Introduction to the CPCE and NCE Preparation Guide

The purpose of this handbook is to provide Clinical Mental Health and School Counseling students information to prepare for two exams: The Counselor Preparation Comprehensive Examination (CPCE), which is one of the requirements for graduation in both Clinical Mental Health and School Counseling programs, and the National Counselor Exam (NCE), which is required for the Licensed Professional Counselor (LPC) credential in the state of Connecticut.

We understand that preparing for these exams can be incredibly difficult and anxiety-provoking. Know that we, as faculty, have the utmost confidence in you and your abilities. We hope that this guide is helpful and welcome your feedback.

Preparing for the Exams

The best way to prepare for the CPCE and the NCE is to do the following:
1. Remember to practice positive self-care.
2. Read all of your assigned materials in all of your classes.
3. Take all of your assignments seriously.
4. Keep all of your notes from classes.
5. Read this guide thoroughly.
6. Ask questions as you progress through your program.
7. Join a study group at least by the semester before your exam(s).
8. Use the information that you receive in this manual to create study materials.
9. Manage your test anxiety.
10. Reinforce your positive study behaviors.

Checklist

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<tr>
<th>Date Completed</th>
<th>Task</th>
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<tr>
<td></td>
<td>Complete all core courses and two-thirds of all courses on required program.</td>
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<tr>
<td></td>
<td>View Mandatory Comprehensive Examination Preparation online presentation the semester BEFORE you will take the CPCE.</td>
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<tr>
<td></td>
<td>Complete SCSU Comprehensive Exam Application form for the CPCE. Register and pay for exam online as indicated by Comps Coordinator.</td>
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<tr>
<td></td>
<td>Complete application form for the NCE and submit payment. Register and pay for exam online as indicated by Comps Coordinator (note: NCE is required for the CT LPC; not required for graduation).</td>
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<td></td>
<td>Form study groups.</td>
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<td></td>
<td>Study, study, study!</td>
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<tr>
<td></td>
<td>Take CPCE.</td>
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<tr>
<td></td>
<td>Take the NCE (exam required for LPC; not required for graduation).</td>
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<td>Celebrate!</td>
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Personal Preparation for the CPCE

Practicing Positive Self Care

As you try to fit studying for this exam into your already hectic schedule in balancing your personal life, course work, and field experiences, you may find yourself forgetting to take care of yourself. Success on these exams (as well as in your future profession) depends on your ability to balance your many roles, while still making your work of significant import. Consider the following areas and tailor the information to best aid you in caring for yourself.

**Physical:**
Although every individual is different, good nutrition, adequate rest and moderate exercise are important for your physical and mental health. With a busy schedule, you may find yourself forgetting to eat, eating on the run, and generally not paying attention to your body's needs. This is not self care. You must continually remind yourself to pay attention to your body's needs, including when and what you need to eat.

You are likely to experience high levels of stress when studying for this exam. These levels of stress will impact you physically. Stress can cause a variety of physical responses, including headaches, stomachaches, difficulty sleeping and increased blood pressure. In order to manage the stress that you will face, it is imperative that you find healthy coping skills. You will be very tempted to use quick and possibly unhealthy ways to deal with your stress. However, the best way to manage your stress level is to be proactive. By learning relaxation skills, cognitive self-talk, and other strategies that meet your needs (e.g., yoga, meditation, light exercise) you will find that you will not need to use more unhealthy methods of stress management.

**Social:**
Social support, including your friends and family, are crucial to your success. It is important to create a wide social support system; this will include your peers from your program and your sites. This not only creates a network of future opportunities, it allows you to have positive peer relations which may directly aid stress management and success in your program. Graduate students often forget how important their social lives really are. You may find yourself cancelling engagements with friends and family in order to work or to just vegetate on your couch. However, as tempting as cancelling these social activities may be, you need to remind yourself that your social life is as important as your academic life. Balancing your social needs with the rest of your life is an important life skill.

**Emotional:**
High levels of stress not only impact you physically, but also psychologically and emotionally. The above-mentioned stress management techniques will improve your emotional functioning as well. In addition, another proven method of stress management can be utilized to improve your overall quality of life. Using humor and laughter have been shown to yield positive outcomes for individual’s physical and mental health. Remember to see the lighter side of things and not take yourself too seriously.

