling Program coordinator. Failure to do so will interfere with obtaining your State certification.

(2) Students seeking employment in the New York City Department of Education must first apply for State certification. The provisional certification from the State is necessary for the New York City school system to grant a license as a school counselor.

(3) Completion of the M.S. degree program in Mental Health Counseling leads to the New York State License (LMHC). Applicants must apply through the Queens College office of teacher certification. All applicants for the license are required to complete 3,000 hours of supervised post-masters clinical hours and an exam. A limited permit to practice is granted initially and is required to be employed at an acceptable MH site in order to obtain the 3,000 hours.
COURSE DESCRIPTIONS

Basic Core Courses

700 Foundations of Counseling. This course is an introduction to the field of counseling psychology and will survey the broad areas of knowledge necessary for preparation as professional counselors. Topics will include the counseling relationship, counseling process, ethics, and the various roles of counselors. It will also establish a foundation of theory upon which subsequent courses in the program will be based. In addition, the course aims to develop the skills and learning processes necessary for counselor training at the graduate level.

701 Lab in Self Awareness Taken concurrently with ECPCE 700, this experiential course aims to develop listening, feedback, and communication skills through guided exercises and readings. The small group experience is used to explore and enhance self-awareness of intrapersonal and interpersonal dynamics. It is the basis for the personal development of the counselor-in-training which is expected to continue throughout the program. Graded on a Pass/Fail basis only

702 Theories of Human Development This course is a survey of the major theories of personality, cognitive, and social-emotional development through the lifespan. It includes study of environmental factors as they affect both normal and abnormal development and the application of developmental principles to counseling interventions.

703 Lab in Individual Counseling Techniques Taken concurrently with 704, this course focuses on developing basic counseling skills with individuals. Emphasis is on practicing the appropriate application of counseling microskills, on coordinating techniques with the counselor intentions for therapeutic change, and on creating the core conditions for the facilitation of the counseling process. Role plays, video feedback (when available), and small group discussions as well as other experiential activities will be used. Counseling issues related to fieldwork will be addressed.

704 Counseling Theories. Pre/corequisite ECPCE 700. This course will involve an in-depth study of the major schools of counseling and psychotherapy. Issues of theoretical assumptions, assessment, treatment, and outcome will be addressed as well as their application to relevant counseling settings and populations. It is expected that students begin with at least a basic understanding of the counseling process and counseling skills. The impact of the counselor's worldview on the counseling process will be examined. Comparisons of the various counseling models will aim to derive common principles while facilitating each student's process of developing an empirically based approach to counseling.

706 Theories of Group Dynamics & Social Systems This course surveys major theories of group counseling with a focus in on process groups, psychoeducational groups, and therapy groups. Topics will include techniques of group counseling, group dynamics, types of groups, leadership styles, as well as research and literature in group counseling and social systems. Experiential exercises will be used to reinforce concepts.
707 Lab in Group Counseling Techniques  Taken sequentially with ECPCE 706, this is an experiential course where students practice techniques of group interventions that are taught in the theory part of the course sequence. Students gain experience in developing their own leadership styles and responding to group dynamics. A comprehensive case study is required for this course.

708 Ethics, Clinical Issues & Crisis Intervention. This course will address various clinical topics such as suicide assessment, crisis intervention, critical incident counseling, and grief & trauma issues as well as mental health and substance abuse assessment. Ethical issues in counseling will also be addressed.

Advanced Core courses

800 Career Development & Assessment  This course covers the theories, issues, and resources in career development and vocational counseling as well as the administration, interpretation, and application of vocational testing instruments. Topics include applications of career counseling with the chemically dependent and other groups with special needs. Cultural and gender issues are also explored. Field-based hours outside of the classroom as well as fees for testing materials are required.

803 Multicultural Issues in Counseling  This course explores issues of diversity in the counseling process, reviews emerging theories, literature and research in multicultural counseling practice; examines the social and cultural foundations of race, ethnicity, gender, sexual orientation, as these relate to counseling practice and human development.

