



**Student Handbook  
for MSCP and MAP  
Graduate Psychology Programs**

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## **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.

## **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 Handbook (Appendix E). If you have a specific question that is not answered here, please contact your advisor or another faculty member or staff.

## **STUDENT AGREEMENT OF HANDBOOK**

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
  - You also have the option to download and save the form for your records.
  - You will receive an email confirmation when the form is complete.

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More in-depth faculty profiles can be found at: <https://www.chatham.edu/mscp/faculty.cfm>

**GENERAL POLICIES, PROCEDURES, & EXPECTATIONS  
for MSCP/MAP Programs**

## CHATHAM UNIVERSITY MISSION STATEMENT AND POLICIES

**UNIVERSITY MISSION:** Chatham University prepares its students to build lives of purpose, value, and fulfilling work. Through professional skill development and liberal arts learning, Chatham prepares its graduates to be informed and engaged citizens in their communities; to recognize and respect diversity of culture, identity, and opinion; and to live sustainably.

Please refer to the Chatham University Catalog for information related to the Chatham University Mission Statement at: <https://www.chatham.edu/academics/catalog/2019-2020/>

**UNIVERSITY POLICIES:** Chatham University has several important policies that govern the practices in all programs university-wide, which are located in the university catalog. The university catalog webpage has a *Table of Contents* with more information about these specific areas and related policies.

<https://www.chatham.edu/academics/catalog/2019-2020/>

- Nondiscrimination Policy
- Disability Policy
- Chatham University Honor Code
- Cheating and Plagiarism/Academic Integrity
- Health Insurance
- Course Registration Policy
- Financial Assistance
- Students Rights and Responsibilities
- Title IV

**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.

**RESIDENCY REQUIREMENT:** Most, if not all, master's courses are taught "on the ground" in a brick and mortar campus. Thus, students are expected to live in a reasonable driving distance to campus and attend classes on a consistent basis. Some courses utilize hybrid formats and online technologies as supplemental components to the classroom experience.

**CONTINUOUS ENROLLMENT REQUIREMENT:** Chatham University policy dictates that graduate students must maintain continuous enrollment for all semesters (excluding Summer session) until they graduate from the program. Alternately, students who are experiencing significant medical, family or personal circumstances may opt to apply for a temporary leave of absence from the program.

**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.

**LEAVE OF ABSENCE:** When circumstances arise in which a student feels that continuing progress through the program is not possible, the student may petition for a leave of absence. When such circumstances arise, the student must notify the Masters Programs Coordinator and the Program Director, and, must complete the University Leave of Absence form that is filed with the Offices of the Registrar, Student Accounts, and Financial Aid (if applicable). University policies about the Leave of Absence will apply.

**STUDENT RECORDS:** The program maintains records documenting student's progress and status in the program. The records consist of a combination of paper and electronic files, both of which are kept in secure locations to protect student privacy. Paper records are kept in locked filing cabinets in the Program Director's office. Electronic records are kept on a secure, password protected university server. Electronic records are accessible only to the Program Director, the Masters Programs Coordinator, and the Program Assistant. Additionally, the Field Placement Coordinator has access to students' electronic practicum files.

**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: <https://www.chatham.edu/academics/catalog/2019-2020/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.

**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.



**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>

# EXPECTATIONS OF STUDENTS

Expectations for students in the MSCP and MAPS programs fall within the following categories:

- Student Portfolio
- Moodle and Email
- Standards for written work
- Advising Relationship
- Social Media Considerations
- Involvement in Professional Organizations
- Professional Behavior
- Academic Competence
- Adherence to Ethical Principles
- Personal Growth and Self-Disclosure
- Lawful Behavior
- Involvement in Student Governance
- Student Self-Care, Health, and Wellness
- Engage in Constructive Conflict Resolution

## **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.

## **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 6<sup>th</sup> 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.

## **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 desired 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](http://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.

### **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 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](http://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](mailto:dhamilton@chatham.edu) or 412-365-1176 with any questions. Applications and additional information are available at [www.psichi.org](http://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/>

### **PROFESSIONAL BEHAVIOR**

Chatham University is a community of learners. As professionals-in-training, MSCP/MAP students are expected to actively contribute to the learning environment by engaging in the respectful exchange of ideas, insights, and challenges. Students are expected to demonstrate appropriate professional behavior in all settings (academic and clinical) associated with their education and training. Examples of expected professional behaviors include, but are not limited to, the following: appropriate dress; effective time management; punctuality; clear professional oral and written communication with peers, staff, faculty members, and supervisors; ethical and professional resolution of conflicts; demonstration of personal responsibility for work and for remediating deficiencies; the ability to provide respectful and constructive feedback; and respectful and constructive responses to feedback from others.

Further, the Chatham University MSCP/MAP programs has at its core the mission of educating students to be agents of change in the systems in which they interact, including families, organizations, or communities. As such, students are expected to be mindful of their status as models for healthy and respectful behavior in their interactions with others, whether in the classroom, at program or campus events, in Practicum or Internship settings, or in the public domain.

Please see Appendix C (particularly the Professional Behavior Competencies Section) and the handbook section on Evaluations of Students for specific information related to expectations for and evaluation of Professional Behavior, and possible consequences of unprofessional behavior.

### **ACADEMIC COMPETENCE**

Academic competence is measured by a student's grades, as well as evaluations of the Portfolio and Comprehensive Examination. Students should familiarize themselves with the grading policies and procedures for graduate students at Chatham University. Please refer to the Chatham University Catalog for information related to the Chatham University Grade Policy at: <http://www.chatham.edu/academics/catalog.cfm>

In the MSCP/MAP programs, students who earn a grade below B- in an academic class may not be allowed to continue in the program until the student has repeated the class and earned a satisfactory grade of B- or above. Any exception to this policy must be approved by the graduate psychology faculty and the Dean of the College of Graduate Studies.

### **ADHERENCE TO ETHICAL PRINCIPLES**

Chatham University MSCP/MAP students are expected to uphold the principles of ethical behavior outlined by the American Psychological Association and American Counseling Association. Students are encouraged to bring questions and concerns about ethical decision making to their advisor or any member of the faculty for discussion and consultation. Violations of the Ethical Code of Conduct will be considered a serious matter and may be grounds for dismissal from the program.

## **PERSONAL GROWTH AND SELF-DISCLOSURE**

Participation in the MSCP/MAP programs requires a commitment to personal growth and involves some degree of self-exploration and self-disclosure as is relevant for counseling and psychological education and training. There are many opportunities within the program for students to develop self-awareness through self-exploration and reflection, including classroom activities and assignments, preparation for the Comprehensive Examination, and group and individual supervision for practicum work. The following section from the APA Ethics Code (2010) is used as a foundation for program policy regarding student self-disclosure:

### **7.04 Student Disclosure of Personal Information**

Psychologists do not require students or supervisees to disclose personal information in course- or program-related activities, either orally or in writing, regarding sexual history, history of abuse and neglect, psychological treatment, and relationships with parents, peers, and spouses or significant others except if (1) the program or training facility has clearly identified this requirement in its admissions and program materials or (2) the information is necessary to evaluate or obtain assistance for students whose personal problems could reasonably be judged to be preventing them from performing their training - or professionally related activities in a competent manner or posing a threat to the students or others.

<http://www.apa.org/ethics/code/index.aspx>

Student choices about self-disclosure are treated by faculty with dignity, honor, and respect. Faculty members also expect students to treat self-disclosure by peers with dignity, honor, and respect. Students are encouraged to talk with their advisor or course instructor if they have questions about issues related to personal growth and self-disclosure.

## **LAWFUL BEHAVIOR**

Students are expected to be law-abiding citizens. According to the Pennsylvania Law, all misdemeanor and felony convictions, pleas, and Accelerated Rehabilitative Dispositions (ARDs) involving a psychologist must be reported to the Psychology Licensure Board. Section 8 of the Professional Psychologists Practice Act and Section 9124 of the Criminal Record History Information Act provide the Board with the authority to refuse a license to an applicant who has been convicted of a crime (please consult state licensing board web-sites for additional information). Please consult with your faculty advisor and/or the Director of Training if you have any questions about this.

## **STUDENT INVOLVEMENT IN PROGRAM GOVERNANCE**

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, MSCP/MAP Training Director and Director of Graduate Psychology Programs.

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 both 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. Likewise, student involvement is also welcome and expected during the admissions process. Current students will take part in the interviewing of prospective students.



