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Student Handbook
for MSCP and MAP
Graduate Psychology Programs

Rev. 09/04/18

Table of Contents

WELCOME

Welcome to Chatham University's Graduate Programs in Psychology! We are housed in the School of Health Sciences and our primary location is the Eastside Campus. We hope that your experiences in your graduate program are both rewarding and enjoyable.

Our faculty has prepared the handbook to provide important information and documents related to participating in and completing your master's program. The handbook is discussed in courses beginning in the first semester. In addition, as a graduate student, you are expected to read and become familiar with the handbook, and to abide by the guidelines presented in it.

We would like to emphasize that our programs are a community of learners comprised of students, professors, and Chatham University at large. This community represents a microcosm of the larger professional community. Each member of the community is thus expected to treat others in the community with respect, and to demonstrate professional behavior in all settings associated with the programs.

ORGANIZATION OF STUDENT HANDBOOK

The first section of the Student Handbook contains information that is relevant for both MSCP and MAP students. Information about the requirements for the two different degrees is presented in separate sections for each degree. Finally, there are several appendices with documents that a student will need as they move through the program. Depending upon the particular curriculum path chosen, students are also expected to read and follow the guidelines presented in the MSCP Field Placement Supplement. If you have a specific question that is not answered here, please contact your advisor or another member of the faculty or staff.

STATEMENT OF COMMITMENT TO DIVERSITY

The Counseling Psychology program at Chatham University is a community of diverse learners. We believe that learning is optimized in an atmosphere of safety, support, and respect. We strive to create this atmosphere by welcoming community members from the full spectrum of human experience, including diversity in age, class, ethnicity, gender identity, physical abilities, political beliefs, race, religion, sexual orientation, spirituality, and size. We strive to acknowledge the role power and privilege play in our multiple, intersecting identities and to work towards creating a climate of egalitarianism, justice, and affirmation of all persons. We encourage students to challenge themselves to think beyond their current understanding of the world.   As part of our program's commitment to diversity, we endeavor to infuse consideration of multicultural issues into every aspect of our students' graduate training, including classroom instruction, practicum and internship experience, and research.

STUDENT ENROLLMENT OPTIONS

Students may attend the program on either a part-time or full-time schedule. Full-time students follow a set curriculum. Part-time students follow individualized curriculum patterns worked out with their academic advisors. In order to graduate from the program, students must maintain good academic status and must have a cumulative GPA of no lower than 3.0.

STUDENT PORTFOLIOS

Beginning in the first semester, students are expected to create and regularly update professional portfolios. The Portfolio is a graded assignment in PSY501 Foundations of Counseling Psychology. The portfolio should include a current resume, all course syllabi, samples of written work, an unofficial transcript, information related to field placement experiences if relevant, documents about research if relevant, information about references, certificates earned in specialized training or education, and any other documents related to professional training or identity. After starting the Portfolio in PSY501, it is the student's responsibility to maintain the Portfolio through graduation as the included documentation is extremely useful for applying to employment opportunities, state licensure applications, and insurance credentialing.

STUDENT AGREEMENT

All MSCP/MAP students are expected to read this student handbook and abide by the policies and procedures that are detailed within the handbook. Students will follow the academic requirements outlined in the student handbook made available in the semester of entry into the program. Students are expected to follow the university policies and procedures that are issued in the current Chatham University catalog and referenced throughout the handbook. In addition, students are expected to follow the professional performance guidelines and competences that are issued in the student handbook.

In addition, students will have an opportunity to review parts of the handbook in PSY501 Foundations of Counseling Psychology during their first semester in the program. Please feel free to ask program faculty any questions that you may have about the contents of the handbook.

Once you have finished reading the handbook within the first month of entering the program, you are asked to provide your electronic signature. Your electronic signature indicates that you have read and understand the handbook and agree to abide by the policies and procedures.

This signed document will be stored in a DocuSign electronic database within Chatham University and a hard copy will be kept in the student's file within the Graduate Psychology Programs.

Instructions on How to Provide your Electronic Signature

1. Read the Student Handbook
2. Log on to PSY800 or your PSY501 Moodle course shell
3. Find and click on the "Student Handbook DocuSign" link
4. You will receive a validation code in your email
5. Enter validation
6. Complete form and provide your electronic signature
7. Submit the form

Accreditation

The MSCP program is accredited by the Master's in Psychology and Counseling Accreditation Council (MPCAC) http://www.mpcacaccreditation.org/. The MSCP program was granted accreditation in 2017 and received the maximum 10-year accreditation status until 2027. MPCAC accredits programs in psychology and counseling that focuses on counseling competences, science-informed practice, and a clear commitment to multicultural and social justice practices.

The MPCAC accreditation fits well with the faculty and mission of The Masters of Science in Counseling Psychology (MSCP) program, which prepares students for master's-level behavioral health practice and state licensure as professional counselors. The MSCP curriculum is rooted in psychological science and teaches students to use evidence-based practice, cultural competence, and strength-based approaches in their work with diverse clients across a wide variety of professional settings.

MOODLE AND CHATHAM E-MAIL

All MSCP and MAP Program students are expected to regularly check their Chatham e-mail accounts, as all program mail will be sent to this account. For additional information about email options, please contact the Help Desk at 412-365-1112. Most courses in the program will be posted on Moodle, which can be accessed from my.chatham. Students are expected to enroll in the appropriate courses (if not automatically enrolled) on Moodle, and to check these courses on a regular basis throughout the semester. Students are in addition expected to enroll in and to regularly check PSY800 on Moodle. This is a "course" designed for the Masters Psychology Programs. All program information and announcements are available here, as well as the ability for students to e-mail other individual students or everyone in the program. STUDENTS ARE RESPONSIBLE FOR KNOWING INFORMATION THAT IS SENT OUT THROUGH MOODLE AND CHATHAM E-MAILS.

STANDARDS FOR WRITTEN WORK

Coursework in the MSCP and MAP programs requires that students know how to write in a professional voice, with clarity, good organization, and correct grammar, syntax, punctuation, and spelling. Many written assignments in the program also require that students use the writing style and format outlined in the *APA Publication Manual* 6th *Edition* (2009). It is the student's responsibility to maintain skills and knowledge about the use of appropriate APA publication guidelines. Assistance with writing is available through the PACE Center, located on the third floor of the library. Students may also consult with professors about questions.

ACADEMIC INTEGRITY

Academic Integrity is defined as upholding the tenets of the Chatham University Honor Code of intellectual independence, consideration for the rights and wellbeing of others, honesty in all relationships, and personal integrity as they relate to all academic pursuits at the University.The MSCP/MAP programs adheres to the university's policies and procedures regarding Academic Integrity, which is provided in full detail through this link: http://www.chatham.edu/academics/catalog/2016-2017/HonorCode/ Please click on the link and read carefully because the above webpage provides a comprehensive overview of what constitutes academic misconduct, reporting and appeals procedures, and consequences of academic misconduct. The MSCP/MAP faculty takes violations of academic integrity very seriously. If a student is found guilty of a major violation, the MSCP/MAP faculty will recommend dismissal from the program to the Dean of Health Sciences, Dr. Patricia Downey. Additional educational information about Academic Integrity such as proper citation and how to avoid plagiarism can be found on the PSY800 MSCP-MAP Moodle page.

FACULTY AND STAFF OF GRADUATE PSYCHOLOGY PROGRAMS

NAME	EMAIL	PHONE	Eastside Campus OFFICE
Mary Jo Loughran, Ph.D., Associate Professor, Program Director of Graduate Psychology	mloughran@chatham.edu	412-365-2783	2704
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Jennifer Morse, Ph.D., Associate Professor	jmorse@chatham.edu	412-365-1366	2711
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Gina Zanardelli, Ph.D., Associate Professor, Field Placement Coordinator	gzanardelli@chatham.edu	412-365-2479	2712
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More in-depth faculty profiles can be found at: https://www.chatham.edu/mscp/faculty.cfm

GENERAL POLICIES AND PROCEDURES for MSCP/MAP Programs

THE ADVISING RELATIONSHIP

Advising is an important part of all students' educational experience and professional development. The advising relationship serves as a model for other professional relationships in the counseling psychology field. The faculty member and student share a responsibility to be open in their communication and proactive in problem-solving. We believe that students bring strengths into our program and as such, there is a reciprocal learning process that occurs in the advising relationship.

Incoming students are initially and temporarily advised by the Masters Programs Coordinator or the PsyD Director of Training. Early in the student's first semester, they will be assigned a permanent academic advisor from among the Graduate Psychology faculty based on mutual professional interests and faculty availability. While the advising relationship is an important one, the advisor-advisee assignment does not restrict the student in terms of interactions with other faculty. The student is encouraged to develop scholarly and mentoring relationships with other faculty as is appropriate for the student's professional development.

Students should meet with their advisors at least once per semester to obtain approval for registration for the following term. Advisors are also available by appointment to discuss academic and program-related issues throughout the semester as well as professional development topics such as career goals. Students are responsible for using the Advising Form and the Course Sequencing Form in the Appendix to plan their scheduling of courses with advisors.

The Advisor's Multiple Roles: As a full-time faculty member across three graduate psychology programs, your advisor will likely hold many roles in relation to each student such as Instructor, Mentor, Advocate and Gatekeeper. The roles often overlap and are not mutually exclusive. As a mentor and advocate, the advisor is the student's first point of contact for programmatic questions and concerns as well as to complete any academic paperwork requiring an advisor's signature. The advisor serves as an important mentor to the student, passing on career advice, providing academic problem-solving, applying their strengths in meaningful ways, and further socialization to the professional field of counseling psychology. The advisor may pass along feedback to the student, although the student may receive feedback about their professional development and meeting the program competences by any faculty, in particular, faculty that are their course instructors.

The advisor may also advocate on behalf of a student depending on their needs such as informing students about available university resources and supports, helping students to acquire a desire practicum site, and/or guiding the student through academic policies and procedures.

Students may not be familiar with the gatekeeper role. As gatekeepers, every faculty member ensures that all students meet and maintain program competences and professional standards in order to be a professional in this field. The advisor is a gatekeeper to the public as a faculty member, meaning that each faculty member has a mission to train ethical and competent counselors and psychologists who will help others and do no harm. Balancing the multiple roles may create tension at times in the student-advisor relationship. It is important that both the faculty member and student are open and honest in professional communication as well as sharing a responsibility to address and resolve any tensions.

Changing Advisors: Students are assigned an academic advisor during their first semester in the program. However, a student's advisor may change depending on the student's career goals, academic interests, fit with a faculty, change in faculty within the department, and for other reasons. The student may change advisors by initiating a conversation with their current advisor about the desire to change and by gaining

approval by the faculty member that they desire to change to. For most situations, final approval for changing advisors requires agreement between the student's current advisor and desired advisor.

Please note: If a student requesting an advisor switch is currently on a professional growth plan or remediation plan, their request will be taken to the Program Director and full faculty for discussion and final decision-making. It is possible that a request under such conditions would be denied.

If a student has concerns about their advising relationship, the following steps should be taken:

1. The student should first discuss their concerns with the advisor. There are many benefits to open dialogue with an advisor, and ideally, should be done as early as possible. Sometimes concerns are remediated with this step and no further action is necessary.

2. If concerns about the advising relationship persist after the first step, and/or if the student wishes to change advisors for other reasons (for example, because of a change in professional or scholarly interests), the student should contact the DOT/Masters Coordinator. The DOT/MC will discuss with the student possible ways to address the student's needs. As part of this process, the DOT/MC may consult with the student's advisor and/or the program director.

If the student's advisor is the DOT or Masters Coordinator and does not feel comfortable discussing concerns about their advising relationship, the student should consult with the Program Director.

3. If a change in advisor is deemed necessary, then the process for matching student to advisor will begin again.

Confidentiality in Advising: The advising relationship may include the disclosure of private and/or sensitive information. There is an important distinction between confidentiality and privacy. Indeed, counseling psychology education and training often requires some level of reflection, awareness-raising, and disclosure by students. While students may at times choose to share personal information with advisors and/or other faculty members, it is important for students to know that conversations with advisors are not confidential.

Sharing of student information is done with care and when it is pertinent to the student's safety, ability to progress in the program, and perform the competences across professional activity. For example, disclosures that have Title IX implications must be reported by faculty. It is important for students to know that all faculty are mandated reporters under Title IX, which includes instances of students being the victim of sexual misconduct (www.chatham.edu/titleix).

Further, the faculty meet regularly to discuss the academic and professional progress of all students in the program. Those faculty meetings are forums where appropriate information from the advising relationship may be disclosed and discussed. Information about students is shared discreetly and only as it is relevant to the student's situation in the academic program. Students should also be reassured that any interactions with faculty members will be handled with dignity, honor, and respect.

RELEVANT UNIVERSITY POLICIES

Credit Transfers – Graduate Programs: Please refer to the Chatham University Catalog for information related to the Chatham University Credit Transfers Policy at: http://www.chatham.edu/academics/catalog.cfm

Academic Integrity: Please refer to the Chatham University Academic Integrity Policy at: https://www.chatham.edu/academics/catalog/2018-2019/HonorCode/

Course Registration Policy: Please refer to the Chatham University catalog for information related to the Chatham University Course Registration Policy at: http://www.chatham.edu/academics/catalog.cfm

Disability Policy: Please refer to the Chatham University Catalog for information related to the Chatham University Disability Policy at: http://www.chatham.edu/academics/catalog.cfm

Title IX: Please refer to the Chatham University Catalog for information related to Title IX: https://www.chatham.edu/about/administration/titleix.cfm

Health Insurance: Please refer to the Chatham University catalog for information related to the Chatham University Health Insurance policy at: http://www.chatham.edu/academics/catalog.cfm

Statute of Limitations: Students enrolled in a graduate program must complete all degree requirements within six years after the date of first enrollment in the program. A student may submit a Petition for Exception form to the appropriate Program Director and faculty advisor, for exceptions for a limited period if such extension is sought prior to the six-year limit expiration. Other factors may impact the decision such as a medical leave. Students must be enrolled in consecutive semesters to remain active. The university's registrar office will inactivate a student's account if not enrolled in consecutive semesters.