804 Assessment in Counseling.  This course covers the concepts, principles, and theoretical foundations of psychological and educational measurement; surveys cognitive, personality, individual and group assessment instruments and techniques used in counseling; consideration is given to factors of culture, gender, language, ethnicity, age, disability, and examiner bias

807 Research Methods in Counseling  This course is a survey of methods of research designs. It includes program evaluation, ethical and legal considerations in research as well as the interpretation and critique of research as it relates to the field of counseling. The students work with the instructor to develop a research project in the student's area of specialization and interest or are involved in direct research activities.

School Counseling Specialty

802 Special Issues in School Counseling  This course involves the study of special issues in school counseling including depression, substance abuse, suicide, violence in the schools and community, psychological trauma, crisis intervention, and ethics as they relate to educational settings. Particular emphasis is given to issues related to special needs students. The course will also explore effective counseling strategies and resources in the community.
806 Administration of School Counseling Programs. This course covers the role and function of the counselor in school settings, the study of the structure of educational and other organizational settings; development, implementation, and evaluation of counseling and guidance services; issues in consultation, referrals, administration, and systemic intervention.

808 Child and Adolescent Counseling. Issues and techniques of counseling specific to children and adolescents will be presented. Review of developmental psychology as it relates to therapeutic change will also be covered. Family dynamics, school issues, and the therapeutic relationship will be discussed.

809 Learning & Motivation in School Counseling. This course will cover major theories of learning and motivation as they apply to school counseling settings. Applications will emphasize consultation with teachers, support services for students with learning and motivation difficulties, and the general process of personal adaptation through counseling.

Mental Health Counseling Specialty

811 Mental Health Counseling Topics will include the professional role of mental health counselors, the socio-cultural factors in mental health, community issues, prevention, and legal/ethical issues. The course will also cover the conceptualization of mental disorders and issues of treatment.

812 Psychopathology and Diagnosis. This course covers the DSM-IV classification system of mental disorders and focuses on the etiology, development, assessment and treatment of mental illness. Issues of psychopharmacology and other treatment issues will be addressed. This course is required for the Mental Health track.

813 Family Dynamics. In this course the main stages of the family life cycle are studied as a means of understanding the family as a system of human relationships. Developmental stages, family rituals, family crises, and other variables affecting family development are examined. The purpose of this course is to enable students to assess family systems, to develop knowledge of current family life demographics, and to gain an understanding of marriage and family styles, symptomatology, and counseling techniques.

814 Advanced Seminar in Counseling Applications. This course entails an in-depth study of specific counseling approaches and their use with various client populations, including culturally and linguistically diverse clients. Case studies will provide a focus for analysis. Students will be required to conduct literature reviews and to make presentations.

Fieldwork Courses

721 Practicum in Mental Health Counseling 4 credits. Placement in a mental health clinic or community agency setting for 100 hours per semester. Prerequisite: Completion of 12 credits in the program including ECPCE 703. Prerequisite/Corequisite: ECPCE
708. The focus will be on advanced skills development (through video feedback), integration of counseling theory, and applications to fieldwork sites. Supervision will involve the use of video or audio tapes. Professional counseling issues encountered in field placement will be addressed. Comprehensive Case Study is required.

729 Practicum in School Counseling. 4 credits. Placement in a school setting from K through 12th grades for 100 hours per semester. Prerequisite: Completion of 12 credits in the program including ECPCE 703. Prerequisite/Corequisite: ECPCE 708. The focus will be on advanced skills development (through video feedback), integration of counseling theory, and applications to fieldwork sites. Supervision will involve the use of video or audio tapes. Professional counseling issues encountered in field placement will be addressed. Comprehensive Case Study is required as part of this course.

821 Internship in Mental Health Counseling Variable 1 to 4 credits. May be repeated for credit. Placement in a college, clinic, or community agency setting for 75 to 300 hours per semester. On campus supervision required including case presentations. Prerequisite: ECPCE 721 and/or 729 and completion of 30 credits in the program. Graded on a Pass/Fail basis

829 Internship in School Counseling Variable 1 to 4 credits. May be repeated for credit. Placement in a K-12 school setting for 75 to 300 hours per semester. On campus supervision required including case presentations. Prerequisite: ECPCE 721 and/or 729 and completion of 30 credits in the program. Graded on a Pass/Fail basis

FACULTY

Full Time Faculty

John S. Pellitteri received his Ph.D. from New York University in Counseling Psychology and his M.Ed. from Teachers College, Columbia University in School Counseling. In addition he holds an M.A. in Music Therapy and a B.S. in Music Education from NYU. He is a New York State licensed psychologist and licensed creative arts therapist. Dr. Pellitteri has worked as a school counselor, elementary school teacher, a music therapist for children with disabilities, a psychotherapist and a psychological consultant. He has conducted research on emotional intelligence, has published books on its application to school counseling and to music therapy, and has presented at regional, national and international conferences. He currently the chair of the 4th International Congress on Emotional Intelligence that will take place in September, 2013 in New York City.