## **STUDENT SELF-CARE, HEALTH, AND WELLNESS**

Graduate work is both rewarding and challenging. It is important for students to practice self-care and focus on their health and wellness. As listed in the Program Resource section of the handbook (Appendix D), students are encouraged to utilize the AFC, Health Center, Counseling Services, and other university resources to enhance their health. In addition, students may seek and utilize community supports and resources. The American Psychological Association has a self-care center, with articles, plans, and resources for graduate students: <https://www.apa.org/education/grad/self-care>

## **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/2019-2020/>)

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.

## **EVALUATION OF STUDENTS**

- Regular Evaluation Process
- Professional Growth Plans
- Remediation Plans

**Overview:** Students in the MSCP and MAP programs are evaluated in an ongoing fashion with regard to academic performance and professional behavior. MSCP/MAP faculty have a responsibility to evaluate students across domains related to competence, to ensure that students are making expected progress in knowledge, skills, attitudes, and behaviors. Faculty members also have the responsibility of providing clear feedback to students about their progress and of addressing concerns about progress or competence in structured and collaborative ways. Methods for evaluating and addressing concerns about student progress and competence include regularly scheduled evaluations, additional evaluations that are completed as circumstances warrant, and the development of professional growth plans.

### **REVIEW OF TRANSCRIPTS/GRADES**

Faculty will review all transcripts each semester to ensure that each student remains in good standing and is making adequate progress toward graduation. Please see the section above on Academic Competence for more details about the grade expectations and consequences for difficulties in academic work.

### **SCHEDULED EVALUATIONS BY FACULTY**

*ALL STUDENTS:* At the end of each academic year in the program, the faculty will meet to discuss each student's progress toward degree completion. The Annual Student Evaluation Form is included in Appendix C. The student will receive a completed evaluation form from their current advisor. The students will review and sign the report, adding any comments desired, and the hard copy is placed in the program's file. In addition, the need for a Professional Growth Plan or Remediation Plan may arise as a result of the Annual Student Progress Report; see the section below on Professional Growth Plans for details, as well as Appendix 4 for more details.

Any scheduled evaluation that indicates significant concerns about a student's performance and progress may result in a Professional Growth Plan, a Remediation Plan, a delay in or removal from practicum, probation, slow-down, and/or dismissal from the program.

**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 than 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 – Appendix E.*

### **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 (<https://www.chatham.edu/academics/catalog/2019-2020/>)

## **PROGRAM 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, see Appendix C.

## STUDENT AWARDS

We are proud of the great work that our students do 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](mailto:dhamilton@chatham.edu); Eastside 2702 and [aisacco@chatham.edu](mailto: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 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. 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.*

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.

### **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.

#### **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 555 Statistics and Research Design  
PSY 605 Biopsychology  
PSY 627 Vocational and Career Counseling  
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 \_\_\_\_\_

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 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.

### Elective Courses

- 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).

## STATE LICENSURE

Each state has different licensure requirements for master's-level professional counselors. Licensing laws and certification regulations do vary from state to state. 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](mailto: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.

## PRACTICUM AND INTERNSHIP POLICIES AND PROCEDURES

### 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

**Prerequisites for MSCP-Community and Mental Health Field Placements:** Prior to beginning fieldwork, students must have completed the following Core Courses:

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

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 <https://www.chatham.edu/academics/catalog/2019-2020/>. 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.

#### **Field Placement Handbook (Appendix E)**

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

### **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 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 555	Statistics and Research Design
PSY 605	Biopsychology
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
PSY 658	Evidence-Based Practice
PSY 681	Professional Integration Seminar

### 1 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:  
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 introduces students to the field of counseling psychology, including the historical roots, current values, and training curriculum. The course also engages students in experiential learning of the theory and practice of basic counseling skills.

### **PSY 605 Biopsychology (3)**

The course focuses on the development of the brain and nervous system, interconnections between the human body's biological systems, and types and mechanisms of psychopharmacological interventions for psychological disorders.

### **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 is 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 718 Psychology and Sustainability (3)**

The course presents the interface between environment and sustainability issues and the discipline of counseling psychology. Students review psychological literature about the relationship between environmental problems/solutions and human health and well-being, as well as implications of this for psychologists' work with individuals, families, and communities.

**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 sequelae 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 also 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 730 Psychology of Emerging Adulthood (3)**

This course explores developmental theory pertaining to the timespan between adolescence and adulthood. Identity exploration in the areas of education, work, interpersonal relationships, and culture will be examined through current and seminal research. Developmental considerations for working with this population will be highlighted.

**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:**

- **RECOMMENDED COURSE SEQUENCES**
- **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
PSY605	Biopsychology	SP 2	PSY605	Biopsychology	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 642 Assessment	_____
PSY 657 Psychopathology & Resilience	_____
PSY 658 Evidence-Based Practice	_____
PSY 662 Counseling Theories and Techniques	_____
PSY 672 Group Counseling	_____

**Other Required Courses (3 credits each)**

PSY 605 Biopsychology	_____
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 605 Biopsychology \_\_\_\_\_
- PSY 555 Statistics and Research Design \_\_\_\_\_
- PSY 617 Psychology of Culture and Identity \_\_\_\_\_
- PSY 629 Human Development \_\_\_\_\_
- PSY 642 Assessment \_\_\_\_\_
- PSY 657 Psychopathology & Resilience \_\_\_\_\_
- PSY 662 Counseling Theories and Techniques \_\_\_\_\_
- PSY 672 Group Counseling \_\_\_\_\_
- PSY 658 Evidence-Based Practice \_\_\_\_\_
- PSY 681 Professional Integration \_\_\_\_\_

**1 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.

N/A: Not observed at this stage of professional training.

1 = Lacking: Demonstration of competence is *considerably below* the expected standard at this stage of professional training.

2 = Emergent: Demonstration of competence is *occurring but below the expected* standard at this stage of professional training.

3 = Proficient: Demonstration of competence *is at the expected standard* at this stage of professional training.

**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

<b>1</b>	<b>2</b>	<b>3</b>
<b>Lacking</b>	<b>Emergent</b>	<b>Proficient</b>

**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

<b>1</b>	<b>2</b>	<b>3</b>
<b>Lacking</b>	<b>Emergent</b>	<b>Proficient</b>

**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

<b>1</b>	<b>2</b>	<b>3</b>
<b>Lacking</b>	<b>Emergent</b>	<b>Proficient</b>

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

<p><b>a. Evidences adherence to professional values throughout professional work.</b></p> <p>Examples:</p> <ul style="list-style-type: none"> <li>• Demonstrates honesty, even in difficult situations</li> <li>• Takes responsibility for own actions</li> <li>• Identifies situations that challenge professional values, and seeks supervisor guidance as needed</li> </ul> <p style="text-align: center;"> <b>1                      2                      3</b>  <b>Lacking              Emergent              Proficient</b> </p>
<p><b>b. Demonstrates understanding of counseling and psychological practice as an applied behavioral science</b></p> <p>Examples:</p> <ul style="list-style-type: none"> <li>• Demonstrates understanding of core scientific conceptualizations of human behavior</li> <li>• Demonstrates basic knowledge of the biological, social, affective, and cognitive bases of behavior</li> <li>• Demonstrates understanding of human development—including career development</li> <li>• Cites scientific literature to support an argument when appropriate</li> <li>• Evaluates scholarly literature on a topic as needed</li> </ul> <p style="text-align: center;"> <b>1                      2                      3</b>  <b>Lacking              Emergent              Proficient</b> </p>
<p><b>c. Maintains professionally appropriate communication and conduct across different settings</b></p> <p>Examples:</p> <ul style="list-style-type: none"> <li>• Demonstrates appropriate personal hygiene and attire</li> <li>• Distinguishes between appropriate and inappropriate language and demeanor in professional contexts</li> <li>• Demonstrates awareness of the impact behavior has on client, public and profession</li> <li>• Utilizes appropriate language and demeanor in professional communications</li> </ul> <p style="text-align: center;"> <b>1                      2                      3</b>  <b>Lacking              Emergent              Proficient</b> </p>
<p><b>d. Assesses personal accountability and accepts responsibility for own actions</b></p> <p>Examples:</p> <ul style="list-style-type: none"> <li>• Turns in assignments in accordance with established deadlines</li> <li>• Demonstrates personal organization skills</li> <li>• Plans and organizes own workload</li> <li>• Follows policies and procedures of institution</li> <li>• Follows through on commitments</li> <li>• Completes required case documentation promptly and accurately</li> <li>• Accepts responsibility for meeting deadlines</li> </ul>