Transfer Credits: Graduate Degree-seeking Chatham University students may earn no more than 20% of their degree requirements through the use of Prior Learning Assessment (PLA) or transfer courses. PLA credit may be awarded either through the development of a portfolio or by attaining a passing score on a challenge exam. All requests for PLA credit must be made in writing to the appropriate program director. Chatham University will not typically accept credits in transfer that were completed more than 5 years prior to admission to a graduate program at Chatham University. PLA or Transfer of Credit may only be awarded for learning acquired prior to matriculation. Per each program director, PLA may be unavailable or restricted. Please consult with each program director or the Director of Academic Support and PLA for a complete list of approved courses. Any PLA credit assessed will incur a fee in the amount of 50% of the graduate per-credit tuition rate plus college fee. Students will be billed at the time that credit is awarded. The awarding of credit for prior learning occurs upon review of a successful portfolio or other appropriate means and does not coincide with the scheduled offering of a course.

CONSIDERATIONS FOR SOCIAL MEDIA USAGE

Social media is an integral part of our culture, and for many, our daily lives. Social media is, however, an inherently public platform, built on the very idea of sharing. Keep this in mind and remember when using social media that almost everything you do or say is (or can be made) public. The reality is that with digital content today, there truly is no such thing as a private conversation since what you say or do on social media can be easily shared, screen captured and/or forwarded to others (even if you thought it was a private conversation). It is also a very real possibility that what you post today will continue to turn up years from now on the Internet during and after your time in graduate school.

Personal Responsibility
As you would in face-to-face individual or group conversations, use your best judgement in all that you choose to do or say on social media. You are responsible for what you post and can be held legally responsible by individuals and organizations for violating the law with posts that are threatening, obscene, a violation of intellectual property rights or privacy laws, libelous or otherwise injurious or illegal. In addition, these types of posts can also make you subject to disciplinary actions of the University Student Honor code and other applicable university policies and standards of conduct.

Privacy and Confidentiality of Clinic and Classroom Settings
It is your responsibility to ensure that your postings on social media do not in any way violate the privacy or confidentiality of clients or clinics in which you are completing field placements. Likewise, you are responsible for contributing to the safety and integrity of the shared learning environment within the

classroom and university setting. As such, it is important to refrain from posting information that could potentially identify a client or classmate from clinic and classroom environments in which you train. Such posts can violate HIPAA/FERPA privacy and confidentiality laws, and may undermine the safety and integrity of the classroom learning environment. These may, moreover, represent a violation of professional behavior standards as articulated in the PsyD handbook and the Chatham University Student Honor Code, and as such may lead to disciplinary actions by the program and/or university.

PROFESSIONAL AND STUDENT ASSOCIATIONS

Students are expected to take an active role in the operation of the program. On an informal level, students are welcome to provide feedback and suggestions to faculty members about the program, new program initiatives or student engagement opportunities. Likewise, students are encouraged to share ideas about program improvements with the Field Placement Coordinator, PsyD Training Director and Director of Graduate Psychology Programs.

Likewise, student involvement is also welcome and expected during the admissions process. Current students will take part in the interviewing of prospective students. Finally, students are encouraged to become involved in the student groups at Chatham University and professional organizations, which are listed below.

Graduate Psychology Student Advisory Council: On a formal level, each year a group of PsyD and Masters students will be asked to nominate themselves to serve as student representatives on the Graduate Psychology Student Advisory Council. Student representatives from all programs will meet on a quarterly basis with the PsyD and Masters Program Training Directors to provide student feedback, suggest novel initiatives or trainings, facilitate student engagement, and serve as liaison to the Graduate Student Assembly (GSA) and the School of Health Sciences. As needed, student representatives may also be asked to join departmental faculty meetings for discussion and input on current program issues or student concerns.

American Psychological Association Student Memberships: Students in the MSCP and MAP programs are eligible for student affiliate memberships in the American Psychological Association. Student affiliates receive several publications of interest, including *"The Monitor on Psychology"* and *"GradPsych,"* a publication specifically geared to address issues pertinent to graduate students in psychology. Information may be obtained at www.apa.org .

APA Division 17 - Counseling Psychology http://www.apa.org/about/division/div17.html

Pennsylvania Counseling Association http://www.pacounseling.org

Pennsylvania Psychological Association http://www.papsy.org

Alliance for Professional Counselors: The Alliance for Professional Counselors (APC) is a new membership organization within the counseling profession dedicated to promoting the inclusion of all qualified counselors in licensure, certification, employment, and insurance reimbursement. We are committed to promoting excellence, informed by the best available evidence, in practice and policy. More information can be found at: https://apccounseloralliance.org/

Psi Chi – Psychology Honorary Association: Psi Chi is the National Honor society in Psychology. Membership in Psi Chi is an earned honor which is for life. A permanent record of your membership is preserved at the Psi Chi National Office and may be used for reference purposes such as applications for graduate school and jobs. The Psi Chi national membership fee is $65. This one-time fee is for lifetime membership, a certificate suitable

for framing, and a membership card. Please contact Deanna Hamilton at dhamilton@chatham.edu or 412-365-1176 with any questions. Applications and additional information are available at www.psichi.org.

Graduate Student Assembly: The purpose of the Graduate Student Assembly (GSA) is to improve graduate student life at Chatham University; to promote interaction among all graduate students; to bring graduate students into a more active participation within their departments; to act as the representative body for the graduate students and to present their views to the administration, faculty, and undergraduates; and to enhance the quality of education available at Chatham University by helping to program campus-wide events and activities which enrich our community through creating on-campus programming of lectures, workshops, and seminars from professionals outside of our University and by helping to enable graduate students to seek professional development through the help of our professional development fund. GSA is made up of two representatives from each Graduate Program, but all graduate students are welcome to attend GSA meetings or are encouraged to share their thoughts/ideas/concerns with their programs GSA representatives. More information about the GSA and the graduate student experience can be found at:
http://www.chatham.edu/campuslife/graduatelife/

EVALUATION OF MSCP/MAP STUDENTS

Students in the MSCP and MAP programs are evaluated in an ongoing fashion with regard to academic performance and professional behavior. The following sections describe the expectations and the processes of evaluation.

Please note: **Admission to the MSCP or MAP program does not guarantee graduation from the program**. The faculty members of the graduate psychology programs support excellence in both academic work and professional behavior. Thus, during your time at Chatham, as you progress through your program, you and every other student will be evaluated in terms of academic ability and professional performance, as outlined in the student handbook. In the event that a student's professional behavior or academic performance does not meet program standards, then due process will be followed, as described in the student handbook.

GRADING SYSTEM

The student is expected to demonstrate by performance in academic courses that he/she has the conceptual abilities and knowledge base necessary to become an effective counselor. In order to successfully progress through the MSCP or MAP degree, a student must earn and maintain at least a 3.0 GPA, with no grades below B-.   Specific course expectations and grade policies are described in the syllabus of each class.
Grading in academic classes follows Chatham University guidelines for graduate level courses:

Grade	Points	Description		Grade	Points	Description
A	4.00	Excellent		F	0	No credit
A-	3.67			P	Pass, minimal value B-	
B+	3.33	Satisfactory				
B	3.00			NG	No credit	
B-	2.67			I	Incomplete work	
				W	Withdrawal from course	
C+, C, C-, or below		Course must be repeated				

When a student's GPA falls below a 3.0 for a semester will be notified along with the advisor and will be placed on academic probation. Any course in which a student earns a grade lower that B- must be repeated. A student who is on academic probation and fails to make a 3.0 for the next semester, or fails to have a 3.0 GPA overall after two semesters, will be dismissed from the program. A student is allowed to repeat only two

courses, but each course only once. The second grade in the repeated course will be calculated in the student's cumulative GPA, this grade must be a B- or better. When a graduate student repeats a course, the transcript shall record both enrollments and both grades, but only the second grade shall be included in the calculation of the GPA If the repeated grade earned is less than a B-, the student will be dismissed from the program. All dismissals may be appealed to the Dean within one week of the end of the term.

Practicum and Internship classes are graded on a Pass-Fail basis. According to the field placement handbook, a grade of "Pass" requires the following:

> A grade of **P** indicates that in addition to completing all course requirements in a timely and professional manner, the student has demonstrated strong counseling skills, above average standards of professional and personal behavior, a willingness to learn, and a commitment to the counseling profession. A grade of **F** will be earned when the requirements have not been accomplished in an acceptable and timely manner. The faculty supervisor, in consultation with the site supervisor, assigns grades.

Please see the field placement handbook for more information about this.

PROGRAM LEARNING OUTCOMES & COMPETENCIES

The following learning outcomes and competencies are prescribed by MPCAC 2017 Standards. Students will be evaluated on these standards in their corresponding coursework and field placements. The student's academic advisor will collate that information along with field placement evaluations (when applicable) and a review of the student's transcript for an annual review of the evaluation with the student. The advisor will share this evaluation with the student and will provide an opportunity for the student to indicate (via signature) their receipt of the evaluation.

A. **Professional identity, and ethical and professional standards**
  1. *Ethical/Legal Standards and Policy:* Demonstrates knowledge and application of ethical concepts, and awareness of legal issues regarding professional activities with individuals, groups, and organizations
     a. Knowledge of ethical, legal and professional standards and guidelines: Demonstrates knowledge and understanding of relevant ethical/professional codes, standards and guidelines, laws, statutes, rules, and regulations
     b. Awareness and application of ethical decision making: Recognizes situations that challenge adherence to professional values and applies an ethical decision-making model to ethical dilemmas
     c. Ethical Conduct: Integrates ethical values into professional conduct
  2. *Professional Values and Attitudes:* Exhibits behavior and comportment that reflect the values and attitudes of counseling and psychology
     a. Evidences adherence to professional values throughout professional work
     b. Demonstrates understanding of counseling and psychological practice as an applied behavioral science
     c. Maintains professionally appropriate communication and conduct across different settings
     d. Assesses personal accountability and accepts responsibility for own actions
     e. Demonstrates concern for the welfare of others
     f. Displays an appropriately defined professional identity

B. **Evidence-based theories and practice of counseling and psychotherapy**

1. *Knowledge:* Demonstrates knowledge of individual and group theories of counseling and psychotherapy consistent with program orientation and goals
2. *Relationships:* Relates effectively with individuals, groups, and communities
   a. Forms and maintains productive and respectful relationships with clients, peers/colleagues, supervisors, and professionals from within and across disciplines
   b. Demonstrates understanding of counseling and psychological practice as an applied behavioral science
   c. Negotiates differences and handles conflict satisfactorily
   d. Provides effective feedback to others, receives feedback non-defensively, and integrates feedback appropriately
   e. Communicates clearly using verbal, nonverbal, and written skills in a professional context; demonstrates clear understanding and use of professional language
3. *Intervention:* Applies evidence-based intervention and prevention strategies designed to alleviate suffering and to promote health and well-being of individuals, groups, and/or organizations (e.g., career, group, family, and/or systems-level interventions)
   a. Formulates and conceptualizes cases; plans and implements interventions utilizing at least one consistent theoretical orientation
   b. Displays skills in developing the therapeutic alliance
   c. Evaluates intervention progress and modifies intervention or prevention strategies on the basis of evaluation of clients' or groups' progress and/or client feedback

C. **Multiculturalism and diversity**
Demonstrates knowledge, self-awareness, and skills in working with individuals, groups, and communities who represent various cultural and personal backgrounds and characteristics
   1. *Knowledge and Self-Awareness:*
      a. Demonstrates knowledge and awareness of self, as shaped by individual and cultural diversity (e.g., cultural, individual, and role differences, including those based on age, gender, gender identity, race, ethnicity, culture, national origin, religion, sexual orientation, disability, language, and socioeconomic status) and context.
      b. Demonstrates knowledge and awareness of others, as shaped by individual and cultural diversity and context.
   2. *Skills:* Applies knowledge of self and others as cultural beings in assessment, treatment, consultation, and all other professional interactions; is able to work effectively with diverse individuals in assessment, treatment, and consultation.

D. **Theories of psychopathology and relevant classification systems**
   1. *Knowledge:*
      a. Demonstrates knowledge of theories of psychopathology, including but not limited to, biological and sociocultural theories
      b. Demonstrates knowledge of classification systems of behavior and evaluates limitations of those systems
   2. *Skills:* Applies concepts of normal/abnormal behavior to case formulation, diagnosis, and treatment planning in the context of stages of human development and diversity

E. **Tests, measurements, and other assessments of behavior**
   1. *Knowledge:*
      a. Demonstrates knowledge of content, reliability and validity, and purposes of assessment measures frequently used by counselors and psychological practitioners.

  b. Evaluates strengths and limitations (including cultural limitations) of administration, scoring, and interpretation of assessment measures.
 2. *Skills:* Selects and utilizes appropriate assessment measures across domains of functioning, practice settings, and cultural groups.