Lynn Calhoun Howell received her Ph.D. in Counselor Education and Masters Degree in Mental Health Counseling from Idaho State University. She is a Licensed Mental Health Counselor and a Nationally Certified Counselor and has worked in a women’s correctional institution, a college counseling center, and as a supervisor in domestic violence centers. Dr. Howell’s research projects and areas of interest include adult midlife development, addictions counseling, and group process. She has served as the
associate dean for the Queens College Division of Education and is currently the Deputy Chair of the Department of Educational & Community Programs.

**Lourdes M. Rivera** received her Ph.D. in Counseling Psychology from Fordham University and an MA in College/Community Counseling from N.Y.U. She has been the Coordinator of Counseling at LaGuardia Community College and has worked at various hospital and clinical settings. Her research specialty includes career development of Hispanic women and the application of social-cognitive theory to counseling. She was the president of the New York State Career Development Association and has conducted school-based projects on career education. Dr. Rivera is also a specialist in multicultural issues in counseling and has made numerous national and international presentations.

**Matthew S. Day** received his Ph.D. in Counselor Education from the University of New Orleans with a specialty in group counseling. Dr. Day is a Licensed Mental Health Counselor (LMHC) and has over 20 years of experience counseling at-risk adolescents and children. He has counseled families and supervised post-master’s level interns seeking professional licensure for several years. His research interests involve group work, attachment theory and clinical supervision.

**Jennifer Kyle** received her Ph.D. in Clinical Psychology from the CUNY Graduate Center. She has worked as a staff psychologist at North Central Bronx Hospital as well as a therapist at Barnard College, Columbia University. Dr. Kyle was also a faculty member at Borough of Manhattan Community College. Her research focuses on risk and protective factors related to suicide in persons of color. She has conducted numerous research studies on suicide, is involved in large scale national surveys, and has presented her work at international forums. Dr. Kyle is a NYS licensed psychologist and specializes in psychodynamic approaches to counseling and psychotherapy.

**Emeritus Faculty**

**Jesse M. Vazquez** received his Ph.D. from New York University in Vocational and Rehabilitation Counseling. Dr. Vazquez is a Nationally Certified Counselor and a Certified Rehabilitation Counselor. He was the director of the Puerto Rican studies at Queens College from 1975 – 2000 and has served in national associations on ethnic studies. He is an expert in cross cultural counseling and ethnic studies and has experience in college counseling, group and individual counseling. Dr. Vazquez is one of the founders of the Queens College Bilingual/Multicultural education program and received the Presidential Award for Multiculturalism in 1999. He served as the Chair of the Department of Educational & Community Programs for over 10 years and holds the distinguished title of Professor Emeritus.

**Lester Schwartz**, received his Ph.D. from Columbia University in Counseling Psychology. He has served as a psychologist in the Veterans Administration, as a school counselor and as a school psychologist. He has been a consultant to the Board of Education and Big Brothers of New York. Dr. Schwartz has also taught courses at Teachers College and SUNY Buffalo. He is an expert in career counseling and is the
senior author of *The Career Finder* and *Futurework*. Dr. Schwarz also holds the distinguished title of Professor Emeritus at Queens College.

**Adjunct Faculty**

**Patricia Woods,** received her Ed.D. from Columbia University in Family Studies and her M.S. Ed. in Counseling from Queens College. She has worked as a marriage & family therapist, as a chemical dependency counselor and supervisor, and as an employee assistance professional. Dr. Woods is a clinical member of the prestigious American Association of Marriage & Family Therapy, is a Credentialed Alcoholism & Substance Abuse Counselor, and Credentialed Employee Assistance Professional. She has served on the Governor’s Drug Abuse Advisory Committee and has lectured throughout the country on issues related to chemical dependency.