<ul style="list-style-type: none"> <li>Acknowledges errors</li> </ul> <p style="text-align: center;"> <b>1                      2                      3</b>  <b>Lacking              Emergent              Proficient</b> </p>
<p><b>e. Demonstrates concern for the Welfare of Others</b></p> <p>Examples:</p> <ul style="list-style-type: none"> <li>Displays initiative to help others</li> <li>Articulates importance of concepts of confidentiality, privacy, and informed consent</li> <li>Demonstrates compassion (awareness of suffering and the wish to relieve it) for others</li> <li>Determines when response to client needs takes precedence over personal needs</li> </ul> <p style="text-align: center;"> <b>1                      2                      3</b>  <b>Lacking              Emergent              Proficient</b> </p>
<p><b>f. Displays an appropriately defined professional identity</b></p> <p>Examples:</p> <ul style="list-style-type: none"> <li>Demonstrates knowledge of the program and profession (training model, core competencies)</li> <li>Demonstrates knowledge about practicing within one’s competence</li> <li>Has membership in professional organizations</li> <li>Attends colloquia, workshops, conferences</li> </ul> <p style="text-align: center;"> <b>1                      2                      3</b>  <b>Lacking              Emergent              Proficient</b> </p>
<p><b>MPCAC STANDARD B: EVIDENCE-BASED THEORIES AND PRACTICE OF COUNSELING AND PSYCHOTHERAPY</b></p>
<p><b>1. Knowledge: Demonstrates knowledge of individual and group theories of counseling and psychotherapy consistent with program orientation and goals.</b></p> <p>Examples:</p> <ul style="list-style-type: none"> <li>Articulates the relationship of EBP to professional counseling</li> <li>Identifies basic strengths and weaknesses of different intervention approaches</li> </ul> <p style="text-align: center;"> <b>1                      2                      3</b>  <b>Lacking              Emergent              Proficient</b> </p>
<p><b>2. Relationships: Relate effectively with individuals, groups, and communities</b></p>

<p><b>a. Forms and maintains productive and respectful relationships with clients, peers/colleagues, supervisors and professionals from other disciplines</b></p> <p>Examples:</p> <ul style="list-style-type: none"> <li>• Forms effective working alliances with most clients</li> <li>• Engages with supervisors to work effectively</li> <li>• Involved in departmental, institutional, or professional activities or governance</li> <li>• Demonstrates respectful and collegial interactions with those who have different professional models or perspectives</li> </ul> <p style="text-align: center;"><b>1                      2                      3</b></p> <p><b>Lacking                      Emergent                      Proficient</b></p>
<p><b>b. Negotiates differences and handles conflict satisfactorily</b></p> <p>Examples:</p> <ul style="list-style-type: none"> <li>• Makes appropriate disclosures regarding problematic interpersonal situations</li> <li>• Acknowledges own role in difficult interactions</li> <li>• Initiates discussion regarding disagreements with colleagues or supervisors</li> <li>• Efforts to resolve disagreements do not escalate negative affect among the parties involved</li> <li>• Seeks clarification in challenging interpersonal communications</li> <li>• Demonstrates understanding of diverse viewpoints in challenging interactions</li> <li>• Maintains affective equilibrium and focus on therapeutic task in face of client distress</li> </ul> <p style="text-align: center;"><b>1                      2                      3</b></p> <p><b>Lacking                      Emergent                      Proficient</b></p>
<p><b>c. Provides effective feedback to others, receives feedback non-defensively, and integrates feedback appropriately.</b></p> <p>Examples:</p> <p style="padding-left: 40px;">Accepts and implements supervisory feedback non-defensively</p> <p style="text-align: center;"><b>1                      2                      3</b></p> <p><b>Lacking                      Emergent                      Proficient</b></p>
<p><b>d. Communicates clearly using verbal, non-verbal, and written skills in a professional context; demonstrates clear understanding and use of professional language</b></p> <p>Examples:</p> <ul style="list-style-type: none"> <li>• Uses professional terms and concepts appropriately and clearly in discussions, case reports, etc.</li> <li>• Understands terms and concepts used in professional texts and in others' case reports</li> <li>• Communication is understandable, consistent across expressive modalities</li> <li>• Prepares clearly written assessment reports</li> <li>• Presents clinical process to supervisor in a succinct, organized, well-summarized way</li> <li>• Provides verbal feedback to client regarding assessment and diagnosis using language the client can understand</li> <li>• Presents clear, appropriately detailed clinical material</li> </ul> <p style="text-align: center;"><b>1                      2                      3</b></p>



<b>Lacking</b>	<b>Emergent</b>	<b>Proficient</b>
<b>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).</b>		
<b>a. Formulates and conceptualizes cases; plans interventions utilizing at least one consistent theoretical orientation</b>		
Examples:		
<ul style="list-style-type: none"> <li>• Articulates a theory of change and identifies interventions to implement change</li> <li>• Writes case conceptualization reports and collaborative treatment plans incorporating evidence-based practices</li> </ul>		
<b>1</b>	<b>2</b>	<b>3</b>
<b>Lacking</b>	<b>Emergent</b>	<b>Proficient</b>
<b>b. Displays skills in developing the therapeutic alliance</b>		
Examples:		
<ul style="list-style-type: none"> <li>• Develops rapport with clients</li> <li>• Develops therapeutic relationships through collaborations with clients</li> <li>• Displays helping skills, such as empathetic listening, framing problems during role-plays</li> <li>• Uses non-verbal communication such as eye-contact and body positioning with role play clients to convey interest and concern</li> </ul>		
<b>1</b>	<b>2</b>	<b>3</b>
<b>Lacking</b>	<b>Emergent</b>	<b>Proficient</b>
<b>c. Evaluates intervention progress and modifies intervention or prevention strategies on the basis of their evaluation of clients' progress</b>		
Examples:		
<ul style="list-style-type: none"> <li>• Describes instances of lack of progress and actions taken in response</li> <li>• Demonstrates ability to evaluate treatment progress in context of evidence based interventions</li> </ul>		
<b>1</b>	<b>2</b>	<b>3</b>
<b>Lacking</b>	<b>Emergent</b>	<b>Proficient</b>
<b>MPCAC STANDARD C: MULTICULTURALISM AND DIVERSITY</b>		
Demonstrates knowledge, self-awareness, and skills in working with individuals, groups, and communities who represent various cultural and personal backgrounds and characteristics.		
<b>1. Knowledge and Self-Awareness</b>		

<p>a. <b>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.</b></p> <p>Examples:</p> <ul style="list-style-type: none"> <li>• Articulates how ethnic group values influence who one is and how one relates to other people</li> <li>• Articulates dimensions of diversity (e.g., race, gender, sexual orientation)</li> <li>• Uses knowledge of self to monitor effectiveness as a professional</li> <li>• Initiates supervision about diversity issues</li> </ul> <p style="text-align: center;"> <b>1</b>                      <b>2</b>                      <b>3</b>  <b>Lacking</b>              <b>Emergent</b>              <b>Proficient</b> </p>
<p>b. <b>Demonstrates knowledge and awareness of others, as shaped by individual and cultural diversity and context.</b></p> <p>Examples:</p> <ul style="list-style-type: none"> <li>• Demonstrates knowledge, awareness and understanding of the way culture and context shape the behavior of other individuals</li> <li>• Articulates beginning understanding of the way culture and context are a consideration in working with clients</li> <li>• Demonstrates understanding that others may have multiple cultural identities</li> <li>• Initiates supervision about diversity issues with others</li> </ul> <p style="text-align: center;"> <b>1</b>                      <b>2</b>                      <b>3</b>  <b>Lacking</b>              <b>Emergent</b>              <b>Proficient</b> </p>
<p><b>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.</b></p> <p>Examples:</p> <ul style="list-style-type: none"> <li>• Demonstrates knowledge, awareness and understanding of the way culture and context shape interactions between and among individuals</li> <li>• Articulates beginning understanding of the way culture and context are a consideration in the therapeutic relationship</li> <li>• Understands the role that diversity may play in interactions with others</li> <li>• Initiates supervision about diversity issues in interactions with others</li> </ul> <p style="text-align: center;"> <b>1</b>                      <b>2</b>                      <b>3</b>  <b>Lacking</b>              <b>Emergent</b>              <b>Proficient</b> </p>
<p><b>MPCAC STANDARD D: THEORIES OF PSYCHOPATHOLOGY AND RELEVANT CLASSIFICATION SYSTEMS</b></p>
<p><b>1. Knowledge</b></p>
<p>a. <b>Demonstrates knowledge of theories of psychopathology, including but not limited to biological and sociocultural theories.</b></p> <p>Examples:</p> <ul style="list-style-type: none"> <li>• Describes normal development consistent with broad area of training</li> </ul>