F. **Research methods and program evaluation**
 1. *Knowledge:*
  a. Demonstrates knowledge of scientific methods commonly used by counselors and psychology practitioners in their clinical work
  b. Demonstrates knowledge of use of scientific methods to add to the knowledge base of counseling and psychology
  c. Demonstrates knowledge of application of scientific methods to evaluating practices, interventions, and programs
 2. *Skills:* Critiques published research effectively

G. **Career development and/or the role of work in peoples' lives**
 1. Demonstrates knowledge of the role of work in peoples' lives
 2. Demonstrates understanding of the development of work and career choices across the life span

H. **Biological basis of behavior**
 1. Demonstrates knowledge and understanding of the relationship between biological factors and human functioning

I. **Developmental basis of behavior**
 1. Demonstrates knowledge and understanding of human development, wellness, and learned bases of behavior across the lifespan.

J. **Social/organizational/community basis of behavior**
 1. Demonstrates knowledge of individuals in the context of their environment and how the environment (e.g., geographical, ideological, demographic, familial, institutional) affects functioning. Demonstrates understanding of the use of systems changes (whether by prevention or intervention) to enhance the functioning of individuals, families, groups, organizations, and/or institutions.

K. **Understanding and use of supervision during applied experiences**
 1. *Knowledge:* Demonstrates understanding of the role and practice of supervision.
 2. *Skills*
  a. Responds appropriately to supervision
  b. Engages in reflective practices by synthesizing supervisor feedback and experience in applied work
  c. Engages in appropriate self-care strategies

The A-K Standards from MPCAC serve as the foundation for the annual evaluation of our MSCP and MAP students.

STEPS FOR PROFESSIONAL PERFORMANCE REMEDIATION

The evaluation process is intended to be collaborative and educational with the student even in remediation situations. Refusal to sign forms, not showing up for scheduled meetings, and resistance to implementing

feedback will be documented by relevant program faculty. Such behaviors may not be considered grounds for future appeals.

If there are concerns about a student's professional behavior in the academic and/or field placement setting(s) at any point in the program, the following steps will be implemented:

1. A Professional Performance Evaluation-Short or Field Placement form will be completed by faculty. The Professional Performance Evaluation (PPE) short form. The PPE will be completed by relevant program faculty and/or site supervisor and reviewed with the student. The PPE assesses the following professional performance domains:

   ● **Communication skills and abilities**: Establishing a working alliance with professors and peers; demonstrating effective verbal and non-verbal communication skills in the classroom; contributing to the creation of a safe learning environment based on courtesy and respect for others.

   ● **Professional responsibility**: Conducting self in ethical manner; relating to peers, professors, and others consistent with stated professional standards; demonstrating sensitivity to real and ascribed differences in power – not exploiting or misleading people; demonstrating personal responsibility in academic work, completing work on time, attending all classes and arriving on time, and producing work consistent with course and program expectations.

   ● **Competence**: Meeting university and program standards for academic competence; taking responsibility for compensating for own deficiencies.

   ● **Maturity**: Demonstrating appropriate self-control in relationships with faculty, peers, others; demonstrating honesty, fairness, respect for others; demonstrating self-awareness and the effect of self on one's work; demonstrating ability to receive, integrate, and use feedback from peers, teachers, supervisors; exhibiting appropriate levels of self-confidence, assurance, and trust in own ability; following professionally recognized conflict resolution processes, seeking to resolve issue first with individual(s) with whom conflict exists.

   ● **Integrity**: Refraining from making false, misleading, or deceptive statements; avoiding improper or potentially harmful dual relationships; respecting fundamental rights, dignity, and worth of all people; respecting rights of individuals to privacy, confidentiality, and choices re: self-determination and autonomy; respecting cultural, individual, and role differences.

2. The faculty and student meet to discuss the concerns with the student and review the relevant PPE form for specific areas of concern.

3. The faculty and the student jointly outline a written professional growth or remediation plan that addresses the areas of concern. The student, faculty, and program director sign the PPE form and written professional growth or remediation plan.

A professional growth plan is put in place when a student needs to further develop a professional competency. A professional growth plan includes identifying the concern(s) and desired outcomes, establishing action steps to address the concern(s) and achieve the desired outcomes, and implementing a process of accountability within a specified timeline.

A remediation plan is an indicator of a more significant concern and entails a slowing down in the program. For example, a student may experience a delay to engage in a Practicum because of a remediation plan. A

remediation plan includes similar components to the growth plan - identifying the concern(s) and desired outcomes, establishing action steps to address the concern(s) and achieve the desired outcomes, and implementing a process of accountability within a specific timeline. Consequences of a remediation plan may be beyond academic coursework to suspension of clinical activity and training. In addition, post-graduation, some health insurance paneling and licensure applications may inquire about any disciplinary actions while a professional or student.

The faculty and student schedule follow-up meetings to track progress and address areas of concern. If the student meets the criteria of the professional growth/remediation plan and the concerns have been sufficiently addressed, the student will be notified in writing that they have successfully completed their professional growth/remediation plan. Further meetings between the student and the faculty will occur as needed or requested by the student.

If the areas of concern persist or a new area of concern emerges, the student will receive a written warning that they may be dismissed from the program or another disciplinary consequence is likely to occur. The student must acknowledge receipt of this written warning and demonstrate that he/she understands the areas of concern and potential consequences by signing the written warning.
Failure to address the concerns on the professional growth/remediation plan may result in dismissal from the program, a hold on practicum, or other consequences as decided by the graduate psychology faculty and Dean of the School of Health Sciences. Refusal to sign forms will be documented and will not be considered grounds for future appeals. Remediation actions will proceed without the student's signature.

Automatic Program Dismissal: There are instances in which a student may egregiously violate the professional ethical code, violate the university's honor code, engage in criminal behavior, and or disregard other university and programmatic policies that result in immediate dismissal from the program. In addition, students may fail to meet the requirements of a remediation plan and as a result, be dismissed from the program. All decisions about student dismissals from the program are voted on by the entire graduate psychology faculty. Students will be notified about their dismissal in writing. Students who are dismissed from the program may appeal that decision using the appeal procedures outlined in the Chatham University Catalog (www.chatham.edu/academics/catalog.cfm). See Appendix C for complete details.

ACHIEVING APPROVAL & ELIGIBILITY FOR PRACTICUM

Starting Practicum is a significant step in the students' academic progress and clinical training and an indicator that the student is in good academic standing within the program. Students achieve approval to start practicum in the program by meeting these benchmarks:
1. Maintaining a GPA of at least 3.0
2. No areas of concern on the PPE evaluations and annual evaluation forms
3. Completion of the eight (8) Prerequisite courses to start Practicum
4. Successful completion of the Pre-Practicum Ethics Exam
5. Academic advisor signing a completed Practicum Application Form

If students do not initially meet those benchmarks, there are other possible outcomes:
- **Hold on starting Practicum** – If a student is placed on "hold" for starting practicum, the student and their advisor, with input from the program faculty, will develop a professional growth plan or remediation plan to address any deficiencies with the student's professional performance and to promote the student's readiness to advance in the MSCP or MAP program.   The student's professional growth or remediation plan will be documented in writing and signed by the student, the student's advisor, and the program director. The signed document will be stored in the student's

file. If a student does not meet professional performance criteria after the given timeline, they will be subject to continued hold and possibly, when circumstances merit, dismissal from the program

- **Denial of starting Practicum** – If the student has demonstrated significant professional performance deficiencies and/or academic concerns, the student will not be allowed to start a Practicum and may not continue in the program. Students who are denied Practicum may appeal that decision using the appeal procedures outlined in the Chatham University Catalog **(my.chatham > documents > academic affairs).**

- **Revocation of Practicum** - If a student who is on a Practicum while in good academic status exhibits significant problems in professional performance in academic and/or field placement settings at a later time point, the student's Practicum status may be revoked and the student may be required to complete a professional growth plan or may be dismissed from the program, depending upon the particular situation. If the student fails to meet the professional behavior standards outlined on the remediation/professional growth plan, then the student will be dismissed from the program.

A hold, denial, or revocation of Practicum is often the result of a significant professional performance concern. In addition to feedback from the annual evaluation, the emergence of a professional performance concern will also be assessed using the Professional Performance Evaluation – Academic/Field Placement Settings (PPE).   If a student who has become practicum eligible but has exhibited significant problems in professional performance in academic and/or field placement settings, the student's eligibility may be revoked and the student may be required to complete a professional growth plan or may be dismissed from the program, depending upon the particular situation. If the student fails to meet the professional behavior standards outlined in the handbook after the period of remediation under the professional growth plan, then the student will be dismissed from the program. Students who are dismissed from the program may appeal that decision using the appeal procedures outlined in the Chatham University Catalog (www.chatham.edu/academics/catalog.cfm). See Appendix C for complete details.

NOTIFICATION OF HOLD OR DENIAL OF PRACTICUM ELIGIBILITY
 "Hold" or "Denial" decisions will be communicated to the student in a timely manner relative to their current stage in the program.
- A student whose practicum eligibility has been placed on "hold" will receive notice of this through the Chatham e-mail account. The student must contact the advisor within two weeks to meet to begin the development of the remediation plan.
- A student whose practicum eligibility has been denied will receive notice of this through the Chatham e-mail account.

Removal of Hold
Students with a "hold" status may be reconsidered for practicum upon meeting academic and remediation criteria. Removal of a student's hold is initiated by the student's advisor after the student has demonstrated sufficient progress with meeting the criteria on the professional growth plan and has continued to meet the academic criteria of the program. The advisor will discuss the student's progress with the entire program faculty for a vote. The results of the program faculty vote determine if the hold is removed or maintained. If the hold is maintained, the student will be given a written rationale and specific feedback on how to make the necessary progress that would support a hold removal.

CHATHAM UNIVERSITY APPEALS OF ACADEMIC REGULATIONS

Students who are dismissed from the program may appeal that decision using the appeal procedures outlined in the Chatham University Catalog. Please see the Chatham University Catalog at the following link for information about appeals: http://www.chatham.edu/academics/catalog.cfm

CONFLICT RESOLUTION AND GRIEVANCE POLICIES

Students may encounter a variety of problems over the course of their time in the program. Many such problems or conflicts can be resolved in an informal manner, utilizing professional communication skills and proactive problem solving. An important aspect of professional development for counseling psychologists includes cultivating the ability to manage difficult communications; thus, faculty are committed to providing support and guidance to students in this arena. Below we outline steps for resolving conflicts that arise. In some instances, including situations in which informal conflict resolution steps provide unsatisfactory results, students may elect to file a formal grievance. A formal grievance represents a written petition brought by a student who believes that their rights have been denied or violated because of arbitrary, capricious, malicious or otherwise improper actions of an individual at Chatham, including actions that are in direct violation of established university or program policies. Note that grievances that are specific to appeals regarding grades in academic courses should be filed in accordance with Chatham's catalogue guidelines for Academic Grade Appeals (see https://www.chatham.edu/academics/catalog/2017-2018/academicaffairs/).

Guidelines for filing other types of grievances within the MSCP and MAP programs are articulated below.

Steps for Informal Conflict Resolution

1. When appropriate, the first step to resolving a conflict should include speaking directly with the person(s) with whom the student is experiencing a problem, to clearly yet professionally communicate their concern and explore potential solutions. Most conflicts can be resolved during this first step with positive and collaborative communication.

2. In situations in which approaching the individual with whom the student has a conflict does not produce satisfactory results, students are encouraged to consult with their academic advisor regarding their concern and the steps (if any) they have taken to address it. At this stage, advisors will often suggest additional strategies for collaborative communication and informal conflict resolution.

3. If the conflict is not resolved to the student's satisfaction after engaging in steps 1 and 2, the student is directed to schedule a meeting with the Masters Programs Coordinator (MPC). During this meeting, the student should be prepared to articulate their concern, discuss the steps they have taken to date to pursue informal conflict resolution, and to articulate their desired outcome(s). Following this initial meeting, the MPC may gather additional information from relevant parties, and may share relevant information with the Program Director and Graduate Psychology faculty, if indicated. A follow-up meeting will be scheduled with the student within 14 days of the initial MPC meeting to discuss final MPC findings and recommendations. If, at this point, the student is dissatisfied with the MPC recommendations, and believes that they have grounds for a formal grievance, guidelines for submitting a formal written grievance to the Program Director will be discussed.

Steps for Submitting a Formal Grievance

1. If the informal conflict resolution steps 1 – 3 (above) do not resolve the conflict to the student's satisfaction, the student may submit a formal written grievance to the Program Director. This grievance documentation should include the following information:
   a. Identify the conflict or concern that has led the student to believe that their rights have been denied or violated in an arbitrary, capricious, malicious or otherwise improper manner, or that violates established university or program policies
   b. Describe steps that have been taken to address the issue to date
   c. Clarify desired outcome(s) that would satisfactorily address the issue for the student

Upon receipt of the student's written grievance, the Program Director will solicit further information from relevant parties, as necessary, and will consult with the faculty for input for resolving the conflict at the next Graduate Psychology Faculty meeting. Within 14 days of receiving the written grievance, the Program director will meet with the student to review the grievance and relevant documentation, and to discuss potential outcomes. Within 7 days of this meeting, the Program Director will provide a written response to the student outlining the complaint and the resulting decision.