**Michael Dealy,** is the headmaster of Bay Ridge Preparatory High School in Brooklyn, N.Y. He holds a Ph.D. in Educational Psychology from Fordham University. Dr. Dealy has expertise in learning disabilities, psychoeducational evaluation, crisis intervention and suicide prevention as well as clinical experience treating adolescents with depression, children with terminal illness, and families in crisis.

**Nancy Chase,** received her Ph.D. in School Psychology from the CUNY Graduate Center. She has experience in both counseling and testing with general and special education students. Dr. Chase has also been involved in various research projects.

**Robert Katz,** has a Ph.D. in Clinical Psychology and a master’s degree in Counseling. He has extensive experience in treating the alcohol and substance abuse population in the Brooklyn Veterans Administration Medical Center. Dr. Katz specializes in Cognitive-Behavioral approaches to counseling.

**Ed Grassel,** received his M.S.Ed. in Counseling from Queens College and has worked as a teacher and a school counselor for many years in the New York City Department of Education. Professor Grassel has supervised numerous counselors in District 2. He is an educational consultant to WNET Channel 13 as well as an avid marathon runner.

**Anthony Don,** received his M.S.Ed. in Counseling from Queens College. He has worked for many years as a school counselor in the ASPECTS program and at middle schools in the New York City Department of Education. Professor Don is an expert at computer technology and its application to school guidance programs.

**Ken Warden** has a master’s degree in Counseling as well as an advanced certificate in Administration & Supervision. He has numerous years of experience working as a school counselor and as a middle school principal in the New York City Department of Education. He currently serves as an educational consultant to various schools.
Regine Dejean is a graduate of the Queens College M.S. Ed Program and a high school counselor in the NYC public school system. She has many years of experience as a special education teacher, teacher trainer, and counseling supervisor. She serves on the school counselor executive board of the United Federation of Teachers.

Kevin Clark is a licensed mental health counselor, school counselor and school psychologist. He has many years of experience in hospital and school settings. His work has included assessment, counseling and educational interventions for children with learning disabilities and behavioral disorders.

Don Sinkfield holds an M.S. Ed from Queens College and has many years of experience as a school counselor, program coordinator, and curriculum planner. He was on the planning committee and serves as a counseling supervisor for the Urban Assembly School of the Performing Arts. Professor Sinkfield also holds a license as a NYS Mental Health Counselor.

Chanpreet Singh attained her Ph.D. in Counselor Education and has several years of clinical experiences. She works for NYS funded programs for special need adolescents’ transitions into college as well as maintaining a private practice. Dr. Singh also has a background in neuropsychology.

John Kugler received his Ph.D in School psychology from Fordham University. He is the director of the Bridge program for special needs students at the Bay Ridge Preparatory School in Brooklyn, NY. Dr. Kugler is an expert on students with learning disabilities has many years of experience in teaching, counseling, and assessment in the educational system. He has a post-doctoral specialty in neuropsychology.

Franco Gordillo is a graduate of the M.S.Ed program in school counseling and has several years of experience in the NYC public school system. Currently he is working toward his doctorate degree in counseling at Montclair State University.
APPENDIX A: FULL TIME STUDY
Queens College, City University of New York,
Division of Education, Department of Educational & Community Programs
Graduate Program in Counseling

SCHOOL COUNSELING*
2 Year Full Time Day Program

BASIC & ADVANCED CORE COURSES 36 credits (including research methods)
SPECIALIZATION 12 credits
FIELDWORK 12 credits

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<th>Semester</th>
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<tr>
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<td>701 Lab in Self Awareness</td>
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<td>704 Counseling Theories</td>
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<td>703 Lab I in Counseling Techniques</td>
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<td>2 Spring</td>
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<td>702 Human Development</td>
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<td>706 Theories of Group Dynamics</td>
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<td>804 Assessment in Counseling</td>
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<td>707 Lab in Group Counseling</td>
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<td>803 Multicultural Issues in Counseling</td>
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TOTAL 60 Credits

*Bilingual Specialization requires one additional course ECPSP 866 for a total of 63 credits. This course is usually offered in the summer session.
APPENDIX B – PART TIME STUDY  
Queens College, City University of New York,  
Division of Education, Department of Educational & Community Programs  
Graduate Program in Counseling  