**Spiritual:**
Nurturing your spirit is a positive way to care for your needs. This can be done in a variety of ways, including using your faith, religious beliefs, spirituality or inner self. Regardless of your specific beliefs, research supports the role of spirit in physical and emotional wellness.
Recreational:
Playing and having fun is not just for children. It is an important aspect of a complete life for individuals at any developmental stage. Remember to allow yourself the time to relax and enjoy life’s simple pleasures.

Managing Test Anxiety

Why do we have test anxiety? Most research points to an evolutionary purpose. When you are encountered by threatening stimuli, you will physiological respond with fight/flight/or freeze. Unfortunately, these responses do not necessarily hold useful in today’s world. Most certainly, they will not help you when you are preparing for you exams.

Some anxiety about tests is normal and even beneficial (inverted “U” curve). A mild to moderate amount of anxiety before and even during a test can help keep you alert, focused, motivated, and on your toes! It only becomes a problem when it begins to feel overwhelming and unmanageable.

In understanding your test anxiety, it will be most helpful to know the Cognitive Model of Test Anxiety. The test anxiety functions on the following:
- BELIEFS about how you will perform
- FEELINGS (like anxiety)
- PHYSICAL REACTIONS (like headaches or nausea)
- BEHAVIORS (like “blanking out,” avoiding studying)

The following are some not helpful anxiety-provoking thoughts about tests.
1. If I don’t do well on this test/paper, I will certainly flunk the class.
2. If I don’t do well on this test/paper, people (family, friends, the professor) will think less of me.
3. If I don’t do well on this test/paper, I will feel extremely miserable.
4. If I don’t do well on this test/paper, it means I am “dumb & stupid”.
5. Other people are doing much better than I am. No one else is having trouble. I am alone.
6. If I don’t do well on this test/paper, I won’t do well on future tests/papers.
7. Because I’ve done well in the past, I have to do well.
8. Because I am interested in this material, I have to do well.
9. Because lots of people expect me to do well, I have to do well.
10. I must know all the material in order to get an “A”.
11. Success is defined by my grades.
12. In order to feel worthwhile, I need to be competent, intelligent and successful.
13. In order to be liked or loved, I need to be competent, intelligent and successful.
14. If I can’t answer the first question, I will probably fail the test.
15. If I can’t concentrate well as I study, I will probably fail the test.

Follow this four-step model to reducing your test anxiety:

**Step One: Identify**
- Identify your typical thought patterns that may be feeding into your anxiety. Write them down. Later, when you notice yourself feeling anxious, write down what thoughts you are having.

**Step Two: Evaluate**
- Are the thoughts correct? Examine each one objectively.

**Step Three: Respond**
- For each thought, what would be a better (more useful) thought about an exam or studying? For example:
  - I’ve done well before on tests. I can do well on this one, too.
  - I’ll put in a good effort.
  - All I can do is try my best.
- Write down your responses to each thought you identified before.

**Step Four: Relax**
- Because our bodies physically feel the stress of our initial unhelpful thoughts, we can directly change this by using various techniques to relax.
  - Take slow deep breaths from your abdomen. Four seconds in. Hold for four. Six seconds out. Pause briefly. Think of breathing in relaxation and say “relax” to yourself. Say “calm” as you exhale.
  - Tense and relax muscles. Tense various muscle groups for five seconds. Then relax. Do this throughout your body.
  - Investigate other ways to relax, such as learning and practicing meditation, buying a relaxation tape, playing soothing music, etc.

One final point: this may seem obvious, but it is important to make sure that your anxiety is not due to poor preparation for tests. If you do not understand the course material, or have not been studying enough or going to class and have not been adequately learning the information all along, your anxiety may be due to the fact that you are unprepared. If that is the case, the anxiety is alerting you that something is wrong, so rather than simply attempting to manage or calm the anxiety, you may benefit from learning more effective time management or study skills, or from tutoring or extra help.
What Students Need to Know About the CPCE

The comprehensive exam is an exit examination required of all SCSU counseling master’s degree students. It is ordinarily taken during the student’s last semester of study in the program. The purpose of the exam is to assess the student’s knowledge of counseling to ensure competence in the field. The CPCE also provides collective feedback that can be used by the program in developing/adapting curriculum.