2. If the student is dissatisfied with the Program Director's decision, they may submit a written letter of appeal to the Dean of the School of Health Sciences. The letter of appeal must be submitted by the student within 7 days of receipt of the Program Director's decision letter, and should include documentation similar to that submitted in the initial grievance (see 1a-c, above) as well as a statement indicating why the student does not agree with the Program Director's formal decision. No new information may be introduced at this stage of the appeal process. The Dean will review the appeal letter and relevant documentation, and may solicit further information from relevant parties, as necessary. The Dean will then provide a written decision to the student within 10 days of receiving the written appeal.

3. As above, if the student is dissatisfied with the decision of the Dean of Health Sciences, the student may appeal the Dean's decision to the Vice President of Academic Affairs (VPAA). This letter of appeal must be submitted by the student within 7 days of receipt of the Dean's decision letter, and should include documentation similar to that submitted in the previous appeal. The VPAA may gather additional information from relevant parties, as necessary, and will submit a formal decision letter to the student within 10 days of receiving the written appeal. The decision of the VPAA will be considered binding.

STUDENT AWARDS

We are proud of the great work that our students to within and outside of the Chatham University community. Each year, at the end of the spring semester, we honor those students who demonstrate exemplary work with 5 awards.

Drs. Deanna Hamilton and Anthony Isacco are the Student Awards Co-Coordinators
dhamilton@chatham.edu; Eastside 2702 and aisacco@chatham.edu; Eastside 2703

I. **Student Researcher Award**: Awarded to student who is involved in research at Chatham University and demonstrates excellence as a researcher.

II. **Student Practitioner Award**: Awarded to student who is doing a field placement/practicum/internship and demonstrates exceptional clinical competences above and beyond the standard requirements.

III. **Health and Sustainability Award**: Awarded to student who has exhibited excellence in service, scholarship, practice, or other educational activities that promote and advance issues of healthy and sustainable individuals, families, and communities.

IV. **Leadership in Psychology Award**: Awarded to student who has exhibited excellence in service, scholarship, practice, or other educational activities that promote and advance psychology and counseling.

V. **Advocacy and Community Engagement Award**: Awarded to student who has exhibited excellence in activities and efforts that promote healthy change and positive engagement and outreach in their community.

Application Criteria for each award:

1. Nomination (may come from self, professor, supervisor, advisor, employer)
Send an email to one of the Student Award Co-coordinators indicating the person who you are nominating and for what award. For example: *"I nominate Sophia Isacco for the Leadership in Psychology Award."*

2. Updated Resume/CV of the nominated person (*The nominator/nominated person is responsible for sending us the Resume/CV)*

3. Turn all application materials in together to either Dr. Deanna Hamilton or Dr. Anthony Isacco by **the announced deadline** (typically in April).

MSCP PROGRAM

MSCP PROGRAM - MISSION AND DESCRIPTION

Program Mission
The mission of the Master of Science in Counseling Psychology Program at Chatham University is to train students from diverse backgrounds to be competent and ethical counselors who integrate a science-informed perspective with a strength based approach to practice. We seek to develop counselors who embrace the multicultural and social justice counseling competencies with diverse populations across a wide variety of settings. Psychological science serves as the foundation for training competent counseling practitioners who are eligible for state licensure. We aspire to prepare graduates for entry level practice who demonstrate a commitment to lifelong learning.

Program Description
The Master of Science in Counseling Psychology (MSCP) prepares students for master's level positions in professions promoting the optimal development of individuals, families, groups, organizations and communities. Graduates of the program will be ready for employment in agencies providing mental and physical health services, social services and other educational, professional, and business organizations. The psychology-based curriculum integrates theoretical foundations, experiential perspectives, and research methodologies with practice. In addition, students learn to assess persons in their familial and social contexts, design strategies for change, and evaluate the effectiveness of those interventions. Students are further encouraged to be mindful of the socio-cultural diversity of individuals, families, and groups.

ACCREDITATION

The MSCP program is currently accredited by the Master's in Psychology and Counseling Accreditation Council (MPCAC) http://www.mpcacaccreditation.org/. Chatham's MSCP program is MPCAC accredited because it reflects the mission, values, and standards of our program. Further, as state licensing boards increasingly require graduation from "accredited programs," MPCAC offers an alternative to other accreditations. Please note that the *Commonwealth of PA does NOT require graduation from a program with any specific accreditation to become licensed*.   Nonetheless, we are very excited and proud about this accreditation status.

ETHICAL GUIDELINES

The MSCP program teaches students to adhere to professional ethics for mental health professionals. The American Psychological Association (APA) and American Counseling Association (ACA) are the two most prominent professional organizations that have developed ethical codes for mental health professionals – professional counselors and psychologists. The two codes of ethics have many similarities. The MSCP faculty draw from both codes in courses and other curriculum instruction. Of note, the ACA ethical code is more directly tied to the LPC and therefore, additional curriculum attention is given to the ACA ethical code. Links to both codes are provided below:

American Psychological Association (2010): http://www.apa.org/ethics/code/

American Counseling Association (2014): http://www.counseling.org/Resources/aca-code-of-ethics.pdf

MSCP DEGREE REQUIREMENTS

The Master of Counseling Psychology degree requires completion of 48 credit hours of coursework, including field placements (Practicum and Internships I and II). While Chatham confers a Master of Science in Counseling Psychology degree at 48 credit hours, students have the option to continue their coursework up to the 60 credit hours required for licensure in the Commonwealth of Pennsylvania. Students may attend the program on either a part-time or full-time schedule. Full-time students follow a set curriculum. Part-time students follow individualized curriculum patterns worked out with their academic advisors. In order to graduate from the program, students must maintain good academic standing and must have a cumulative GPA of no lower than 3.0. Students may choose to graduate with the 48 credit-hours MS in Counseling Psychology degree and then return to complete the additional 12 credit hours of coursework in a concentration area, or defer their graduation until they have completed additional credit hours toward licensure. Students who are seeking licensure in the Commonwealth of Pennsylvania should discuss the benefits of both options with their academic advisors.

If changes are made in PA licensing laws or certification regulations, or in national examination requirements, then the student handbook and the MSCP curriculum will reflect these changes. Licensing laws and certification regulations do vary from state to state.

LICENSURE

Chatham University's MSCP Program prepares students to become Licensed Professional Counselors (LPC) in Pennsylvania. The requirements for the LPC include the following in Pennsylvania. **If a student anticipates seeking licensure in a state other than PA, the student is responsible for obtaining information about licensure requirements for that state. Please refer to http://www.counseling.org/Counselors/LicensureAndCert.aspx for additional information.**

§ 49.13. Licensed professional counselor. Here is a link to the web-site describing the regulations and standards related to the LPC: http://www.pacode.com/secure/data/049/chapter49/s49.13.html

(a) *Conditions for licensure*. To be issued a license to hold oneself out as a licensed professional counselor, an applicant shall provide proof satisfactory to the Board, that the applicant has met the following conditions:
   (1) Satisfied the general requirements for licensure of § 49.12 (relating to general qualifications for licensure).
   (2) Passed the examination required by § 49.11 (relating to licensure examination).
   (3) Successfully met one of the following education requirements:
    (i)   Has successfully completed a planned program of 60 semester hours or 90 quarter hours of graduate coursework in counseling or a field closely related to the practice of professional counseling as defined in § 49.1 (relating to definitions) including one of the following:
      (A)   A master's degree granted on or before June 30, 2009, in professional counseling from an accredited education institution.
      (B)   A master's degree granted on or before June 30, 2009, in a field closely related to the practice of professional counseling as defined in § 49.1 from an accredited educational institution.
    (ii)   Has successfully completed a planned program of 60 semester hours or 90 quarter hours of graduate coursework in counseling or a field closely related to the practice of professional counseling as defined in § 49.1 including one of the following:

(A)   A 48 semester hour or 72 quarter hour master's degree in professional counseling from an accredited education institution.

  (B)   A 48 semester hour or 72 quarter hour master's degree in a field closely related to the practice of professional counseling as defined in § 49.1 from an accredited educational institution.

  (iii)   Holds a doctoral degree in counseling from an accredited educational institution.

  (iv)   Holds a doctoral degree in a field closely related to the practice of professional counseling as defined in § 49.1 from an accredited education institution.

  (4) Has met the following experience requirements:

  (i)   Individuals who met the educational requirements of paragraph (3)(i) or (ii), shall have completed at least 3,000 hours of supervised clinical experience meeting the criteria in subsection (b), obtained after the completion of 48 semester hours or 72 quarter hours of graduate coursework. Supervision for the supervised clinical experience shall be provided by a supervisor as defined in § 49.1 and § 49.3 (relating to qualifications for supervisors).

  (ii)   Individuals who meet the educational requirements of paragraph (3)(iii) or (iv) shall have completed at least 2,400 hours of supervised clinical experience meeting the criteria in subsection (b), 1,200 hours of which was obtained subsequent to the granting of the doctoral degree. Supervision for the supervised clinical experience shall be provided by a supervisor as defined in § § 49.1 and 49.3.

 (b) *Supervised clinical experience*. Experience acceptable to the Board means experience as a supervisee in a setting that is organized to prepare the applicant for the practice of counseling consistent with the applicant's education and training.

  (1) At least one-half of the experience shall consist of providing services in one or more of the following areas:

  (i)   Assessment.
  (ii)   Counseling.
  (iii)   Therapy.
  (iv)   Psychotherapy.
  (v)   Other therapeutic interventions.
  (vi)   Consultation.
  (vii)   Family therapy.
  (viii)   Group therapy.

  (2) Supervision for the clinical experience shall be provided by a supervisor as defined in § 49.1. At least 1/2 of the required hours shall be supervised by a supervisor meeting the qualifications in § 49.3(1) and (3).

  (3) A supervisee shall disclose his status as a supervisee to each patient and obtain written permission to discuss the patient's case with the supervisor.

  (4) The supervisor shall oversee, direct, recommend and instruct the professional counseling activities of the supervisee.

  (i)   A supervisor who is temporarily unable to provide supervision shall designate another supervisor as a substitute.

  (ii)   Although the supervisor shall continue to bear the ultimate responsibility for supervision, those to whom supervisory responsibilities are delegated shall be individually responsible for activities of the supervisee performed under their supervision.

  (5) The supervisor, or one to whom supervisory responsibilities have been delegated, shall meet with the supervisee for a minimum of 2 hours for every 40 hours of supervised clinical experience. At least 1 of the 2 hours shall be with the supervisee individually and in person, and 1 of the 2 hours may be with the supervisee in a group setting and in person.

  (6) A supervisor shall supervise no more than 6 supervisees at the same time. If this paragraph creates an undue hardship on a supervisee, the supervisor and supervisee may request an exception to this paragraph. The request shall state, in writing, the reasons why this paragraph creates a hardship on the supervisee and why the supervisee is not able to obtain a supervisor who meets the requirements of this paragraph. Before making a determination, the Board may require a personal appearance by the supervisee and supervisor.

(7) A supervisor who wishes to terminate supervision during the training period shall give the supervisee 2 weeks written notice to enable the supervisee to obtain another qualified supervisor. A supervisor may not terminate supervision when termination would result in abandonment of the supervisee's client/patient.

(8) Supervised work activity will be counted toward satisfying the experience requirement only if it takes place in a single setting for either, first, at least 30 hours per week but no more than 40 hours per week during at least a 3-month period or, second, at least 15 hours per week for at least 6 months.

(9) The supervised clinical experience shall be completed in no less than 2 years and no more than 6 years, except that no less than 500 hours and no more than 1,800 hours may be credited in any 12-month period.

 (c) *Supervised clinical experience obtained within 5 years prior to March 2, 2002*.

(1) For hours of supervised clinical experience obtained within 5 years prior to March 2, 2002, the applicant shall present evidence of having acquired at least one-half of those hours under the supervision of a professional counselor. The applicant shall also have acquired hours of supervision at a ratio of 2 hours of supervision per 40 hours of supervised clinical experience, one-half of which may be in group supervision and at least one-half of which shall be provided by a professional counselor.

(2) Supervised clinical experience obtained under this subsection is not subject to the requirements of § 49.14 (relating to standards for supervision).

Authority The provisions of this § 49.13 amended under section 6(2) of the Social Workers, Marriage and Family Therapists and Professional Counselors Act (63 P. S. § 1906(2)).

Source The provisions of this § 49.13 amended October 10, 2014, effective October 11, 2014, 44 Pa.B. 6557. Immediately preceding text appears at serial pages (325249) to (325251).

Cross References This section cited in 49 Pa. Code § 49.14 (relating to standards for supervisors). Additional information about licensure regulations may be obtained from the following source:

State Board of Social Workers, Marriage and Family Therapists, and Professional Counselors
PO Box 2649
Harrisburg PA 17105
Phone: (717) 783-1389
Fax: (717) 787-7769
e-mail: ST-SOCIALWORK@state.pa.us
WebSite: http://www.dos.state.pa.us/bpoa/cwp/view.asp?a=1104&q=433177
Students should also use Moodle PSY800 to obtain information about the LPC and related issues.

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COURSE REQUIREMENTS AND ELECTIVE OPTIONS

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The following pages include a list of courses required for the MSCP degree, the recommended course of study for full-time or part-time students, and options for electives. Descriptions of the courses are included in Appendix A. Students work with their advisors to plan their course of study toward the MSCP degree. It is particularly important for part-time students to meet regularly with their advisors, because not all courses are offered every semester – part-time students need to plan their curriculum pattern more carefully with the course rotation in mind.

Specific requirements for the field placement courses (Practicum, Internship I, and Internship II) are outlined in a separate handbook that is available on Moodle PSY800.

Students are responsible for keeping track of their progress toward the degree (see Advising Form in Appendix B) and for coming prepared to meetings with the advisor and the field placement coordinator.