SCHOOL COUNSELING*  
3 Years Part Time Evening**  

BASIC & ADVANCED CORE COURSES  36 Credits (including research methods)  
SPECIALIZATION  12 Credits  
FIELDWORK  12 Credits  

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<td>701 Lab in Self Awareness</td>
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<td>703 Lab in Counseling Techniques</td>
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<td>Summer</td>
<td>808 Child &amp; Adolescent Counseling</td>
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<td>807 Research Methods in Counseling</td>
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TOTAL  60 Credits

*Bilingual Specialization requires one additional course ECPSP 866 for a total of 63 credits usually offered in the summer.  
** Students who are unable to attend summer courses may extend the part time program to 3&1/2 or 4 years.  
# students need 8 credits (600hours) of SC internship that can vary in credits over several semesters
APPENDIX C: FULL TIME STUDY
Queens College, City University of New York,
Division of Education, Department of Educational & Community Programs
Graduate Program in Counseling

MENTAL HEALTH COUNSELING
2 Year Full Time Day Program

BASIC & ADVANCED CORE COURSES 36 credits (including research methods)
SPECIALIZATION 12 credits
FIELDWORK 12 credits

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<th>Year</th>
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<th>Course Description</th>
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<td>813 Family Counseling</td>
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<td>821.4 MH Internship(3 or 4 credits)*</td>
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<td>4 Spring</td>
<td>707 Lab in Group Counseling</td>
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<td>807 Research Methods in Counseling</td>
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<td>814 Advanced Applications in MH counseling**</td>
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<td>821.4 MH Internship (3 or 4 credits)*</td>
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TOTAL 60 Credits

* Students must complete 8 credits (600) hours of MH internship that can vary in credits over several semesters

** Students interested in focusing clinical work on children can take 808 Child & Adolescent Counseling in place of ECPCE 814.
APPENDIX D – PART TIME STUDY
Queens College, City University of New York,
Division of Education, Department of Educational & Community Programs
Graduate Program in Counseling

MENTAL HEALTH COUNSELING
3 Years Part Time Evening*

BASIC & ADVANCED CORE COURSES  36 Credits (including research methods)
SPECIALIZATION  12 Credits
FIELDWORK  12 Credits

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<td>708 Ethics, Clinical Issues &amp; Crisis Intervention</td>
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|   | Spring                                    |     |
| 2 | 703 Lab in Counseling Techniques          |     |
|   | 704 Counseling Theories                   |     |
|   | 702 Human Development                     |     |

|   | Fall                                      |     |
| 3 | 721.4 Practicum in Mental Health Counseling |     |
|   | 812 Psychopathology & Diagnosis in MH     |     |
|   | 804 Assessment in Counseling              |     |

|   | Spring                                    |     |
| 4 | 706 Theory of Group Dynamics              |     |
|   | 803 Multicultural Issues in Counseling    |     |
|   | 821.2 Internship**                        |     |

|   | Summer                                    |     |
|   | 813 Family Dynamics                       |     |
|   | 821.2 Internship (optional summer)**      |     |

|   | Fall                                      |     |
| 5 | 707 Lab in Group Counseling               |     |
|   | 800 Career Development & Assessment       |     |
|   | 821.2 Internship (2 or 3 credits)**       |     |

|   | Spring                                    |     |
| 6 | 814 Advanced Applications                 |     |
|   | 807 Research Methods in Counseling        |     |
|   | 821.2 Internship (2 or 3 credits)**       |     |

TOTAL  60 Credits

* Students who are unable to attend summer or winter courses may extend the part time program to 3&1/2 or 4 years.
** Students must complete 8 credits (600) hours of MH internship that can vary over several semesters
APPENDIX E: GUIDELINES FOR FIELDWORK TRAINING
Queens College, CUNY, School of Education,
Department of Educational & Community Programs; Graduate Program in Counseling

TIME REQUIREMENTS:

Practicum courses require a minimum of 100 hours although students are allowed to complete more hours and apply them toward subsequent semesters. For every credit of Internship the student is expected to spend 75 hours in the field over the course of the semester. If, for instance, a student signs up for two credit of fieldwork, the student would spend 150 hours in the field over the 15 weeks in the semester or 10 hours per week. Each week during the semester, the student receives at least one-hour of supervision at the fieldwork site and 1 & ½ hours of supervision at Queens College. Students are expected to continue at their field placements during the intercession break (January) to provide continuity to the clients that they serve. The program requires a total of 600 hours (8 credits) of internship in addition to the 100 hours of practicum for a total of 700 hours in the program.