<ul style="list-style-type: none"> <li>• Articulates relevant developmental features and clinical symptoms as applied to presenting question</li> </ul> <p style="text-align: center;"> <b>1</b>                      <b>2</b>                      <b>3</b>  <b>Lacking</b>              <b>Emergent</b>              <b>Proficient</b> </p>
<p><b>b. Demonstrates knowledge of classification systems of behavior and evaluates limitations of those systems.</b></p> <p>Examples:</p> <ul style="list-style-type: none"> <li>• Identifies DSM criteria</li> <li>• Demonstrates ability to identify problem areas and to use concepts of differential diagnosis</li> </ul> <p style="text-align: center;"> <b>1</b>                      <b>2</b>                      <b>3</b>  <b>Lacking</b>              <b>Emergent</b>              <b>Proficient</b> </p>
<p><b>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.</b></p> <p>Examples:</p> <ul style="list-style-type: none"> <li>• Discusses diagnostic formulation and case conceptualization in courses</li> <li>• Prepares basic reports which articulate theoretical material</li> </ul> <p style="text-align: center;"> <b>1</b>                      <b>2</b>                      <b>3</b>  <b>Lacking</b>              <b>Emergent</b>              <b>Proficient</b> </p>
<b>MPCAC STANDARD E: TESTS, MEASUREMENTS, AND OTHER ASSESSMENTS OF BEHAVIOR</b>
<p><b>1. Knowledge</b></p> <p><b>a. Demonstrates knowledge of content, reliability, and validity, and purposes of assessment measures frequently used by counselors and psychological practitioners</b></p> <p>Examples:</p> <ul style="list-style-type: none"> <li>• Identifies appropriate assessment measures for cases seen at practice site</li> <li>• Consults with supervisor regarding selection of assessment</li> <li>• Demonstrates knowledge of the construct(s) being assessed</li> <li>• Evidences understanding of basic psychometric constructs such as validity, reliability, and test construction</li> </ul> <p style="text-align: center;"> <b>1</b>                      <b>2</b>                      <b>3</b>  <b>Lacking</b>              <b>Emergent</b>              <b>Proficient</b> </p>
<p><b>b. Evaluates strengths and limitations (including cultural limitations) of administration, scoring and interpretation of assessment measure.</b></p> <p>Examples:</p> <ul style="list-style-type: none"> <li>• Demonstrates awareness of need to base diagnosis and assessment on multiple sources of information</li> <li>• Demonstrates awareness of need for selection of assessment measures appropriate to population/problem</li> </ul>

<ul style="list-style-type: none"> <li>Collects accurate and relevant data from structured and semi-structured interviews and mini-mental status exams</li> </ul> <p style="text-align: center;"> <b>1</b>                      <b>2</b>                      <b>3</b>  <b>Lacking</b>              <b>Emergent</b>              <b>Proficient</b> </p>
<p><b>2.Skills: Selects and utilizes appropriate assessment measures across domains of functioning, practice settings, and cultural groups.</b></p> <p>Examples:</p> <ul style="list-style-type: none"> <li>Demonstrates ability to accurately select, administer, score and interpret assessment tools with client populations</li> </ul> <p style="text-align: center;"> <b>1</b>                      <b>2</b>                      <b>3</b>  <b>Lacking</b>              <b>Emergent</b>              <b>Proficient</b> </p>
<b>MPCAC STANDARD F: RESEARCH METHODS AND PROGRAM EVALUATION</b>
<p><b>1. Knowledge</b></p> <p><b>a. Demonstrates knowledge of scientific methods commonly used by counselors and psychology practitioners in their clinical work</b></p> <p>Examples:</p> <ul style="list-style-type: none"> <li>Uses literature to support ideas in case conferences and supervision</li> <li>Formulates appropriate questions regarding case conceptualization</li> <li>Cites scientific literature to support an argument when appropriate</li> <li>Demonstrates knowledge of interventions and explanations for their use based on EBP</li> <li>Demonstrates the ability to select interventions, assessment tools, and consultation methods for different problems and populations related to the practice setting</li> <li>Investigates existing literature related to problems and client issues</li> <li>Creates a treatment plan that reflects successful integration of empirical findings, clinical judgement, and client preferences in consultation with supervisor</li> </ul> <p style="text-align: center;"> <b>1</b>                      <b>2</b>                      <b>3</b>  <b>Lacking</b>              <b>Emergent</b>              <b>Proficient</b> </p>
<p><b>b. Demonstrates knowledge of use of scientific methods to add to the knowledge base of counseling and psychology</b></p> <p>Examples:</p> <ul style="list-style-type: none"> <li>Questions assumptions of knowledge</li> <li>Evaluates study methodology and scientific basis of findings</li> </ul> <p style="text-align: center;"> <b>1</b>                      <b>2</b>                      <b>3</b>  <b>Lacking</b>              <b>Emergent</b>              <b>Proficient</b> </p>
<p><b>c. Demonstrates knowledge of application of scientific methods to evaluating practices, interventions, and <i>programs</i>.</b></p> <p>Examples:</p>

<ul style="list-style-type: none"> <li>Generates hypotheses regarding own contribution to therapeutic process and outcome</li> <li>Understands the development of evidence based practice in counseling</li> </ul> <p>1                      2                      3  <b>Lacking              Emergent              Proficient</b></p>
<p><b>2. Skills: Critiques published research effectively</b></p> <p>Examples:</p> <ul style="list-style-type: none"> <li>Evaluates scholarly literature on a practice-related topic as needed</li> </ul> <p>1                      2                      3  <b>Lacking              Emergent              Proficient</b></p>
<p align="center"><b>MPCAC STANDARD G: CAREER DEVELOPMENT AND/OR THE ROLE OF WORK IN PEOPLE’S LIVES</b></p>
<p>1. Demonstrates knowledge of the role of work in people’s lives</p> <p>1                      2                      3  <b>Lacking              Emergent              Proficient</b></p>
<p>2. Demonstrates understanding of the development of work and career choices across a lifespan</p> <p>1                      2                      3  <b>Lacking              Emergent              Proficient</b></p>
<p align="center"><b>MPCAC STANDARD H: BIOLOGICAL BASIS OF BEHAVIOR</b></p>
<p>Demonstrates knowledge and understanding of the relationship between biological factors and human functioning.</p> <p>1                      2                      3  <b>Lacking              Emergent              Proficient</b></p>
<p align="center"><b>MPCAC STANDARD I: DEVELOPMENTAL BASIS OF BEHAVIOR</b></p>
<p>Demonstrates knowledge and understanding of human development, wellness, and learned bases of behavior across the lifespan.</p> <p>1                      2                      3  <b>Lacking              Emergent              Proficient</b></p>
<p align="center"><b>MPCAC STANDARD J: SOCIAL/ORGANIZATIONAL/COMMUNITY BASIS OF BEHAVIOR</b></p>

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**  
**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**  
**Lacking**

**2**  
**Emergent**

**3**  
**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**  
**Lacking**

**2**  
**Emergent**

**3**  
**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

- |  | <b>0</b> | <b>1</b> | <b>2</b> | <b>3</b> | <b>N</b> |
|--|----------|----------|----------|----------|----------|
| <b>1. COMMUNICATION SKILLS AND ABILITIES</b>   |          |          |          |          |          |
| <ul style="list-style-type: none"> <li>• 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</li> </ul>  |          |          |          |          |          |
| <b>2. PROFESSIONAL RESPONSIBILITY</b>  |          |          |          |          |          |
| <ul style="list-style-type: none"> <li>• 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</li> </ul>                                  |          |          |          |          |          |
| <b>3. COMPETENCE</b>   |          |          |          |          |          |
| <ul style="list-style-type: none"> <li>• For example, meeting university and program standards for academic competence; taking responsibility for compensating for own deficiencies</li> </ul>   |          |          |          |          |          |
| <b>4. MATURITY</b>   |          |          |          |          |          |
| <ul style="list-style-type: none"> <li>• 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,</li> </ul> |          |          |          |          |          |





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

Student \_\_\_\_\_ Semester/Year \_\_\_\_\_

<b>Rating Scale</b>					
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				
<b>Communication Skills and Abilities</b>					
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
<b>Professional Responsibility</b>					

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
<b>Competence</b>					
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

<b>Rating Scale</b>					
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				
<b>Maturity</b>					
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
<b>Integrity</b>					
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.**

**Adapted from the Professional Performance Evaluation form created by the Southwest Texas State University Educational Administration and Psychological Services Department**

Revised 8/11/2009

## Master Professional Performance Evaluation

### Field Placement Form (MPPE-FP)

Student \_\_\_\_\_

Semester/Year \_\_\_\_\_

<b>Rating Scale</b>					
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				
<b>Communication Skills and Abilities</b>					
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 an 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