MSCP DEGREE REQUIREMENTS

Prerequisites for Practicum (3 credits each)
PSY 501	Foundations of Counseling Psychology
PSY 617 Psychology of Culture and Identity
PSY 629 Human Development Across the Lifespan
PSY 642 Assessment
PSY 657 Psychopathology and Resilience
PSY 658 Evidence-Based Practice
PSY 660 Counseling Theories and Techniques
PSY 672 Group Counseling

Other Required Courses (3 credits each)
PSY 503 Applied Biological Psychology
PSY 627 Vocational and Career Counseling
PSY 555 Statistics and Research Design
PSY 674 Foundations of Family Therapy
PSY 681 Professional Integration Seminar

Field Placements (3 credits each)
PSY 682 Practicum
PSY 685 Internship I
PSY 686 Internship II

Electives for 60 hours (12 additional hours toward licensure eligibility)
PSY XXX_____
PSY XXX_____
PSY XXX_____
PSY XXX_____

MSCP ELECTIVES

While Chatham confers a Master of Science in Counseling Psychology degree at 48 credit hours, students have the option to continue their coursework up to the 60 credit hours required for licensure in the Commonwealth of Pennsylvania. Below are some options that students may consider (students are encouraged to work with their advisors to determine which option is best for them):

- Students may choose to graduate with the 48 credit hours master's degree and then return to complete the additional 12 credit hours of coursework in a concentration area sometime during the period between graduation and licensure application.
- Students may wait to graduate until they have completed 60 credit hours.
- Students select which electives are most compatible with their interests and schedules, creating their own area of interest based on course offerings.

NOTE: If a student graduates and then returns to Chatham to take additional coursework, the student will be considered non-degree-seeking (NDS) at that time; this status affects financial aid options. The NDS student registers for classes through CCPS at 412-365-1498.

<u>Elective Courses</u>

- PSY 530 Introduction to Sport & Exercise Psychology
- PSY 602 Sport & Exercise Psychology Interventions
- PSY 610 Advanced Seminar in Sport & Exercise Psychology
- PSY 621 Advanced Seminar in Diversity Issues
- PSY 632 Positive Psychology
- PSY 645 Psychology and the Environment
- PSY 663 Foundations of Health Psychology
- PSY 665 Addictions Counseling
- PSY 668 Crisis, Trauma, and Recovery
- PSY 671 Mindfulness Counseling
- PSY 673 Couples Counseling
- PSY 676 Counseling Children and Adolescents
- PSY 677 Grief Counseling
- PSY 678 Risk and Resilience in Childhood

Note: Electives are offered on a rotating basis, and are subject to change based upon student interest and enrollment numbers. Information about the course rotation can be found in Appendix B.

Independent Study

Students in the MSCP and MAP programs may take PSY693 Independent Study (IS) as one of their elective courses. Occasionally there are opportunities to work with faculty members and/or dissertation students on research projects that involve various levels of writing, data collection, data coding, data analysis or theoretical exploration. Faculty members have limited availability to provide Independent Studies– there is no guarantee that such an opportunity will be available.

In order to maximize the likelihood of an Independent Study, students should meet with faculty members with whom they would like to work and discuss the possibility of an IS. Students should have ideas about their area of interest prior to meeting with faculty members. Once the student and faculty member agree on the IS, the student must submit the required paperwork (see below) in the semester before they plan to receive course credits. Two pieces of paperwork must be completed by the student and faculty member: an independent study proposal form and a syllabus for the IS. This paperwork must be completed by the student and submitted to the instructor who is overseeing the Independent Study prior to or during (but not later than) the last week of the semester before the student is going to complete the IS. For example, a student who wants to do an IS during the spring semester must have the paperwork to the instructor the last week of classes during fall semester. If the instructor approves the project, they will give the paperwork to the program director for approval.

Though the IS can be carried out in a variety of different ways, the work requirements must meet the standards of three credit courses at Chatham University. The requirements, in part, include the following:

Credit Hours: In compliance with federal and state guidelines, this 3 credit course must meet 3 hours per week for 14 weeks, yielding 42 hours of instruction [or 6 hours per week for 7 weeks, yielding 42 hours of

instruction]. Per federal and state guidelines, students may expect an average of 2 hours a week of outside work per each credit hour (example, 6 hours per 3 credit course).

<p align="center">*Brief Summary of* **PRACTICUM AND INTERNSHIP POLICIES AND PROCEDURES**</p>

Field Placement Handbook

Students should retrieve and read through the Field Placement Handbook found on Moodle PSY800 under the Field Placement section. The Field Placement Handbook is separate from this handbook. The Field Placement Handbook has much more information about the field placement process, requirements, and expectations as well as important forms that need to be completed.

On PSY800, in the Field Placement Section, you will also find relevant field placement forms, the listing of all field placement sites, and the Practicum Preparation Checklist.

Site Listings: Please see the listing of approved field placement sites on PSY800.

FAQ: Are field placements paid?
A: Typically, practicum experiences are geared toward providing masters level training to students and are nonpaid positions. Read more about this issue in the Field Placement Handbook!

Field Placement Coordinator

Gina Zanardelli, Ph.D. is the **Field Placement Coordinator**. Additional questions, concerns, and field placement advising can be directed to her via:

1)   email at gzanardelli@chatham.edu phone at 412-365-2479
3)   scheduling an appointment to meet in person in her office, Eastside Campus 2712.

Prerequisites for MSCP-Community and Mental Health Field Placements

Prior to beginning fieldwork, students must have completed the following Core Courses:

Prerequisites for Practicum (3 credits each)
PSY 501 Foundations of Counseling Psychology
PSY 617 Psychology of Culture and Identity
PSY 629 Human Development Across the Lifespan
PSY 642 Assessment
PSY 657 Psychopathology and Resilience
PSY 658 Evidence-Based Practice
PSY 660 Counseling Theories and Techniques
PSY 672 Group Counseling

- Completed **Practicum Application and Site Declaration forms** turned in to Dr. Zanardelli by date specified for each semester.

Field Placement Courses

There are three field placement courses that students take in the following order:
1)   PSY682 Practicum
2)   PSY685 Supervised Internship I
3)   PSY686 Supervised Internship II
Each field placement course is semester-long, 3 credits (9 credits total), and is required to complete the MSCP program.

MAP PROGRAM

MAP PROGRAM

MISSION AND DESCRIPTION

The Chatham University Master of Arts in Psychology degree is a 36 credit hour degree that provides graduate level education and training in psychology. The mission of the MA in Psychology degree is to provide women and men a foundation in the study of human behavior and skills for working with people. Graduates of the MA in Psychology program are able to use their understanding of psychological science and theories to further their professional careers in many ways, including work in research settings, in human service, health, or educational organizations, and in doctoral programs in psychology. Students also benefit from the rich and stimulating environment of Chatham University.

Chatham's MA in Psychology program offers small classes with individualized attention, knowledgeable and experienced faculty, opportunities to conduct research, and activities fostering leadership skill. The program emphasizes critical thinking and problem-solving skills, self-awareness, attention to socio-cultural diversity, application of knowledge, and both collaborative and independent work. **The degree does not provide the education needed for licensure as a psychologist or counselor.** The MA in Psychology program welcomes qualified students from diverse backgrounds and areas of study.

CORE COURSES FOR MA IN PSYCHOLOGY DEGREE
PSY 501	Foundations of Counseling Psychology
PSY 503	Applied Biological Psychology
PSY 555	Statistics and Research Design
PSY 617	Psychology of Culture and Identity
PSY 629	Human Development Across the Lifespan
PSY 657	Psychopathology & Resilience
PSY 642	Assessment
PSY 662	Counseling Theories and Techniques
PSY 672	Group Counseling

3 of the following courses
PSY 530	Introduction to Sport and Exercise Psychology
PSY 663	Foundations in Health Psychology
PSY 665	Addictions Counseling
PSY 668	Crisis, Trauma, and Recovery
PSY 671	Mindfulness Counseling
PSY 677	Grief Counseling
PSY XXX	A graduate level course approved by the program director
PSY 693	Independent Study or Practicum

NOTE: Some MAP students will complete PSY682 Practicum as part of the MAP degree, depending upon the particular area of study, future career plans, and advisor and director input. Such MAP students should also familiarize themselves with the field placement handbook on PSY800 on Moodle.

APPENDIX A

o **Course Descriptions**

PSYCHOLOGY MASTER'S DEGREE COURSE DESCRIPTIONS

NOTE: Courses required for the MSCP and MAP degrees will be offered according to the course rotation table in Appendix B. Any changes to this rotation schedule will be announced to students via PSY800 and Chatham email. Electives are offered on a rotating basis. Occasionally, new elective courses are offered, and courses with declining enrollments are cancelled.

PSY 501 Foundations of Counseling Psychology (3)
The course focuses on historical, theoretical, and practical aspects of the counseling psychology field. Students will write a research paper, using the American Psychological Association Publication Manual and library resources commonly used by counseling psychologists. The course will also introduce students to the theory and practice of basic counseling skills.

PSY 503 Applied Biological Psychology (3)
The course addresses biological aspects of human psychology, including the biological basis of neurological deficits and mental disorders, and the use psychotropic medications for treating mental illnesses. Topics also include stress and health, mental disorders such as depression, anxiety, and schizophrenia, and contemporary issues in biological psychology.

PSY 515 Human Sexuality (3)
This course draws from current research to examine biological, psychological, and social aspects of sexuality. In addition, issues relating to sexuality for parents and educational and counseling professionals will be addressed.

PSY 530 Introduction to Sport & Exercise Psychology (3)
This course is designed to introduce students to the basic concepts and intervention techniques of sport and exercise psychology. Topics covered will include motivation theory applied to sport, team dynamics, an introduction to psychological skills training, the psychology of sport injury, and issues pertinent to exercise adoption, adherence, and drop-out.

PSY 555 Statistics and Research Methods (3)
The course provides a basic review of descriptive and inferential statistics and how these techniques are used with research methods in counseling psychology. Students will become proficient in computer analysis of data sets, designing and evaluating research designs and techniques, and understanding primary research in counseling literature.

PSY 598 Tutorial for Accelerated Graduate Program Students (3) – **AGP Only**
PSY 599 Tutorial for Accelerated Graduate Program Students (3) – **AGP Only**
The two course sequence satisfies the undergraduate tutorial requirement, and is available only to students accepted into the MSCP Integrated Degree program. During PSY598, students will complete the research or project proposal. During PSY599, students will conduct the research or project, and present the final results to their tutorial board. PREREQUISITE: Acceptance into the MSCP AGP Degree Program

PSY 602 Sport & Exercise Psychology Interventions I (3)
This course is designed to provide students with a framework with which to apply knowledge of human development to choice of interventions in health, exercise, and sport psychology settings. Students will learn about the unique challenges, as well as strategies and techniques that are optimally effective for work with children, adolescents, young adults, middle-aged adults, and seniors.

PSY 610 Advanced Seminar in Sport & Exercise Psychology (3)
This course focuses on research and professional practice in an athletic or exercise setting. Issues of credentialing, certification, and licensure will be presented. Further, pertinent ethical issues will be examined. Students will develop a research project that involves conceptualizing a problem statement and designing a study to address the question.

PSY 617 Psychology of Culture and Identity (3)
This course addresses issues of culture and identity, as related to counseling and therapeutic relationships. Sociopolitical, socioeconomic, familial, and psychological aspects of diversity, identity, and culture are explored through readings, seminars, and experiential exercises. Students challenge underlying assumptions and develop effective skills to work with diverse populations in counseling.

PSY 621 Advanced Seminar in Diversity Issues (3)
This course further develops the multicultural competency of counselors in relation to specific selected topics related to diversity and counseling.

PSY 627 Vocational/Career Counseling (3)
This course addresses the issues involved in the lifelong process of vocational development, through exploration of theories and assessment approaches in career counseling. Additional topics addressed include self-awareness, career awareness and assessment, career decision making and planning, and career implementation.

PSY 629 Human Development Across the Life Span (3)
This course explores cognitive, social, emotional, and physiological development throughout the life span. While including concentration on the major theoretical approaches to life span development, an equally significant focus will be on practical application of material.

PSY 632 Positive Psychology (3)
Positive Psychology is the study of how humans do well and flourish. This course in an introduction to positive psychology theories and techniques. Didactic, experiential, and interactive elements will be used to explore concepts, research, interventions, and exercises that positive psychology has contributed to the larger field of psychology.

PSY 642 Assessment (3)
This course covers the basics of psychological assessment. The importance of integrating information from various sources when formulating hypotheses and diagnostic impressions and when developing treatment plans is emphasized. Other topics include interviewing, mental status examinations, psycho-physiological strategies, psychological tests related to various diagnostic groupings, and program evaluation.

PSY 645 Psychology and the Environment (3)
Students will explore the concepts involved in environmental psychology, including the interface between humans and the natural environment. The course includes an exploration of the relationship between environmental problems and human health and well-being. Implications for counselors and other practitioners will be discussed.

PSY657 Psychopathology & Resilience (3)
The course provides an overview of psychopathology. Students learn to recognize the complex biological, cultural, and environmental contributors to mental illness, and to diagnose mental disorders using standardized criteria. Students will also study the concept of resilience and its role in contributing to health and well-being.

PSY658 Evidence-Based Practice (3)

This course provides an introduction to evidence-based practice in applied psychology, emphasizing a counseling psychology perspective to understanding human problems. The course focuses on the methodological issues in developing an empirical basis for psychological treatments, and understanding the evidence base for treatment, therapist, client, and therapeutic relationship effects.