Eligibility and registration for the CPCE

In order to be eligible for the comprehensive examination, students must have completed all of the program’s core courses, finished two-thirds of their plan of study and be a student in good standing.

To begin the registration process, complete the form at the end of this guide entitled the Comprehensive Exam Application. Submit the application to your Comps Coordinator faculty as directed on the form. Your application will be reviewed by faculty to determine whether or not you are eligible to take the exam.

If you are determined to be eligible, the Comps Coordinator will email you important information about the exam, including cost associated with taking the exam. Note that in addition to completion of the application, you will also be required to register online with the CCE, pay for the exam online, and create an account with Pearson Vue. Specific registration instructions will be provided to you by the Comps Coordinator.

Benefits of using the CPCE

- Gives program an objective view of the knowledge level of students.
- Allows program to examine student functioning in various curriculum areas.
- Promotes longitudinal self study.
- Compares program results to national data.
- Stimulates student integration of knowledge learned in separate courses.
- Gives students comparative strength/weakness feedback.

Development of the CPCE

The CPCE is researched, developed, and distributed by the Center for Credentialing and Education (CCE), an affiliate corporation of the National Board for Certified Counselors (NBCC). The item writing committee was selected from master’s and doctoral level professionals. The committee compiled a comprehensive listing of texts used in counselor education programs. Each question was developed based on information found in the most commonly used textbooks.

Content of the CPCE

The CPCE will cover the eight Council for Accreditation of Counseling and Related Educational Programs (CACREP) common-core areas as defined by their Standards for Preparation and listed below. These eight core areas serve as the primary theoretical basis for the examination. It is through these areas that the CPCE is associated with accepted professional standards.

1. Human growth and development – studies that provide an understanding of the nature and needs of individuals at all developmental levels.
2. Social and cultural foundations – studies that provide an understanding of issues and trends in a multicultural and diverse society.
3. Helping relationships – studies that provide an understanding of counseling and consultation processes.
4. Group work – studies that provide an understanding of group development, dynamics, counseling theories, group counseling methods and skills, and other group work approaches.

5. Career and lifestyle development – studies that provide an understanding of career development and related life factors.

6. Appraisal – studies that provide an understanding of individual and group approaches to assessment and evaluation.

7. Research and program evaluation – studies that provide an understanding of types of research methods, basic statistics, and ethical and legal considerations in research.

8. Professional orientation and ethics – studies that provide an understanding of all aspects of professional functioning including history, roles, organizational structures, ethics, standards, and credentialing.

Format of the CPCE
The CPCE is administered electronically and consists of 160 items with 20 items per CACREP area. Of the 20 items per section, 17 will be scored; the remaining three will be pretest items that are not identified to the student. The purpose of embedded pre-testing is to generate actual score performance data on items. This allows CCE to select items for future test construction that have the most desirable psychometric attributes.

A demographic questionnaire will be included on the answer sheet for research purposes. Students are allowed four hours to complete the examination.

Exam Results
Preliminary scores for each section and a total score will be reported for each student upon exiting the testing site. Please note that these results are preliminary and cannot be interpreted as a determination of whether or not you passed the CPCE. Several weeks after the exam, the CCE will provide statistics on the program’s students as well as national data. Each institution is responsible for determining a minimum criterion score for their students. After faculty have determined the SCSU cutoff for passing score, students will be notified via University email. Results will be sent to students approximately 3-4 weeks after the test administration. Students who fail the exam may petition program faculty for an opportunity to retake the exam.

Preparing for the CPCE
The following information can be used for your study purposes. Please note that these suggestions are not specific endorsements of any particular product. These resources may also be used to study for the National Counselor Exam (NCE), which is described later in this guide.