<b>Professional Responsibility</b>					
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
<b>Competence</b>					
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
<b>Rating Scale</b>					
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
<b>Maturity</b>					
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
<b>Integrity</b>					
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 eligibility 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

<input type="radio"/>	<b>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.</b>
<b>FACULTY SIGNATURES</b>	
<hr/>	
Program Director	Date
<hr/>	
Advisor or Other faculty	Date

**Adapted from the Professional Performance Evaluation form created by the Southwest Texas State University Educational Administration and Psychological Services Department**

Revised 8/11/2009

**APPENDIX D:**  
**CHATHAM UNIVERSITY STUDENT SERVICES**  
**& PROGRAM RESOURCES**

## CHATHAM UNIVERSITY STUDENT SERVICES & PROGRAM RESOURCES

Computer and space resources for graduate students

- Observation rooms and recording facilities (CE 2716, 2717, 2723,2724)
- Graduate student lounge (room CE 2715)

### University Resources

Chatham University has many resources available to its students, as follow:

- School of Health Sciences
  - Dean of School of Health Sciences – Dr. Patricia A. Downey at 412-365-1199 or [downey@chatham.edu](mailto:downey@chatham.edu).
- Jennie King Mellon Library
  - Located on the Shadyside campus, Woodland Road
  - <https://library.chatham.edu/friendly.php?s=home>
  - Kim Foflygen, Technical Services Assistant, at 412-365-1242 or [kfoflygen@chatham.edu](mailto:kfoflygen@chatham.edu)
- OAAR – Office of Academic and Accessibility Resources
  - <https://www.chatham.edu/academics/support/index.cfm>
  - Located on the third floor of JKM Library, Shadyside campus
  - Student Disabilities. Students with disabilities that may impact their academic performance in the program should contact OAAR at the beginning of the semester for assistance in clarifying specific needs. OAAR will notify the student’s instructors that the student is entitled to accommodations, if indicated. It is expected that students with disabilities will also discuss with faculty what accommodations are needed. (NOTE: Students may not be given substantive accommodations in the program without documentation from OAAR.)
- Counseling and Health Services
  - <https://www.chatham.edu/campus-life/services/counseling.cfm>
  - Located in Woodland Hall, ground floor, Shadyside campus
  - Contact the Student Services Center at 412-365-2797

Student Health Insurance - All full time students are required to present proof of health insurance. For students who do not have current health insurance, Chatham University Sickness and Accident insurance plan is available to all registered students (both full and part time) and will help insure that they are able to receive adequate medical treatment when necessary. This insurance policy will also offer them the flexibility to utilize both the local health systems as well as Chatham Health Services.

For more information, please review:

<https://www.chatham.edu/academics/international/elp/healthinsurance.cfm>

- Bookstore – 412-365-1661
  - <https://www.bkstr.com/chathamstore>
  - Located in Woodland Hall, ground floor, Shadyside campus
- Student Services - 412-365-2963
  - Located in Braun Hall, first floor, Shadyside campus
  - Office of the Registrar
  - <https://www.chatham.edu/academics/registrar/>
  - Office of Financial Aid and Office of Student Accounts
  - Both are located in Braun Hall, first floor
    - For information about financial aid resources, please contact the Chatham University Office of Financial Aid at 412-365-1777 or visit the following web-site for information about aid and tuition rates:
  - <https://www.chatham.edu/admission/financial-aid/index.cfm>
- IT Services
  - Help Desk – 412-365-1112 or [services@chatham.edu](mailto:services@chatham.edu)
  - <https://www.chatham.edu/its/services/helpdesk.cfm>
  - Located in Woodland Hall, first floor and Eastside campus, second floor
  - Students can receive a free download of SPSS
- Public Safety
  - 412-365-1111 (emergency) or 412-365-1230 (non-emergency)
  - <https://www.chatham.edu/campus-life/services/public-safety/index.cfm>
  - Location in Rea Garage, Shadyside campus
  - Parking information, Chatham Shuttle Service, Safe Rider Service and Public Transportation information is found at: <https://www.chatham.edu/campus-life/services/transportation/parking.cfm>
- Dining Services
  - <https://www.chatham.edu/campus-life/services/dining.cfm>
  - Eastside Café, located on the second floor
  - Café Rachel, located on the Shadyside campus in Woodland Hall, first floor
  - Anderson Dining Hall, Mellon Administration building located on the Shadyside campus
- Athletic and Fitness Center (AFC)
  - Located on Shadyside campus
  - <https://www.chatham.edu/campus-life/student-affairs/programs.cfm>

- 412-365-1519

#### Community Resources

Pittsburgh has abundant resources that will benefit Chatham University students. These include many hospitals and health facilities; psychologists and other mental health practitioners; and other universities and libraries. Faculty and other university personnel can provide helpful information to students. In addition, please see the following link for additional information: <https://www.chatham.edu/campus-life/experience/pittsburgh.cfm>

**APPENDIX E:  
FIELD PLACEMENT HANDBOOK**



# **Field Placement Handbook**

for

**Graduate Psychology Programs:  
Master of Science in Counseling Psychology  
Master of Arts in Psychology**

August 2019

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## How to use this manual/Disclaimer

- **The purpose of this manual is to guide you in preparing for, obtaining, and completing your field placement requirements.**
- This Field Placement Manual was developed to assist students in the Master of Science in Counseling Psychology and the Master of Arts in Psychology Programs. It will help you prepare for and understand the requirements to complete the field placement component of the programs.
- The contents of this manual are intended to serve as guidelines rather than all-encompassing, concrete rules for completion of the field placement.
- *Please read the manual thoroughly.* Refer back to it when you have questions – answers to many common questions can be found here.
- Counseling includes many different activities and includes (but is not limited to) traditional 50 minute sessions, group counseling, brief consultations, brief counseling sessions, intakes, crisis work, outreach and educational programming, etc. Policies and procedures from the state to the site level are fluid and student needs and wants vary. For these reasons, it is impossible for this manual to cover all possible situations or scenarios.  
**Should a situation arise that is not addressed in this handbook**, please contact three people:
  - Your Practicum or Internship course Instructor,
  - The Field Placement Coordinator,
  - Your Academic Advisorthe sooner the better. Waiting may result in more difficulties and challenges.
- It is important to note that there is no replacement for contact with these three people! In the end, the Counseling Psychology faculty, as a group, make decisions when field placement situations vary from the norm. As such, it is incumbent upon students to communicate with their advisors, professors, and the field placement coordinator. This way, the faculty can assist students as they complete their training and education.
- Finally, failure to follow the procedures outlined in this manual may result in a decision by the Counseling Psychology faculty to postpone your practicum or internship experience.

### **Field Placement Coordinator (FPC):**

Gina Zanardelli, Ph.D.

Associate Professor and Field Placement Coordinator

2712 Eastside

[gzanardelli@chatham.edu](mailto:gzanardelli@chatham.edu) (email is the best way to contact the FPC)

412-365-2479

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## Introduction to Field Placements

### WHAT IS FIELD PLACEMENT?

The Master of Science in Counseling Psychology degree requires 3 training experiences in counseling, called field placement experiences, spanning 3 semesters:

#### 1. Practicum

- 120 total hours
- ~ 8-12 hours per week at site

#### 2. Internship I

- 300 total hours
- ~ 18-25 hours per week at site

#### 3. Internship II

- 300 total hours
- ~ 18-25 hours per week at site

Your field placement experiences are exciting opportunities to be trained at a variety of counseling agencies at which you will work with clients and develop a variety of counseling skills. You are likely to engage in some combination of individual, group, and family counseling as well as assessments, intakes, crisis interventions, consultation, and outreach. While you may learn in class about the 50 minute session, in many counseling agencies, counseling can take a variety of forms, and does not always conform to the 50 minute session.

Field placement experiences complement your classroom education and help you meet state requirements as you pursue Pennsylvania State Licensure as a Professional Counselor.

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*If you are planning to pursue licensure in a different state, please refer to that state's guidelines and requirements. A document with current links to each state's licensing board can be found on Moodle, under the Field Placement section. However, sometimes links change, so you may also want to do a search on, for example, Maryland Counselor licensing board.*

---

**IMPORTANT TIP:** Finding a placement is ultimately your responsibility; the process is a job search model. The field placement coordinator (FPC) can provide assistance, as well as your advisor, other faculty, classmates, and the Career Development Center.