PSY 662 Counseling Theories and Techniques (3)

This course explored a variety of counseling theories and techniques to provide a foundation for the practice of professional counseling from a culturally sensitive perspective. The course emphasizes current professional research and practice related to counseling theories and techniques, and provides opportunities for skill practice.

PSY 663 Foundations of Health Psychology (3)

Students will explore how psychological processes influence physical health. Further, the psychological sequellae of physical illness will be examined. Students will delve into the mind-body connection with consideration given to the cultural context. The role of the counseling psychologist as a member of the healthcare team will be explored.

PSY 665 Addictions Counseling (3)

The course addresses a variety of addiction topics, including chemical dependency, eating disorders, sexual addiction, the chemically dependent offender, and women's issues in addiction. Several treatment models are explored, with emphases on effectiveness of treatment approaches and on multicultural sensitivity.

PSY 668 Crisis, Trauma, and Recovery (3)

The course is an introduction to the field of psychological trauma, examining the historical development of trauma as a clinical entity and an overview of theories and strategies for treating trauma. Students will learn to identify and work with their own reactions to clients who present trauma issues.

PSY 671 Mindfulness Counseling (3)

This course explores mindfulness and acceptance based approaches to counseling and discusses the integration of art and science when utilizing these approaches. Students will examine current research about efficacy of such approaches, and aslo develop beginning skills in these approaches.

PSY 672 Group Counseling (3)

This course explores the theory and practice of group experience from the perspectives of a member and observer. Topics include basic elements of group dynamics, interpersonal styles as they affect or hinder group functioning, role identity, leadership style, and application of group skills in organizations.

PSY 673 Couples Counseling (3)

This advanced course covers selected theories and techniques related to couples counseling. The emphasis in the course is on practical application of the theories.

PSY 674 Foundations of Family Therapy (3)

This course focuses on the evaluation and treatment of psychological symptoms from the perspective of the family and systems theory. The history and evolution of the family movement will be presented and multiple family therapy modalities introduced, with an emphasis on selected theories and applications.

PSY 676 Counseling Children and Adolescents (3)

This course focuses on issues and concepts related to counseling children and adolescents with social and/or emotional problems. Topics include significant differences between children/adolescents and adults; theories of normal child development and temperament; and conceptualization and effective treatment of problems.

PSY 677 Grief Counseling (3)

This course introduces students to the techniques, strategies, and treatment modalities counselors use to work with adults, children, and families dealing with bereavement. The class focuses on psychological, somatic, cultural, and spiritual aspects of grief and loss. Other topics included are interventions, community resources, and diverse religious and cultural practices.

PSY 678 Risk and Resilience in Childhood (3)

This course covers child/adolescent psychopathology and psychological assessment of children and adolescents. Specific topics include diagnostic and assessment issues specific to children and adolescents; psychological and developmental disorders specific to children and adolescents; and related social and cultural issues.

PSY 681 Professional Integration Seminar (3)

This course explores ethical conceptualization, analysis, and practices of applied and counseling psychologists. Topics include the ethical standards of the American Psychological Association and the American Counseling Association, the history of applied psychology, and the developing mental health counseling movement. Certification, licensure, and regulatory practices are also discussed.

PSY 682 Practicum (3)

This course is an entry-level fieldwork course in which students obtain supervised counseling experience. They work directly under the supervision of a qualified professional and obtain experience interviewing clients and conducting sessions in group and individual formats.

PSY 685 Supervised Internship I (3)

This course is a supervised field placement experience focusing on integration of theory and practice. The course requires attendance at a weekly seminar on campus, which involves presentations focusing predominantly on assessment, diagnosis, and case conceptualization.
PREREQUISITE: PSY682 Practicum

PSY 686 Supervised Internship II (3)

This course enhances students' abilities to effectively offer mental health treatment and services to clients. Activities include discussion of issues in contemporary counseling psychology and treatment planning, formal case presentations, and completion of the graduate portfolio.
PREREQUISITE: PSY682 Practicum

PSY 687 Advanced Internship I (3)

This course provides an advanced field placement opportunity for students who want to further develop counseling skills with a particular population and/or develop new skills with a population different from the ones worked with in prior field placements.

APPENDIX B

- o **Recommended Course Sequences**
- o **Advising Forms**

MASTERS COURSE SEQUENCING

FULL TIME

NOTE: The curriculum pattern below is highly recommended for full-time MSCP students. Deviating from this pattern is certainly possible, and may make sense for some students. Students should be aware, however, that doing a different sequencing may change the graduation date, as not all courses are offered every semester. It is recommended that full-time MAP students follow the first semester below, but also that they work closely with their advisors to map out the rest of their course sequencing plan in advance.

		FALL ENTRY				SPRING ENTRY	
PSY501	Found of Counseling Psych	FA 1		PSY501	Found of Counseling Psych	SP 1
PSY662	Couns. Theories/Techniques	FA 1		PSY662	Couns. Theories/Techniques	SP 1
PSY617	Psychology of Culture and Identity	FA 1		PSY629	Human Development	SP 1
PSY629	Human Development	FA 1		PSY617	Psychology of Culture and Identity	SP 1
PSY657	Psychopathology & Resilience	SP 1		PSY657	Psychopathology & Resilience	SU 1
PSY642	Assessment	SP 1		PSY642	Assessment	SU 1
PSY658	Evidence-Based Practice	SP 1		PSY658	Evidence-Based Practice	SU 1
PSY672	Group Counseling	SP 1		PSY672	Group Counseling	SU 1
PSY555	Statistics and Research Design	SU 1		PSY555	Statistics and Research Design	FA 1
PSY681	Professional Integration Seminar	SU 1		PSY681	Professional Integration Seminar	FA 1
PSY682	Practicum	SU 1		PSY682	Practicum	FA 1
	ELECTIVE	SU 1			ELECTIVE	FA 1
PSY627	Vocational/Career Counseling	FA 2		PSY627	Vocational/Career Counseling	SP 2
PSY674	Foundations of Family Therapy	FA 2		PSY674	Foundations of Family Therapy	SP 2
PSY685	Internship I	FA 2		PSY685	Internship I	SP 2
	ELECTIVE	FA 2			ELECTIVE	SP 2
PSY503	Applied Biological Psychology	SP 2		PSY503	Applied Biological Psychology	SU 2
PSY686	Internship II	SP 2		PSY686	Internship II	SU 2
	ELECTIVE	SP 2			ELECTIVE	SU 2
	ELECTIVE	SP 2			ELECTIVE	SU 2

MASTERS COURSE SEQUENCING

PART-TIME

NOTE: This is the course sequence recommended for part-time MSCP students. For MSCP students, the most important issue is completion of the first eight courses that are required for practicum. After that point, students may take the remaining courses as fits their schedule, consulting with their advisor and with the course offering tables on pages 35 and 36. It is recommended that part-time MAP students follow the first semester below, but also that they work closely with their advisors to map out the rest of their course sequencing plan in advance.

		FALL ENTRY				SPRING ENTRY	
	PSY501	Found of Counseling Psych	FA 1		PSY501	Found of Counseling Psych	SP 1
	PSY662	Counseling Theories/Tech	FA 1		PSY662	Counseling Theories/Tech	SP 1
	PSY657	Psychopathology & Resilience	SP 1		PSY657	Psychopathology & Resilience	SU 1
	PSY642	Assessment	SP 1		PSY642	Assessment	SU 1
	PSY672	Group Counseling	SU 1		PSY629	Human Development	FA 1
	PSY658	Evidence-Based Practice	SU 1		PSY658	Evidence-Based Practice	FA 1
	PSY629	Human Development	FA 2		PSY672	Group Counseling	SP 2
	PSY617	Psychology of Culture/Identity	FA 2		PSY617	Psychology of Culture/Identity	SP 2

MSCP COUNSELING STUDENT ADVISING FORM

Name: _____

Phone: _____   E-mail: _____

Year and Semester Entered: _____

Projected Date of Graduation: _____

Status: Full-time _____   Part-time _____

Prerequisites for Practicum (3 credits each)   **Semester Taken**
PSY 501 Foundations of Counseling Psychology   _____
PSY 617 Psychology of Culture and Identity   _____
PSY 629 Human Development   _____
PSY 657 Psychopathology & Resilience   _____
PSY 642 Assessment   _____
PSY 658 Evidence-Based Practice   _____
PSY 662 Counseling Theories and Techniques   _____
PSY 672 Group Counseling   _____

Other Required Courses (3 credits each)
PSY 503 Applied Biological Psychology   _____
PSY 627 Vocational and Career Counseling   _____
PSY 555 Statistics and Research Design   _____
PSY 674 Foundations of Family Therapy   _____
PSY 681 Professional Integration Seminar   _____

Field Placements (3 credits each – required for degree)
PSY 682 Practicum   _____
PSY 685 Internship I   _____
PSY 686 Internship II   _____

Electives for 60 hours (12 additional hours – required for licensure)
PSY XXX_____   _____
PSY XXX_____   _____
PSY XXX_____   _____
PSY XXX_____   _____

MASTERS OF ARTS IN PSYCHOLOGY (MAP) ADVISING FORM

NOTE: Students will work out their own MAP course sequences in close consultations with their advisor, using the course offerings tables on pages 32 and 33 as guides.

Name: _____

Phone: _____ E-mail: _____

Year and Semester Entered: _____

Projected Date of Graduation: _____

Status: Full-time _____ Part-time _____

CORE COURSES FOR MA IN PSYCHOLOGY DEGREE

PSY 501	Foundations of Counseling Psychology	_____
PSY 503	Applied Biological Psychology	_____
PSY 555	Statistics and Research Design	_____
PSY 617	Psychology of Culture and Identity	_____
PSY 629	Human Development	_____
PSY 657	Psychopathology & Resilience	_____
PSY 642	Assessment	_____
PSY 662	Counseling Theories and Techniques	_____
PSY 672	Group Counseling	_____

3 of the following courses

PSY 530	Introduction to Sport and Exercise Psychology	_____
PSY 663	Foundations in Health Psychology	_____
PSY 665	Addictions Counseling	_____
PSY 668	Crisis, Trauma, and Recovery	_____
PSY 671	Mindfulness Counseling	_____
PSY 677	Grief Counseling	_____
PSY 693	Independent Study or Practicum	_____
A graduate level course approved by the program director		_____

APPENDIX C

Student evaluation forms

- **Annual Evaluation MPCAC Standards – Learning Outcomes and Competences**

- **Professional Performance Evaluation-Academic Setting (brief)**

- **Master Professional Performance Evaluation-Academic Setting**

- **Master Professional Performance Evaluation-Field Placement**

Annual Evaluation of MSCP & MAP Students

TRAINEE NAME:

DATE EVALUATION COMPLETED:

SEMESTER:

COURSE:

NAME OF PERSON COMPLETING FORM (INCLUDE HIGHEST DEGREE ATTAINED AND LICENSE)

YEAR IN MASTERS PROGRAM:

The following competencies reflect the MPCAC 2017 Standards and are intended to capture the domains expected for entry-level readiness for supervised post-masters practice leading to licensure/certification in many areas of professional counseling.

To facilitate use of these competencies by programs, the following rating levels are suggested for competency attainment: (1) lacking, (2) emergent, and (3) proficient.

MPCAC STANDARD A: PROFESSIONAL IDENTITY AND ETHICS AND PROFESSIONAL STANDARDS

1. Ethical/Legal Standards and Policy: Demonstrates knowledge and application of ethical concepts and awareness of legal issues regarding professional activities with individuals, groups, and organizations.

a. Knowledge of Ethical, Legal and Professional Standards and Guidelines

Demonstrates knowledge and understanding of relevant ethical/professional codes, standards and guidelines, laws, statutes, rules, and regulations

Examples:
- Demonstrates knowledge of typical legal issues, including child and elder abuse reporting, confidentiality, and informed consent
- Identifies key documents/policies that guide the practice of professional counseling
- Demonstrates beginning knowledge of ethical principles and the ACA ethics code
- Addresses ethical and legal aspects within the case conceptualization

    1   **2**   **3**
Lacking   **Emergent**   **Proficient**

b. Awareness and Application of Ethical Decision Making

Recognizes situations that challenge adherence to professional values and applies an ethical decision-making model to ethical dilemmas.

Examples:
- Recognizes the importance of basic ethical concepts applicable in initial practice (e.g., child abuse reporting, informed consent, confidentiality, multiple relationships, and competence)
- Demonstrates awareness of an ethical decision-making model through responses to case vignettes
- Uses an ethical decision-making model when discussing cases in supervision

    1   **2**   **3**
Lacking   **Emergent**   **Proficient**

C. Ethical Conduct

Integrates ethical values into professional conduct

Examples:
- Shows honesty and integrity; values ethical behavior
- Demonstrates personal courage consistent with ethical values of professional counselors

    1   **2**   **3**
Lacking   **Emergent**   **Proficient**

2. Professional Values and Attitudes: Exhibits behavior and comportment that reflect the values and attitudes of counseling and psychology.

a. Evidences adherence to professional values throughout professional work.