Flashcards:
http://www.testprepreview.com/nce_practice.htm
http://www.flashcardexchange.com/tag/nce

Other Resources:
Practice exam items, study guides, and other resources
http://www.nbcc.org/Exams/NCE

Study programs listed by the National Board of Certified Counselors can be found at
http://www.nbcc.org/Exams/ExamPrep
A. The eight common core areas represent the foundational knowledge required of **all** entry-level counselor education graduates. Therefore, counselor education programs must document where each of the lettered standards listed below is covered in the curriculum.  

1. **PROFESSIONAL COUNSELING ORIENTATION AND ETHICAL PRACTICE**  
   a. history and philosophy of the counseling profession and its specialty areas  
   b. the multiple professional roles and functions of counselors across specialty areas, and their relationships with human service and integrated behavioral health care systems, including interagency and interorganizational collaboration and consultation  
   c. counselors’ roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams  
   d. the role and process of the professional counselor advocating on behalf of the profession  
   e. advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients  
   f. professional counseling organizations, including membership benefits, activities, services to members, and current issues  
   g. professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues  
   h. current labor market information relevant to opportunities for practice within the counseling profession  
   i. ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling  
   j. technology’s impact on the counseling profession  
   k. strategies for personal and professional self-evaluation and implications for practice  
   l. self-care strategies appropriate to the counselor role  
   m. the role of counseling supervision in the profession
2. SOCIAL AND CULTURAL DIVERSITY
   a. theories and models of multicultural counseling, cultural identity development, and social justice and advocacy
   b. multicultural counseling competencies
   c. the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual’s views of others
   d. the effects of power and privilege for counselors and clients
   e. help-seeking behaviors of diverse clients
   f. the impact of spiritual beliefs on clients’ and counselors’ worldviews
   g. strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination

3. HUMAN GROWTH AND DEVELOPMENT
   a. theories of learning
   b. theories of normal and abnormal personality development
   c. theories and etiology of addictions and addictive behaviors
   d. biological, neurological, and physiological factors that affect human development, functioning, and behavior
   e. systemic and environmental factors that affect human development, functioning, and behavior
   f. effects of crisis, disasters, and trauma on diverse individuals across the lifespan
   g. a general framework for understanding differing abilities and strategies for differentiated interventions
   h. ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan

4. CAREER DEVELOPMENT
   a. approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors
   b. processes for identifying and using career, avocational, educational, occupational and labor market information resources, technology, and information systems
   c. approaches for assessing the conditions of the work environment on clients’ life experiences
   d. strategies for assessing abilities, interests, values, personality and other factors that contribute to career development
   e. strategies for career development program planning, organization, implementation, administration, and evaluation
   f. strategies for advocating for diverse clients’ career and educational development and employment opportunities in a global economy
   g. strategies for facilitating client skill development for career, educational, and life-work planning and management
   h. methods of identifying and using assessment tools and techniques relevant to career planning and decision making
   i. ethical and culturally relevant strategies for addressing career development

5. COUNSELING AND HELPING RELATIONSHIPS
   a. a systems approach to conceptualizing clients
   b. theories, models, and strategies for understanding and practicing consultation
   c. ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships
   d. the impact of technology on the counseling process
   e. counselor characteristics and behaviors that influence the counseling process
f. essential interviewing, counseling, and case conceptualization skills

g. developmentally relevant counseling treatment or intervention plans

h. development of measurable outcomes for clients

i. evidence-based counseling strategies and techniques for prevention and intervention

j. strategies to promote client understanding of and access to a variety of community-based resources

k. suicide prevention models and strategies

l. crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid

m. processes for aiding students in developing a personal model of counseling

6. GROUP COUNSELING AND GROUP WORK

a. theoretical foundations of group counseling and group work

b. dynamics associated with group process and development

c. therapeutic factors and how they contribute to group effectiveness

d. characteristics and functions of effective group leaders

e. approaches to group formation, including recruiting, screening, and selecting members

f. ethical and culturally relevant strategies for designing and facilitating groups

g. direct experiences in which students participate as group members in a small group activity, approved by the program, for a minimum of 10 clock hours over the course of one academic term