Once at your site, students may encounter challenges and questions. Therefore, the field placement process may be difficult and anxiety-provoking at times. This handbook explains the Policies and Procedures for meeting the field placement requirements and providing students with answers to many questions. In addition to the handbook, the faculty and FPC are available to support and help students through these challenges. For more information about field placement procedures and specific site information please do not hesitate to contact the FPC. It is our hope that students will have high quality experiences in the classroom and on field placement as they pursue their ultimate career goals!

## Field Placement Timeline

Students' progress through the program at various paces; some are full-time, some are part-time, and some students may switch from full-time to part-time. Students also start the program in different semesters. As a result, there is no universal timeline that can be applied to all students. Below is a basic timeline for the full time student who plans to graduate in 5 semesters.

Students who are part-time may start field placements *after* they have completed the 8 pre-requisite courses. Part-time students may also wait to begin field placement until their last three semester. Students are encouraged to create their course plans with their advisors.

### TIMELINE FOR FULL TIME STUDENTS

\*Part-time students should consult with their advisors but will submit practicum application the semester BEFORE they want to begin their practicum placements

#### First semester:

- Take courses
- Review *Field Placement Manual*
- Take Ethics Quiz (in PSY501) and retain a copy to submit with your practicum application

#### Second Semester:

- Take courses
- Submit **Practicum Application** (including Ethics Quiz and copy of transcript) early in the semester
- AFTER receiving email that you have been approved to start looking for Practicum from the Field Placement Coordinator (FPC), apply to field placement sites using the Site Listing Guide.
  - Consult with advisor & FPC to identify sites congruent with your career goals
  - Consult with Office of Career Development about resumes and cover letters.
- Apply for Clearances and Liability Insurance (later in the semester)

#### Third Semester

- Begin practicum placement and take Practicum course
  - Students are encouraged to take Professional Integration (PSY681) during this semester

#### Fourth Semester:

- Take Internship I class

#### Fifth Semester:

- Take Internship II class

If you do not complete all of your hours or your paperwork before the last meeting of your practicum or internship class, you will be asked to complete an Incomplete Grade Request Form. This is very common – please do NOT worry if your instructor asks you to do this. Because our work is dependent on others (e.g., clients showing up, supervisors completing and signing forms), Incomplete Grade Requests are rather common in both Practicum and Internship classes.

---

### What are direct and indirect service hours?

**Direct service hour:** Time spent with a client during which you have an opportunity to make a counseling intervention. Activities that count as a direct service include:

- Individual, group, family, career counseling
- Assessments and intakes (in-person or over the phone)
- Outreach
- In-person observation of your supervisor or another staff counselor performing the above activities

**Indirect service hour:** Time spent away from clients, but engaged in activities that support your counseling work. Activities that count as indirect service include:

- Report writing, case notes, completing agency paperwork
  - Attending case conferences and staff meetings
  - Supervision (peer, individual, group but not PSY682)
  - Completing trainings, orientations, and other agency activities that aid your training
- 

## PRACTICUM REQUIREMENTS

**Practicum** (PSY 682) is an introduction to your site and to counseling. This is a three-credit course that entails the following:

1. A minimum of **120 clock hours** at the counseling site, of which **40 hours** must be in direct contact with clients (See block at left).
2. One hour of weekly supervision with your on-site supervisor. Participate in Chatham's Practicum (group supervision) class, which does *not* count toward your indirect hours but supports your training and development and results in credits and a grade.
3. Supervision at Chatham is always offered on Tuesdays, through your Practicum course (PSY682). It lasts 3 hours per week.
4. Students are expected to be at their site a 8 - 12 hours per week even if this will result in the completion of more than the minimum 120 hours. 10 hours per week is recommended.

*Students often obtain more than the minimum of 120 hours to meet with clients and be flexible to the needs of the site. This is fine!*

## Practicum Checklist

- \_\_\_\_\_ 1. **Enroll in PSY800 on Moodle** as soon as you enter the program
- \_\_\_\_\_ 2. **Complete 8 Prerequisite Classes**
  - PSY501: Foundations of Counseling Psychology
  - PSY617: Psychology of Culture and Identity
  - PSY629: Human Development
  - PSY635: Concepts of Mental Health
  - PSY642: Assessment
  - PSY660: Counseling Theories and Techniques I
  - PSY661: Counseling Theories and Techniques II
  - PSY672: Group Counseling
- \_\_\_\_\_ 3. **Be in good academic standing** based on these factors.
  - *Academic Performance*: Maintain minimum 3.0 GPA in at least three of the four Prerequisite courses. A student with a GPA below 3.0 is subject to provisional status or dismissal, as stated in the Chatham University Graduate Student Handbook.
  - *Professional Performance*: Students must demonstrate professional behaviors, as assessed by faculty teaching the prerequisite classes on the **Professional Performance Evaluation-Academic Setting Form (PPE-AS)**. The areas on the PPE-AS include Communication skills and abilities, Professional responsibility, Competence, Maturity, Integrity
- \_\_\_\_\_ 4. **Review the Site Listings** and select *several* sites that interest you.
  - Discuss with advisor and FPC; talk with other students.
- \_\_\_\_\_ 5. **Thoroughly read the Field Placement Handbook.**
  - Many common questions are answered, including, What is the practicum application? How do I apply to sites? And what do I do once I've secured a site?
- \_\_\_\_\_ 6. **Submit Practicum Application** (includes unofficial transcript from my.chatham & Ethics Quiz results).
  - Attain 80% minimum on Ethics quiz in PSY501, Foundations of Counseling Psychology
- \_\_\_\_\_ 7. **Update resume**: talk with your advisor, FPC, and Career Development Office.
- \_\_\_\_\_ 8. **Begin calling sites** and setting up interviews.
  - **AFTER** your practicum application has been approved.
- \_\_\_\_\_ 8. **After securing a site, submit the Site Declaration form to the Field Placement Coordinator.**
- \_\_\_\_\_ 9. **TB Test** (may or may not be necessary; this depends on your field placement site).
  - Chatham's Health Services offers TB Tests! Costs vary depending on where you do this
  - Some sites will pay for your TB test.
- \_\_\_\_\_ 10. Obtain **professional liability insurance**. Just select ONE – you do not need insurance from all 3.
  1. **ACA** – Free if you join ACA (\$92): <https://www.counseling.org/membership/membership-benefits>
    - a. "liability insurance is complimentary to ACA Master's Level Students" – you will still need to fill out a form to get the insurance
  2. **APA** – About \$35: <https://www.trustinsurance.com/products-services/student-liability>
  3. **Health Providers Service Organization**. \$38 per year. To apply:
    1. Go to [www.hpsso.com](http://www.hpsso.com) and follow instructions.
    2. Choose state (Pennsylvania)
    3. Select "Licensed Professional Counselor" as your Profession/Area of Study
    4. Click on "Student" option
    5. Complete application and payment (*must have a credit or debit card in your name*)

\_\_\_\_\_11. **Obtain clearances:** Chatham students must have Act 33 and 34 (Child Abuse and Criminal Record). There is a fee for these 2 clearances.

- Students must obtain Act 33 and Act 34, even if the site does not require this.
  - If you have clearances that will still be valid (e.g., not expired/less than 1 year old) by the time you start your practicum, you may use those. If you have never had clearances or your clearances expire before you being field placement, you must get new clearances.
  - Some sites may require a FBI Background check (NOT required for Chatham).
  - **Obtaining Clearances may take several weeks.** Apply early for clearances. Most sites will not let you work with clients until you have your clearances. Some sites MAY pay for clearances, so after you are offered a position, consider asking about this.
- **Act 33 Child Abuse History Clearance:**
    - Students need this clearance BEFORE starting practicum. The clearance also must be dated within the past year.
    - To apply for this clearance, go to <https://www.compass.state.pa.us/cwis/public/home> to set up an account.
    - Click on Next then set up your Profile.
    - Your Keystone ID is created by you. It should be something you can remember.
    - Click Finish
    - You'll be emailed a temporary password by the state – log back in and click on **INDIVIDUAL ACCOUNT**
    - Choose Access my clearances
    - Read and complete Disclosure Information
    - Change your password, log out, then log back in.
    - Read and accept Terms and Conditions and click Next.
    - Select Create Clearance Application.
    - Follow the instructions.
      - Purpose of clearance--check school employment (verify this with your site); some site require a different purpose.
      - Use your permanent address.
    - The application will be rejected if students do not list their parents, guardians, siblings and the addresses they lived at with these people.
    - You will need to log in in 7 – 10 days to see if your clearance has come back. You will NOT necessarily receive an email that your clearance results are back
    - SAVE this clearance – you will submit it in your Practicum class in the first class meeting.
  - **ACT 34/Criminal Record Check**
    - Directions for completing the form:
    - Go to this website: <https://epatch.state.pa.us>
    - Go to "Submit A New Record Check"
    - Read through "Terms and Conditions" and click the "Accept" button
    - Complete the form, and at "**Reason for Request**", make sure to go to "**Education**"
    - You will be prompted to pay \$10 by credit card
    - If you want to mail in your request and check, go to the top left corner of the screen under the HELP Menu and download the SP4-164 Form.