Examples:

- Demonstrates honesty, even in difficult situations
- Takes responsibility for own actions
- Identifies situations that challenge professional values, and seeks supervisor guidance as needed

1   **2**   **3**
Lacking   **Emergent**   **Proficient**

---

b. **Demonstrates understanding of counseling and psychological practice as an applied behavioral science**

Examples:

- Demonstrates understanding of core scientific conceptualizations of human behavior
- Demonstrates basic knowledge of the biological, social, affective, and cognitive bases of behavior
- Demonstrates understanding of human development—including career development
- Cites scientific literature to support an argument when appropriate
- Evaluates scholarly literature on a topic as needed

1   **2**   **3**
Lacking   **Emergent**   **Proficient**

---

c. **Maintains professionally appropriate communication and conduct across different settings**

Examples:

- Demonstrates appropriate personal hygiene and attire
- Distinguishes between appropriate and inappropriate language and demeanor in professional contexts
- Demonstrates awareness of the impact behavior has on client, public and profession
- Utilizes appropriate language and demeanor in professional communications

1   **2**   **3**
    Lacking   **Emergent**   **Proficient**

---

d. **Assesses personal accountability and accepts responsibility for own actions**

Examples:

- Turns in assignments in accordance with established deadlines
- Demonstrates personal organization skills
- Plans and organizes own workload
- Follows policies and procedures of institution
- Follows through on commitments
- Completes required case documentation promptly and accurately
- Accepts responsibility for meeting deadlines
- Acknowledges errors

1	2	3
Lacking	**Emergent**	**Proficient**

---

e.   Demonstrates concern for the Welfare of Others

Examples:
- Displays initiative to help others
- Articulates importance of concepts of confidentiality, privacy, and informed consent
- Demonstrates compassion (awareness of suffering and the wish to relieve it) for others
- Determines when response to client needs takes precedence over personal needs

1	2	3
Lacking	**Emergent**	**Proficient**

---

f.   Displays an appropriately defined professional identity

Examples:
- Demonstrates knowledge of the program and profession (training model, core competencies)
- Demonstrates knowledge about practicing within one's competence
- Has membership in professional organizations
- Attends colloquia, workshops, conferences

1	2	3
Lacking	**Emergent**	**Proficient**

MPCAC STANDARD B: EVIDENCE-BASED THEORIES AND PRACTICE OF COUNSELING AND PSYCHOTHERAPY

1.   **Knowledge: Demonstrates knowledge of individual and group theories of counseling and psychotherapy consistent with program orientation and goals.**

Examples:
- Articulates the relationship of EBP to professional counseling
- Identifies basic strengths and weaknesses of different intervention approaches

1	2	3
Lacking	**Emergent**	**Proficient**

---

2.   **Relationships: Relate effectively with individuals, groups, and communities**

a.   **Forms and maintains productive and respectful relationships with clients, peers/colleagues, supervisors and professionals from other disciplines**

Examples:
- Forms effective working alliances with most clients
- Engages with supervisors to work effectively
- Involved in departmental, institutional, or professional activities or governance
- Demonstrates respectful and collegial interactions with those who have different professional models or perspectives

1	2	3
Lacking	**Emergent**	**Proficient**

---

b. **Negotiates differences and handles conflict satisfactorily**

Examples:
- Makes appropriate disclosures regarding problematic interpersonal situations
- Acknowledges own role in difficult interactions
- Initiates discussion regarding disagreements with colleagues or supervisors
- Efforts to resolve disagreements do not escalate negative affect among the parties involved
- Seeks clarification in challenging interpersonal communications
- Demonstrates understanding of diverse viewpoints in challenging interactions
- Maintains affective equilibrium and focus on therapeutic task in face of client distress

1	2	3
Lacking	**Emergent**	**Proficient**

---

c. **Provides effective feedback to others, receives feedback non-defensively, and integrates feedback appropriately.**

Examples:
   Accepts and implements supervisory feedback non-defensively

1	2	3
Lacking	**Emergent**	**Proficient**

---

d. **Communicates clearly using verbal, non-verbal, and written skills in a professional context; demonstrates clear understanding and use of professional language**

Examples:
- Uses professional terms and concepts appropriately and clearly in discussions, case reports, etc.
- Understands terms and concepts used in professional texts and in others' case reports
- Communication is understandable, consistent across expressive modalities
- Prepares clearly written assessment reports
- Presents clinical process to supervisor in a succinct, organized, well-summarized way
- Provides verbal feedback to client regarding assessment and diagnosis using language the client can understand
- Presents clear, appropriately detailed clinical material

1	2	3
Lacking	**Emergent**	**Proficient**

3. Intervention: Applies evidence-based interventions and prevention strategies designed to alleviate suffering and to promote health and well-being of individuals, groups, and/or organizations (e.g., career, group, family, and/or systems-level interventions).

a. Formulates and conceptualizes cases; plans interventions utilizing at least one consistent theoretical orientation

Examples:
- Articulates a theory of change and identifies interventions to implement change
- Writes case conceptualization reports and collaborative treatment plans incorporating evidence-based practices

1	2	3
Lacking	**Emergent**	**Proficient**

b. Displays skills in developing the therapeutic alliance

Examples:
- Develops rapport with clients
- Develops therapeutic relationships through collaborations with clients
- Displays helping skills, such as empathetic listening, framing problems during role-plays
- Uses non-verbal communication such as eye-contact and body positioning with role play clients to convey interest and concern

1	2	3
Lacking	**Emergent**	**Proficient**

c. Evaluates intervention progress and modifies intervention or prevention strategies on the basis of their evaluation of clients' progress

Examples:
- Describes instances of lack of progress and actions taken in response
- Demonstrates ability to evaluate treatment progress in context of evidence based interventions

1	2	3
Lacking	**Emergent**	**Proficient**

MPCAC STANDARD C: MULTICULTURALISM AND DIVERSITY

Demonstrates knowledge, self-awareness, and skills in working with individuals, groups, and communities who represent various cultural and personal backgrounds and characteristics.

1. Knowledge and Self-Awareness

a. **Demonstrates knowledge and awareness of self, as shaped by individual and cultural diversity (e.g., cultural, individual, and , and role differences, including those based on age, gender, gender identity, race, ethnicity, culture, national origin, religion, sexual orientation, disability, language, and socioeconomic status) and context.**

Examples:

- Articulates how ethnic group values influence who one is and how one relates to other people
- Articulates dimensions of diversity (e.g., race, gender, sexual orientation)
- Uses knowledge of self to monitor effectiveness as a professional
- Initiates supervision about diversity issues

1	2	3
Lacking	**Emergent**	**Proficient**

b. **Demonstrates knowledge and awareness of others, as shaped by individual and cultural diversity and context.**

Examples:
- Demonstrates knowledge, awareness and understanding of the way culture and context shape the behavior of other individuals
- Articulates beginning understanding of the way culture and context are a consideration in working with clients
- Demonstrates understanding that others may have multiple cultural identities
- Initiates supervision about diversity issues with others

1	2	3
Lacking	**Emergent**	**Proficient**

2. **Skills: Applies knowledge of self and others as cultural beings in assessment, treatment, consultation, and all other professional interactions; is able to work effectively with diverse individuals in assessment, treatment, and consultation.**

Examples:
- Demonstrates knowledge, awareness and understanding of the way culture and context shape interactions between and among individuals
- Articulates beginning understanding of the way culture and context are a consideration in the therapeutic relationship
- Understands the role that diversity may play in interactions with others
- Initiates supervision about diversity issues in interactions with others

1	2	3
Lacking	**Emergent**	**Proficient**

MPCAC STANDARD D: THEORIES OF PSYCHOPATHOLOGY AND RELEVANT CLASSIFICATION SYSTEMS

1. **Knowledge**

a. **Demonstrates knowledge of theories of psychopathology, including but not limited to biological and sociocultural theories.**

Examples:
- Describes normal development consistent with broad area of training
- Articulates relevant developmental features and clinical symptoms as applied to presenting question

1	2	3
Lacking	**Emergent**	**Proficient**

b. **Demonstrates knowledge of classification systems of behavior and evaluates limitations of those systems.**
Examples:
- Identifies DSM criteria
- Demonstrates ability to identify problem areas and to use concepts of differential diagnosis

1	2	3
Lacking	**Emergent**	**Proficient**

2. **Skills: Applies concepts of normal/abnormal behavior to case formulation, diagnosis, and treatment planning in the context of stages of human development and diversity.**
Examples:
- Discusses diagnostic formulation and case conceptualization in courses
- Prepares basic reports which articulate theoretical material

1	2	3
Lacking	**Emergent**	**Proficient**

MPCAC STANDARD E: TESTS, MEASUREMENTS, AND OTHER ASSESSMENTS OF BEHAVIOR

1. Knowledge

a. **Demonstrates knowledge of content, reliability, and validity, and purposes of assessment measures frequently used by counselors and psychological practitioners**
Examples:
- Identifies appropriate assessment measures for cases seen at practice site
- Consults with supervisor regarding selection of assessment
- Demonstrates knowledge of the construct(s) being assessed
- Evidences understanding of basic psychometric constructs such as validity, reliability, and test construction

1	2	3
Lacking	**Emergent**	**Proficient**

b. **Evaluates strengths and limitations (including cultural limitations) of administration, scoring and interpretation of assessment measure.**
Examples:
- Demonstrates awareness of need to base diagnosis and assessment on multiple sources of information
- Demonstrates awareness of need for selection of assessment measures appropriate to population/problem
- Collects accurate and relevant data from structured and semi-structured interviews and mini-mental status exams

1	2	3
Lacking	**Emergent**	**Proficient**

2.Skills: Selects and utilizes appropriate assessment measures across domains of functioning, practice settings, and cultural groups.

Examples:
- Demonstrates ability to accurately select, administer, score and interpret assessment tools with client populations

1	2	3
Lacking	**Emergent**	**Proficient**

MPCAC STANDARD F: RESEARCH METHODS AND PROGRAM EVALUATION

1. **Knowledge**

 a. **Demonstrates knowledge of scientific methods commonly used by counselors and psychology practitioners in their clinical work**

Examples:
- Uses literature to support ideas in case conferences and supervision
- Formulates appropriate questions regarding case conceptualization
- Cites scientific literature to support an argument when appropriate
- Demonstrates knowledge of interventions and explanations for their use based on EBP
- Demonstrates the ability to select interventions, assessment tools, and consultation methods for different problems and populations related to the practice setting
- Investigates existing literature related to problems and client issues
- Creates a treatment plan that reflects successful integration of empirical findings, clinical judgement, and client preferences in consultation with supervisor

1	2	3
Lacking	**Emergent**	**Proficient**

 b. **Demonstrates knowledge of use of scientific methods to add to the knowledge base of counseling and psychology**

Examples:
- Questions assumptions of knowledge
- Evaluates study methodology and scientific basis of findings

1	2	3
Lacking	**Emergent**	**Proficient**

 c. **Demonstrates knowledge of application of scientific methods to evaluating practices, interventions, and *programs*.**

Examples:
- Generates hypotheses regarding own contribution to therapeutic process and outcome
- Understands the development of evidence based practice in counseling

1	2	3
Lacking	**Emergent**	**Proficient**

2. Skills: Critiques published research effectively

Examples:
- Evaluates scholarly literature on a practice-related topic as needed

1	2	3
Lacking	**Emergent**	**Proficient**

MPCAC STANDARD G: CAREER DEVELOPMENT AND/OR THE ROLE OF WORK IN PEOPLE'S LIVES

1. Demonstrates knowledge of the role of work in people's lives

1	2	3
Lacking	**Emergent**	**Proficient**

2. Demonstrates understanding of the development of work and career choices across a lifespan

1	2	3
Lacking	**Emergent**	**Proficient**

MPCAC STANDARD H: BIOLOGICAL BASIS OF BEHAVIOR

Demonstrates knowledge and understanding of the relationship between biological factors and human functioning.

1	2	3
Lacking	**Emergent**	**Proficient**

MPCAC STANDARD I: DEVELOPMENTAL BASIS OF BEHAVIOR

Demonstrates knowledge and understanding of human development, wellness, and learned bases of behavior across the lifespan.

1	2	3
Lacking	**Emergent**	**Proficient**

MPCAC STANDARD J: SOCIAL/ORGANIZATIONAL/COMMUNITY BASIS OF BEHAVIOR

Demonstrates knowledge of individuals in the context of their environment and how the environment (e.g., geographical, ideological, demographic, familial, institutional) affects functioning. Demonstrates understanding of the use of systems change (whether by prevention or intervention) to enhance the functioning of individuals, groups, families, organizations, and/or institutions.