7. ASSESSMENT AND TESTING

a. historical perspectives concerning the nature and meaning of assessment and testing in counseling

b. methods of effectively preparing for and conducting initial assessment meetings

c. procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide

d. procedures for identifying trauma and abuse and for reporting abuse

e. use of assessments for diagnostic and intervention planning purposes

f. basic concepts of standardized and non-standardized testing, norm-referenced and criterion-referenced assessments, and group and individual assessments

g. statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations

h. reliability and validity in the use of assessments

i. use of assessments relevant to academic/educational, career, personal, and social development

j. use of environmental assessments and systematic behavioral observations

k. use of symptom checklists, and personality and psychological testing

l. use of assessment results to diagnose developmental, behavioral, and mental disorders

8. RESEARCH AND PROGRAM EVALUATION

a. the importance of research in advancing the counseling profession, including how to critique research to inform counseling practice

b. identification of evidence-based counseling practices

c. needs assessments

d. development of outcome measures for counseling programs

e. evaluation of counseling interventions and programs

f. qualitative, quantitative, and mixed research methods

g. designs used in research and program evaluation

h. statistical methods used in conducting research and program evaluation

i. analysis and use of data in counseling

j. ethical and culturally relevant strategies for conducting, interpreting, and reporting the results of research and/or program evaluation
What CMHC Students Need to Know About the NCE

Although taking and passing the NCE is not part of the Clinical Mental Health Counseling program’s requirements, satisfactory performance on the National Counselor Examination (NCE®) is one of the criteria used by the National Board for Certified Counselors to identify professionals who may be eligible to become a National Certified Counselor (NCC). More information on certification is available at: http://www.nbcc.org/Certification/NCC

The NCE is also used for state licensure as a Licensed Professional Counselor in Connecticut and in many other states. You can find out more about Connecticut’s LPC on the Department of Public Health’s website: http://www.portal.ct.gov/DPH/Practitioner-Licensing--Investigations/Professional-Counselor/Professional-Counselor-Licensing-Requirements Information about exam requirements in other states can be found at http://www.nbcc.org/Search/StateBoardDirectory

Eligibility and registration for the NCE
We do not recommend that you take the NCE until after you have completed the CPCE and received feedback on your performance.

Content of the NCE
The purpose of the NCE is to assess knowledge, skills, and abilities viewed as important for providing effective counseling services. The NCE is designed to be general in nature. It is intended to assess cognitive knowledge which should be known by all counselors regardless of their individual professional specialties.

Although different questions are used for each administration of the examination, the following eight content areas are always covered:
1. Human Growth and Development
2. Social and Cultural Foundations
3. Helping Relationships
4. Group Work
5. Career and Lifestyle Development
6. Appraisal
7. Research and Program Evaluation
8. Professional Orientation & Ethics

In addition, the NCE is based on the following five work behaviors:
1. Fundamentals of Counseling
2. Assessment and Career Counseling
3. Group Counseling
4. Programmatic and Clinical Intervention
5. Professional Practice Issues
Examination Format
The NCE is administered electronically. It is comprised of 200 multiple choice questions and is scheduled for a four-hour period beginning at 9:00 a.m.

A different edition of the NCE is compiled for each administration of the exam. Each administration’s questions are drawn from the NCE item pool which has undergone extensive review and field testing. The entire item pool and format of the NCE is copyrighted. Consequently, any distribution of the examination content or materials through any form of reproduction or oral or written communication is strictly prohibited. Disclosure of examination content is a violation of the NBCC Code of Ethics.

Special Accommodations
Examination administration sites are selected with access for candidates with physical disabilities. If you require special assistance from other individuals, such as readers or recorders, you must request permission from NBCC for the admittance of an assisting individual at the examination site. This request must be made in writing at the time of application.

If you cannot participate in the examination on a Saturday for religious reasons, send a written request with your application to arrange for a special administration of the NCE on the Friday immediately preceding or the Monday immediately following the scheduled administration date.

Four hours are scheduled for the NCE. If additional time is necessary because of special needs or because English is a candidate’s second language, you may request a time extension. This request must be submitted in writing with your application.

Scoring Procedures
Of the 200 items on the examination, only 160 items are scored to determine whether you meet or surpass the minimum criterion (passing) score for that form of the NCE.