- **ACT 31: Child Abuse Recognition and Reporting Training**

- You **DO NOT** have to do this for Chatham but some sites require this of their student trainees. Please check with your site!
- **Training for Mandated Reporters**
- Please refer to the following website for more information:  
<http://keepkidssafe.pa.gov/training/index.htm>

*As of December 31, 2014, individuals applying for a license or certification from a licensing board that is identified as mandated reporters should submit documentation of 3 hours of training.*

- **ACT 114/FBI Clearance**

- This fingerprint-based background check is a multiple-step process:
- **The applicant must register prior to going to the fingerprint site.** Walk in service without prior registration will not be provided at any fingerprinting location. Registration is completed online or over the phone.
- Registration is available online 24 hours/day, seven days per week at [www.pa.cogentid.com](http://www.pa.cogentid.com) . Telephone registration is available at 1-888-439-2486 Monday through Friday, 8am to 6pm EST.
- During the registration process, demographic data is collected (name, address, SSN, etc.). There is no data entry required at the fingerprint collection site.
- Pay the fee (about \$30 – it has been reduced) for the fingerprint service and to secure the Criminal History Record.
- Applicants may make their payment online at using a credit card or debit card. Money orders or cashiers checks payable to Cogent Systems will be accepted on site for those applicants who do not have the means to pay electronically. No cash transactions or personal checks are allowed.
- **MOST field placement sites that require this ask that you choose the Pennsylvania Department of Education (PDE)** option on to the website. **HOWEVER**, some sites require you select a different option. **PLEASE** check with your site when you apply about FBI clearances and which option you choose.
- After completing Step 1 of the Registration form on-line, you will be asked if you want to request an unofficial copy of your Criminal History Background Check. (This will be your only chance to request this document.) **It will cost an additional \$2.50 processing fee. Please request a copy of this document, as many sites require this.**
- **To find a fingerprinting locations, go to this website:**
  - [https://www.pa.cogentid.com/ohio/DPW/DPW\\_map/DPW\\_Regions\\_Clickable.html](https://www.pa.cogentid.com/ohio/DPW/DPW_map/DPW_Regions_Clickable.html)

## FIELD PLACEMENT PAPERWORK

The following documents are completed DURING your field placement. We will be migrating to an online field placement management system called EXXAT. One Internship class will pilot this in the fall and if all goes well, all classes will use this system starting in Spring 2020.

### Documentation required in the first week or two of your field placement:

1. **Clearances (Acts 33 and 34; Chatham does not require FBI clearance).**
2. **Field Placement Contract**
  - Agreement between student and site supervisor about training and supervision expectations.
  - Signed by Chatham course instructor and site supervisor.
3. **Emergency Contact Information**
  - Discuss your site's emergency procedures – if there is a crisis situation or high risk situation with a client. Complete this with your supervisor. No signatures required.
4. **Proof of Insurance**
  - See above for information on insurance options.

### Paperwork due at MID SEMESTER of field placement.

1. **Mid-Semester Student Evaluation**
  - Site supervisor completes and provides feedback at mid-term of student's performance in the field placement. Signed by student and site supervisor.
  - Turn this in to your course instructor.
  - Discuss your goals, strengths and areas for growth with your supervisor.

### Paperwork due at END OF SEMESTER: Completed by last class meeting of semester at Chatham.

1. **End-of-Semester Student Evaluation**
  - Site supervisor final evaluation of student; signed by student and site supervisor.
2. **Final Evaluation of Site and Supervisor by Student**
  - Student evaluation of site; completed by student, no signatures required.
3. Field Placement Time Log
  - Completed by student, signed by site supervisor, student and course instructor.

## ONCE YOU HAVE SECURED A PRACTICUM SITE

Congratulations! Complete the **Site Declaration Form** (on PSY800), ask your site supervisor to sign it (you can email it and the supervisor can sign by typing her/his name), then return it to the FPC.

The Contract is submitted to your Practicum instructor the first week or two of class.

## Practicum Paperwork

### A. Turned into Field Placement Coordinator BEFORE starting Practicum

1. **Practicum Application:** This should be completed through EXXAT. The FPC will come to a class in November to discuss this process. Your application must be approved before you begin to contact sites. Students *should not* make arrangements for field placement prior to receiving approval the FPC.

- MUST include unofficial transcript.

2. **Site Declaration Form:** Agreement between student and site supervisor regarding placement. Students may register for practicum or internship online, when they schedule their courses. However, if students do not submit a Site Declaration Form a minimum of 1 week prior to the start the semester in which they will take Practicum or Internship, they may be unregistered for the class.

### B. Turned into Chatham Course Instructor AFTER completing Practicum course:

1. Portfolio and all its contents (see sidebar)

**Is the Field Placement Portfolio different from the portfolio completed as part of PSY501: Foundations class?**

Answer: YES!

You complete a portfolio for your Foundations class.

You will also complete 3 Field Placement Portfolios, one for each field placement experience: Practicum, Internship I and II. The Field Placement Portfolios include the same paperwork and are turned into your Chatham Course Instructor at the end of the semester:

1. Practicum /Internship Contract
2. Emergency Information form
3. Weekly time logs
4. Mid-term Student Evaluation
5. Final Student Evaluation
6. Final Evaluation of Site and Site Supervisor
7. Proof of Insurance
8. Clearances (Acts 33 and 34)

**Q: Should students retain copies of all forms and field placement-related documents?**

**A: Yes! You will need this information for licensure!!**

## Internship I & II

### Can I stay at my Practicum site for Internship?

Yes, students are encouraged, but not required, to complete their Practicum and Internships at the same site. Some sites may even require that you make a 3 semester commitment when you begin your Practicum.

However, some sites may only be able to accommodate you for Practicum. Other circumstances may arise that could prevent you from continuing at your Practicum site for Internship as well.

### Are there any benefits to staying or switching sites?

The benefit to staying at the same site is that you will likely be able to build longer-term relationships with your clients. You may get a more in-depth experience and you do not have to look for a new site.

The benefit to switching sites is that you may get a more diverse training experience i.e., exposure to different clients and issues, training from various staff and supervisors, experience with different counseling modalities and styles.

**Supervised Internship I/II (PSY 685/686):** Internships are the final and most comprehensive field-based experiences in the counseling psychology program. They are taken after successful completion of the Practicum, typically, over the course of two semesters. **Supervised Internship I (PSY 685)** and **Supervised Internship II (PSY 686)** are both three-credit courses and each has the following basic requirements:

1. A minimum of **300 clock hours** at the counseling site, of which **120 hours** must be in direct contact with clients
2. One hour of weekly supervision with the on-site supervisor.
3. 90 minutes of group supervision (class) per week. Group supervision provided at Chatham University may NOT be counted toward the 300 hour total.

### What's the difference between Practicum and Internship?

There are 2 big differences between Practicum and Internship:

- 1) Internship is more hours, both direct (120) and total (300)
- 2) Internship is a developmental "step up" meaning that you are expected to take on more roles, responsibilities, autonomy, and demonstrate more competence as a budding counselor.

## Internship I and II Checklists

It is strongly encouraged that students stay at the same field placement site starting with Practicum through at least Internship I. Some students decide to seek other training opportunities at different sites. Some sites are not able to accommodate students for more than 1 semester of training. Therefore, there are 2 checklists for your consideration at the Internship level: 1) If you are staying at the same site, and 2) if you are going to a different site than your current/previous placement.

1. Staying at the same site: Turn in your Site Declaration to the FPC.
2. Going to a different site: This involves going through many of the same steps as finding a Practicum with the main goal of identifying new sites to apply to and then securing a new site.

STAYING AT SAME SITE		GOING TO A DIFFERENT SITE	
√	Tasks	√	Tasks
	Completing, signing, and turning in Site Declaration form to FPC		Identifying potential sites
	Completing, signing, and turning in ADD/Drop form to FPC		Updating resume
			Submitting resume and scheduling interviews
			Completing, signing, and turning in Site Declaration form to FPC
			Completing, signing, and turning in ADD/Drop form to FPC

***Students must submit a new Site Declaration form to the FPC every semester, even if you are staying at the same site.***

## INTERNSHIP I AND II DOCUMENTATION

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### **Is the Practicum Portfolio different from my Internship I Portfolio? Is my Internship I Portfolio different from my Internship II Portfolio?**

Answer: YES and YES!