1	2	3

1	2	3
Lacking	**Emergent**	**Proficient**

MPCAC STANDARD K: UNDERSTANDING AND USE OF SUPERVISION DURING APPLIED EXPERIENCES

1. **Knowledge: Demonstrates understanding of the role and practice of supervision.**

Examples:
- Demonstrates awareness of competencies for professional training
- Develops initial competency goals
- Considering own personal concerns and issues
- Recognizing impact of self on others
- Articulating attitudes, values, and beliefs toward divers others
- Self-identifying multiple individual and cultural identities

1	2	3
Lacking	**Emergent**	**Proficient**

2. **Skills**

    a. **Responds appropriately to supervision**

Examples:
- Is able to articulate attitudes, values, and beliefs toward diverse others
- Recognizes impact of self on others
- Self-identifies multiple individual and cultural identities
- Is able to describe how others experience him/her and identifies roles one might play within a group
- Responsively utilizes supervision to enhance reflectivity
- Reviews own professional performance via video or audiotape with supervisors
- Displays ability to adjust professional performance as situation requires

1	2	3
Lacking	**Emergent**	**Proficient**

    b. **Engages in reflective practices by synthesizing supervisor feedback and experience in applied work**

Examples:
- Seeks supervision to improve performance; presents work for feedback, and integrates feedback into performance
- Initiates discussion with supervisor of own reaction to client/patients in session
- Seeks supervisor's perspective on client progress
- Systematically reviewing own professional performance with supervisors/teachers

1	2	3
Lacking	**Emergent**	**Proficient**

c. Engages in appropriate self-care strategies

Examples:

- Articulates benefits of engaging in self-care
- Makes use of opportunities to engage in self-care
- Takes action recommended by supervisor for self-care to ensure effective training
- Maintains/alters weekly schedule to allow for self-care activities

1	2	3
Lacking	Emergent	Proficient

**PROFESSIONAL PERFORMANCE EVALUATION-
ACADEMIC SETTING (Brief Form)**

Student   _____

Semester/Year   _____

Date   _____

Faculty   _____

Rating Scale

0 - Does not meet criteria for program level

1 - Meets criteria minimally or inconsistently for program level

2 - Meets criteria consistently at this program level

3 - Exceeds expectations for program level

N – Not observed

1. COMMUNICATION SKILLS AND ABILITIES   0   1   2   3   N
- For example, establishing a working alliance with professor and peers; demonstrating effective communication skills in the classroom, verbally and non-verbally; contributing to the creation of a safe learning environment based on courtesy and respect for others

2. PROFESSIONAL RESPONSIBILITY   0   1   2   3   N
- For example, conducting self in ethical manner; relating to peers, professors, and others consistent with stated professional standards; demonstrating sensitivity to real and ascribed differences in power – not exploiting or misleading people; demonstrating personal responsibility in academic work, completing work on time, attending all classes and arriving on time, and producing work consistent with course and program expectations

3. COMPETENCE   0   1   2   3   N
- For example, meeting university and program standards for academic competence; taking responsibility for compensating for own deficiencies

4. MATURITY   0   1   2   3   N
- For example, demonstrating appropriate self-control (anger control, impulse control, management of anxiety) in relationships with faculty, peers, others; demonstrating honesty, fairness, respect for others; demonstrating self-awareness re: own belief systems, values, needs, etc., and effects of these on work; demonstrating ability to receive, integrate, and use feedback from peers, teachers, supervisors; exhibiting appropriate levels of self-confidence, assurance,

and trust in own ability; following professionally recognized conflict resolution processes, seeking to resolve issue first with individual(s) with whom conflict exists

5. **INTEGRITY**   **0   1   2   3   N**
    - For example, refraining from making false, misleading, or deceptive statements; avoiding improper or potentially harmful dual relationships; respecting fundamental rights, dignity, and worth of all people; respecting rights of individuals to privacy, confidentiality, and choices re: self-determination and autonomy; respecting cultural, individual, and role differences (due to age, gender, race, ethnicity, national origin, religion, sexual orientation, disability, language, SES, etc.)

Adaptation of form created by the Southwest Texas State University Educational Administration and Psychological Service

_____/_____

Student Print   Student Signature   Date

_____/_____

Faculty Print   Faculty Signature   Date

PLEASE ADD COMMENTS ON BACK OR SEPARATE SHEET OF PAPER →

Master Professional Performance Evaluation
Academic Setting Form (MPPE-AS)

Student _____ Semester/Year _____

Rating Scale					
Rating Scale					
N - No Opportunity to observe 1 - Meets criteria minimally or inconsistently for program level					
0 - Does not meet criteria for program level 2 - Meets criteria consistently at this program level					
3 - Exceeds expectations for program level					
Communication Skills and Abilities					
1. The student demonstrates the ability to establish relationships in such a manner that a working alliance can be created.	N	0	1	2	3
2. The student demonstrates effective communication skills in the classroom by:					
a. Contributing to classroom discussions in meaningful and relevant ways	N	0	1	2	3
b. Listening well to both professor and other students	N	0	1	2	3
c. Sharing time and space in the classroom	N	0	1	2	3
d. Demonstrating awareness of effects of communications on others	N	0	1	2	3
e. Asking questions related to information or concepts	N	0	1	2	3
e. Congruence - genuineness; external behavior consistent with internal affect	N	0	1	2	3
f. Communicating in a timely manner with professors if concerns related to performance or expectations arise	N	0	1	2	3
g. Communicating well with peers when involved in group projects	N	0	1	2	3
h. Presenting material to others in a professional manner, with appropriate use of technology, power point, handouts, and lecture	N	0	1	2	3
i. Preparing written work at a graduate student level, with correct spelling, grammar, organization, and use of APA style when required	N	0	1	2	3
j. Communicating non-verbally in the classroom in ways that demonstrate attention and respect (for example, in body language involving head, eyes, hands, feet, posture, voice, etc.)	N	0	1	2	3
k. Using self-disclosure appropriately, by disclosing in a skillful and carefully-considered manner for a specific and strategic purpose that contributes to classroom discussion in a meaningful and non-disruptive manner	N	0	1	2	3
3. The student contributes to the creation of a safe learning environment based on courtesy and respect for others.	N	0	1	2	3
Professional Responsibility					

1. The student conducts self so as to promote confidence in the MSCP program	N	0	1	2	3
2. The student relates to peers, professors, and others in a manner consistent with stated professional standards	N	0	1	2	3
3. The student demonstrates sensitivity to real and ascribed differences in power between themselves and others, and does not exploit or mislead other people during or after professional relationships	N	0	1	2	3
4. The student demonstrates personal responsibility in academic work, completing work on time, attending all classes and arriving on time, and producing work consistent with course and program expectations	N	0	1	2	3
5. The student demonstrates understanding of legal, ethical, and professional standards by their conduct in the program	N	0	1	2	3
Competence					
1. The student meets program and university expectations in terms of academic performance	N	0	1	2	3
2. The student takes responsibility for compensating for her/his deficiencies	N	0	1	2	3

Rating Scale					
N - No Opportunity to observe		1 - Meets criteria minimally or inconsistently for program level			
0 - Does not meet criteria for program level		2 - Meets criteria consistently at this program level			
		3 – Exceeds expectations for program level			

Maturity					
1. The student demonstrates appropriate self-control (such as anger control, impulse control) in interpersonal relationships with faculty, peers, and others.	N	0	1	2	3
2. The student demonstrates honesty, fairness, and respect for others	N	0	1	2	3
3. The student demonstrates an awareness of their own belief systems, values, needs and limitations and the effect of these on their work.	N	0	1	2	3
4. The student demonstrates the ability to receive, integrate and utilize feedback from peers, teachers, and supervisors	N	0	1	2	3
5. The student exhibits appropriate levels of self-assurance, confidence, and trust in own ability	N	0	1	2	3
6. The student demonstrates awareness of the effects of their behavior on other people.	N	0	1	2	3
7. The student follows professionally recognized conflict resolution processes, seeking to informally address the issue first with the individual(s) with whom the conflict exists	N	0	1	2	3
Integrity					
1. The student refrains from making statements which are false, misleading or deceptive	N	0	1	2	3
2. The student respects the fundamental rights, dignity and worth of all people	N	0	1	2	3
3. The student respects the rights of individuals to privacy	N	0	1	2	3
4. The student takes responsibility for their share of work on group projects	N	0	1	2	3
5. The student respects cultural, individual, and role differences, including those due to age, gender, race, ethnicity, national origin, religion, sexual orientation, disability, language, and socioeconomic status	N	0	1	2	3

STRENGTHS:

AREAS OF CONCERN:

OTHER COMMENTS:

Recommendations:

◯　　**Hold or Remove from Practicum Eligibility, with the following remediation goals and/or procedures recommended:**

CONCERN	DESIRED OUTCOME	PLAN	RESPONSIBLE FACULTY/OTHERS	EXPECTED DATE OF COMPLETION

Additional comments:

STUDENT SIGNATURE

I agree to follow the remediation plan described above.

_____

Student   Date

FACULTY SIGNATURES

_____

Program Director   Date

_____

Advisor or Other faculty   Date

⭕   **Deny Practicum Eligibility and dismiss from program. Student will be informed of the decision and the appeals process in person, by e-mail, and by postal mail.**

Master Professional Performance Evaluation

Field Placement Form (MPPE-FP)

Student _____   Semester/Year _____

Rating Scale					
N - No Opportunity to observe		1 - Meets criteria minimally or inconsistently for program level			
0 - Does not meet criteria for program level		2 - Meets criteria consistently at this program level			
3 - Exceeds expectations for program level					
Communication Skills and Abilities					
1. The student demonstrates the ability to establish relationships in such a manner that a working alliance can be created	N	0	1	2	3
2. The student demonstrates effective communication skills including:					
a. Creating appropriate structure - setting the boundaries of the helping frame and maintaining boundaries throughout the work such as setting parameters for meeting time and place, maintaining the time limits, etc.	N	0	1	2	3
b. Understanding content - understanding the primary elements of the conversation	N	0	1	2	3
c. Understanding context - understanding the uniqueness of the conversation elements and their underlying meanings	N	0	1	2	3
d. Responding to feelings - identifying affect and addressing those feelings in a empathetic manner	N	0	1	2	3
e. Congruence - genuineness; external behavior consistent with internal affect	N	0	1	2	3
f. Establishing and communicating empathy - taking the perspective of the individual without over identifying, and communicating this experience to the individual	N	0	1	2	3
g. Non-verbal communication - demonstrates effective use of head, eyes, hands, feet, posture, voice, attire, etc.	N	0	1	2	3
h. Immediacy – communicating by staying in the here and now	N	0	1	2	3
i. Timing - responding at the optimal moment	N	0	1	2	3
j. Intentionality - responding with a clear understanding of the outcomes desired	N	0	1	2	3
k. Self-disclosure - skillful and carefully-considered for a specific strategic purpose	N	0	1	2	3
3. The student demonstrates awareness of power differences in a relationship and manages these differences effectively	N	0	1	2	3
4. The student collaborates with an individual to establish clear strategic goals	N	0	1	2	3
5. The student facilitates movement toward the individual's goals	N	0	1	2	3
6. The student demonstrates the capacity to match appropriate interventions to the presenting problem in a consistent manner	N	0	1	2	3
7. The student creates a safe environment	N	0	1	2	3
8. The student demonstrates analysis and resolution of ethical dilemmas.	N	0	1	2	3

Professional Responsibility					
1. The student conducts self in an ethical manner so as to promote confidence in the profession.	N	0	1	2	3
2. The student relates to peers, professors, and others in a manner consistent with stated professional standards	N	0	1	2	3
3. The student demonstrates sensitivity to real and ascribed differences in power between themselves and others, and does not exploit or mislead other people during or after professional relationships	N	0	1	2	3
4. The student demonstrates application of legal requirements relevant to professional training and practice	N	0	1	2	3
Competence					
1. The student recognizes the boundaries of her/his particular competencies and the limitations of her/his expertise.	N	0	1	2	3
2. The student takes responsibility for compensating for her/his deficiencies.	N	0	1	2	3
3. The student takes responsibility for assuring other's welfare when encountering the boundaries of her/his expertise.	N	0	1	2	3
4. The student provides only those services and applies only those techniques for which she/he is qualified by education, training and experience.	N	0	1	2	3

Rating Scale

N - No Opportunity to observe   1 - Meets criteria minimally or inconsistently for program level

0 - Does not meet criteria for program level   2 - Meets criteria consistently at this program level

                3 - Exceeds expectations for program level

5. The student demonstrates basic cognitive, affective, sensory, and motor capacities to respond to others	N	0	1	2	3
Maturity					
1. The student demonstrates appropriate self-control (such as anger control, impulse control) in interpersonal relationships with faculty, peers, and others.	N	0	1	2	3
2. The student demonstrates honesty, fairness, and respect for others	N	0	1	2	3
3. The student demonstrates an awareness of their own belief systems, values, needs and limitations and the effect of these on their work.	N	0	1	2	3
4. The student demonstrates the ability to receive, integrate and utilize feedback from peers, teachers, and supervisors	N	0	1	2	3
5. The student exhibits appropriate levels of self-assurance, confidence, and trust in own ability.	N	0	1	2	3
6. The student demonstrates awareness of the effects of their behavior on other people.	N	0	1	2	3
7. The student follows professionally recognized conflict resolution processes, seeking to informally address the issue first with the individual(s) with whom the conflict exists	N	0	1	2	3
Integrity					
1. The student refrains from making statements which are false, misleading or deceptive.	N	0	1	2	3
2. The student avoids improper and potentially harmful dual relationships.	N	0	1	2	3
3. The student respects the fundamental rights, dignity and worth of all people.	N	0	1	2	3

4. The student respects the rights of individuals to privacy, confidentiality, and choices regarding self-determination and autonomy.	N	0	1	2	3
5. The student respects cultural, individual, and role differences, including those due to age, gender, race, ethnicity, national origin, religion, sexual orientation, disability, language, and socioeconomic status	N	0	1	2	3

STRENGTHS:

AREAS OF CONCERN:

OTHER COMMENTS:

Recommendations:

○ **Remove from Practicum or deny eligbility for Practicum, with the following remediation goals and/or procedures recommended:**

CONCERN	DESIRED OUTCOME	PLAN	RESPONSIBLE FACULTY/OTHERS	EXPECTED DATE OF COMPLETION

Additional comments:

STUDENT SIGNATURE

I agree to follow the remediation plan described above.

_____

Student   Date

FACULTY SIGNATURES

_____

Program Director   Date

_____

Advisor or Other faculty   Date

○   **Remove from Field Placement and dismiss from program. Student will be informed of the decision and the appeals process in person, by e-mail, and by postal mail.**

FACULTY SIGNATURES

_____

Program Director   Date

_____

Advisor or Other faculty   Date