LEVEL OF SKILL

Practicum Students are in their first fieldwork placement and have taken courses in counseling foundations, theories and techniques, self awareness, development, and crisis intervention. The goals of their practicum experience at this level are to:

1. Practice establishing rapport and developing a therapeutic relationship with clients
2. Practice counseling techniques (microskills, verbal and non verbal skills)
3. Conceptualize the client in psychological terms (applying several theoretical frameworks from which behavior can be understood).
4. Learn about specific characteristics of the target populations as well as developmental issues and deviant behaviors.
5. Learn about the professional role and responsibilities of the counselor in this particular type of setting.

A Comprehensive Case study project is required in the practicum course in which they must conduct an in-depth analysis of a series of sessions with one client. Students must conceptualize the client in the context of the counseling services and critically examine their clinical approach.

Internship Students are in their 2nd or 3rd fieldwork placement and have taken or are currently taking courses in group counseling, multicultural issues; assessment & test interpretation, career development, and research in addition to courses within their specialty (school or mental health counseling). The goals of the internship experience at this more advanced level are to:

1. Practice developing an ongoing (longer term) therapeutic relationship with several clients.
2. Integrate counseling skills with a chosen theory & counseling style
3. Conduct group counseling (individually or co-leading)
4. Conduct formal assessments (interviews, behavioral observations, testing)
5. Engage in any other type of counseling related function (as is possible) such as career development, psychoeducational presentations, conduct or assist with research/ program evaluation, consultations with staff and family
members, make referrals to community agencies, attend staff meetings & treatment planning.

(6) Develop a more integrated identity as a professional psychological counselor (which should include, in part, making contributions to the placement agency through the application of psychological principles)

**CLINICAL ACTIVITIES**

Since direct client contact is necessary to develop counseling skills and to integrate techniques with psychological approaches it is important that students spend a sufficient amount of their hours engaged in clinical activity. Clinical activities include:

1. Individual & group counseling;
2. Intake interviews, testing / assessment;
3. Psychoeducational interventions;
4. Consultation;
5. Crisis intervention

It may also include observation of professional counselors conducting individual and group sessions which may be particularly necessary for first year counselors with little prior experience. Individual counseling sessions should be ongoing and consecutive with the same clients over the period of the semester (and year, if possible). Given the structure of the placement, the needs of the client population, and the readiness of each individual fieldwork student, the number of clinical hours per week will vary. It is expected that eventually the fieldwork students will spend at least 50% to 60% of their weekly hours in clinical client contact and carry a regular caseload of at least 3 to 8 clients.

**NON-CLINICAL ACTIVITIES**

The remaining hours beyond clinical contact (approximately 40% to 50% of total time) should be spent on various other activities such as:

1. Supervision (at least 1 hour individually or 1 ½ hours in groups per week);
2. Logs and note taking directly related to counseling sessions,
3. Team meetings / treatment planning and
4. Referrals and other related functions.

It understood that in some settings (particularly high schools) counselors typically engage in programming and class scheduling. As this is a part of school guidance, fieldwork students should have some exposure to this type of activity. However, excessive paperwork is not conducive to counseling training and should not constitute more than a few hours per week. Even if this is the primary activity of the supervisor, it should not be the primary activity of the fieldwork student and to the extent possible, opportunities should be created to actually counsel clients. Similarly in mental health settings, counseling interns must be allowed to engage in clinical work with a minimum of non-clinical activities.

**PERSONAL & PROFESSIONAL DEVELOPMENT**

A critical ingredient in being an effective counselor is the student’s reflective self awareness and professionalism. In addition to the development of counseling skills and functioning in professional roles, we would like to see an expansion of the student’s clinical judgment, critical thinking, interpretation of interpersonal dynamics, utilization of supervision, and creativity in problem solving approaches. We see this as an ongoing process that begins in the classroom, extends to the fieldwork experience, and continues throughout one’s professional career.

28