The maximum possible score on the NCE is 160. The remaining 40 items on the exam are being field tested to determine their appropriateness for future use. Since the 160 items to be scored are not identified in the exam, you should respond with equal effort to all items. The minimum criterion (passing) score is derived from a modified Angoff procedure. The NCE is not scored on a “curve,” therefore the candidate pool does not determine the passing score.

Examination Results
You will receive preliminary results of your exam when you check out of the exam room. NBCC will send examination results to examinees within eight weeks of the date of the examination. No scores are released by telephone.

NBCC’s score report contains: (1) your number of correct responses for 13 domains on the NCE and your TOTAL SCORE, which is the sum of the correct responses; (2) the group mean and standard deviation for each domain and the total exam; (3) the minimum criterion (passing) score for that form of the NCE. If your TOTAL SCORE meets or exceeds the minimum criterion score, you have passed the NCE. Score reports are mailed only to the examinee at the address provided on the NCC application or Exam Registration Form. It is your responsibility to send written notification to NBCC if there is a change of address.
Your specific examination scores will not be released to a third party without your written permission. Scores cannot be released until all requirements, including fees, are fulfilled. There is a fee charged for sending score verifications to third parties.

Important note: You may not call yourself an NCC until you pass the exam, apply for the credential and are determined by the NBCC to be eligible.

**Final Words on the CPCE and NCE...**
With the correct preparation, we know that you will be ready to do well on these exams. Paying close attention to your classes, program requirements, learning experiences, and caring for yourself and your anxiety level will ensure that you have a satisfactory result on the CPCE and the NCE. We hope that this guide will help you in your journey. Also, please feel free to download the practice questions under CPCE & NCE Practice Exams in the Handbooks section of the CSP website. Please provide CSP Faculty with any comments that you may have about this guide.
Counselor Preparation Comprehensive Exam (CPCE)
Application for Counseling Students

The comprehensive exam in the major field is set by the graduate program concerned and may be scheduled any time after at least two-thirds of the planned program has been completed. A candidate who fails the comprehensive examination may petition the graduate program advisor for a second examination if there are extenuating circumstances. If the petition is not granted, the student will be dismissed from the program (SCSU Graduate Studies Catalog).

Name: ____________________________________________________

Graduate Program: ______ CMHC ______ SC

Email address: _____________________________________________

Comprehensive Exam for _____ Fall _____ Spring _____ Year _________

Steps for Application

1. Check off the courses you have completed to date by putting the GRADE you received in your class on your transcript. Write a P for the courses that you are currently taking. Be sure to use the correct program-specific checklist.

CMHC STUDENTS:

_____ CSP 521 Addictions
_____ CSP 540 Intro to Assessment
_____ CSP 549 Crisis Counseling
_____ CSP 550 Counseling Procedures
_____ CSP 554 Treatment
_____ CSP 568 Lifespan Development
_____ CSP 569 Theories of Counseling
_____ CSP 571 Diagnosis
_____ CSP 572 Career
_____ CSP 578 Multicultural
_____ CSP 595 Orientation & Ethics
_____ CSP 605 Children/Family
_____ CSP 656 Group Counseling
_____ CSP 691 Research
_____ CSP 552 Prac Supervision
_____ CSP 553 Prac Seminar

SCHOOL COUNSELING STUDENTS:

_____ CSP 676 Counseling Internship

_____ CSP 540 Intro to Assessment
_____ CSP 550 Counseling Procedures
_____ CSP 555 Group Dynamics
_____ CSP 568 Life Span Development
_____ CSP 569 Theories of Counseling
_____ CSP 570 School Counseling Svcs.
_____ CSP 572 Career
_____ CSP 573 Counseling for College
_____ CSP 578 Multicultural
_____ CSP 606 Couns. Proc. Children
_____ CSP 656 Group Counseling
_____ CSP 674 Consultation in Schools
_____ CSP 691 Research
_____ CSP 659 Prac Supervision &Seminar
_____ CSP 676 Counseling Internship

2. Return this form to Comps Coordinators Dr. Foss-Kelly (fossl1@southernct.edu) for CMHC students and Dr. Parzych (parzychj1@southernct.edu) for SC students.

3. Follow steps for online registration, as instructed in follow-up communication from the Comps Coordinators.