You complete a new portfolio for each Field Placement experience: Practicum, Internship I and II. The Field Placement Portfolios for internship include this each semester:

1. Practicum/Internship Contract
2. Emergency Information form
3. Weekly time logs
4. Mid-term Student Evaluation
5. Final Student Evaluation
6. Final Evaluation of Site and Site Supervisor
7. Proof of Insurance

### **1. Completed BEFORE starting Internship I/II**

1. Site Declaration Form: Agreement between student and site supervisor regarding placement. Students will not be registered for field placement until field placement coordinator receives a signed and completed site declaration.

### **2. Completed during Internship I/II:**

Portfolio and all its contents (see sidebar)

## General Policies and Guidelines For All Field Placements

### 1. When should I start the process of finding and securing a site?

Students should begin the field placement process at least **6 months** prior to the desired start date. Students submit a Practicum Application as early as possible the semester BEFORE they plan to start practicum.

#### 1a. Why do I start the process so early of the anticipated start date?

A: This is a great question with answers with many answers. First of all, getting clearances can take several months.

Second, finding a site is a competitive process. You are competing with other Chatham students as well as other students from other university programs for a limited number of placement slots.

Some sites fill up early! If you wait until the “last minute” you may not find a site or you may have limited options. Summer can be especially competitive and students are encouraged to start looking in January! If you want to work with children and adolescents, keep in mind that they are out of school in the summer and may not have readily clients. **It is the student’s responsibility to contact and arrange placement at a field placement site.**

### 2. How do I find a site?

Start by looking through the Site Listing Guide posted on Moodle in MAP and MSCP Programs under the Field Placement section. The Site Listing Guide contains over 100 sites with which Chatham University has *Affiliation Agreements* (see Question 2A for clarification).

Finding a field placement site is much like finding a job – you have to search the sites, narrow down your interests to a manageable list, contact the sites, send your resume, and interview for a position. This is all a student-driven process. The Field Placement Coordinator will *assist* with identifying sites, providing contact information, and guidance throughout the process. Students, however, who fail to make appropriate effort or who begin the process late may not secure a site and be delayed in their progression through the program.

#### 2a. What’s an Affiliation Agreement?

An Affiliation Agreement is a legal contract between the site and Chatham University, which allows for students to be trained at the site. Please note: The Affiliation Agreement is **NOT** the same as the MSCP Practicum/Internship Contract.

*We MUST* have an Affiliation Agreement with a site before students can complete a field placements at that site.

#### 2b. How do I contact sites?

- a. Use the contact information on Site Listing Guide.
- b. If site contact information or instructions have changed, let the FPC know.
- c. Sites will usually want to arrange an in-person or telephone interview.
- d. **Dress professionally at the interview and bring your resume.**
- e. Please ask faculty any questions you have before you go on interviews. We are here to help you! And, use the Career Center: Library, basement

**2c. How do I accept a field placement position?**

- a. Contact your site and accept the field placement position.
- b. Complete the MSP Practicum/Internship Site Declaration form and submit to the Field Placement Coordinator for approval. You and your on-site supervisor sign this form.

**2d. What if I am not offered a placement?**

- a. Most students secure a field placement site. It is rare when a student is left without a site by the end of the semester. If you are left without a site for the upcoming semester, meet with your advisor and/or the Field Placement Coordinator in order to formulate a plan. Unfortunately, we cannot guarantee that all students will secure a site. We also cannot guarantee that all students will get one of their top choices. Being flexible and open-minded is important in this process as well as persevering through any disappointments.

**3. Does the site of my field placement have to be from the Site Listing Guide?**

Yes. The MSCP program has Affiliation Agreements with hundreds of sites in the Western Pennsylvania, Greater Pittsburgh area. You must find a field placement at a site that we have an Affiliation Agreement with and is on the Field Placement Site List.

**4. Can new sites be added to the Site Listing Guide?**

Yes. Students are encouraged to add new sites to the Field Placement Site List. Adding new sites requires consultation with the Field Placement Coordinator and the establishment of an Affiliation Agreement. In order for you to complete your practicum/internship at any site, Chatham University must have 1) an Affiliation Agreement in place with the site, 2) the site must be able to meet the supervision and direct-contact requirements, 3) the site must already provide counseling services, and 4) the site must have a supervisor with at least a Master's degree and 2 years counseling experience. If you wish to go to a site where no Affiliation Agreement is currently in place, this can be done but may take several weeks to months to arrange. Complete the **New Site Application for MSCP Field Placement** and contact the Field Placement Coordinator as soon as possible to start this process. The Affiliation Agreement must be in place before a student can begin field placement. You must begin this process early and no guarantees of outcome or time frame can be made.

**5. How are the Practicum, Internship I, and Internship II classes graded?**

Grades for all field placement courses are on a **Pass/Fail basis**. 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 are demonstrated. 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.

**6. Can a student be removed from field placement?**

Yes. The MSCP faculty reserves the right to immediately terminate your field placement at your site. There are many possible reasons for such action, including, but not limited to, student factors and site factors. Student factors may include 1) unethical behavior, 2) incompetence/danger to clients, 3) personal factors that impair student's ability to work safely with clients, and 4) other reasons as determined by the faculty. Site factors may include 1) inadequate/poor supervision, 2) inappropriate assignment of clients, 3) failure to provide appropriate training experiences, 4) unethical procedures, and 5) other reasons as determined by the faculty.



7. **If there is a scheduling conflict or registration problem of some kind, can I start Practicum before I have completed all of my prerequisite courses?**

Exceptions are rarely granted for students who are taking certain courses concurrently with the practicum. Students who have not completed 1 of the prerequisite courses (Typically PSY617: Culture and Identity) may submit a written request to their advisor to enter Practicum while concurrently enrolled in the missing course. The advisor will bring this to a faculty meeting for discussion and decision. This is a RARE exception and students should present a clear rationale for this request. Students are NOT relieved of the responsibility of providing ethical and competent multicultural service to clients, even if they have not taken PSY617 yet.

8. **A site that is listed as a practicum/internship site currently employs me. Can I complete practicum/internship at my work?**

**A:** Well, yes, but this is NOT recommended. Students may complete practicum/internship at their site of employment by following these requirements:

1. Only work sites that are established field placement sites and that are on the Counseling Psychology Master's Field Placement Site List may be used as field placement sites.
2. Students interested in completing field work at their place of employment ***must submit a letter*** to the Field Placement Coordinator documenting the specific parameters of their placement and the boundaries defining and separating work from placement. The letter should include:
  - a. A plan to differentiate between work-related activities and field placement activities. This includes working in a different department AND having a different supervisor for each (work and field placement). There may be other important steps the student wants to take as well.
  - b. The site AND the student must both agree to this arrangement.
  - c. A statement of understanding that there are risks involved in this arrangement. For example, if the student is, for some reasons terminated from his or her job, the field placement may also be in jeopardy. By accepting a placement at the place of work, the student assumes this risk.

**Additional notes:** Clinical hours that are considered to be part of the students paid job description DO NOT count toward field placement hours. This request must be submitted **BEFORE** the student begins the field placement course and each student's proposal will be reviewed by the MSCP program chair on a case by case basis. Additional information from the student and/or site may be required before approval is granted.

9. **What should I do if I am not getting enough direct client contact at my site?**

As soon as it is apparent that you have a problem, you should meet with your on-site supervisor and discuss the problem. You should also discuss your concerns with your Practicum/Internship instructor and/or the Field Placement Coordinator.

10. **Can I use my own car to transport clients?**

**No.** Chatham students are not permitted to transport clients in their own vehicles. Students are only permitted to ride in an agency-owned vehicle and should be accompanied by a site employee, like the site supervisor.

**11. Can I visit a client at her or his home or see a client off site (outside of the agency)?**

Home visits and off site visits are becoming more common in mental health agencies. Practicum and internship students are permitted to do home visits and off site visits with the following guidelines.

**HOME VISITS:** It is preferred that students do home or off site visits with a supervisor or another agency professional. However, students may do home visits unsupervised if:

1. The student has been trained in doing home visits, including safety and emergency procedures.
2. The site supervisor has accompanied the student to each home visit and has assessed the home. The supervisor has determined that the home is suitable for the student to visit unsupervised.
3. The supervisor has assessed the student's skill and comfort in conducting unsupervised home visits. The supervisor has deemed that the student is ready to conduct unsupervised home visits.
4. The student may choose not to enter a home if he or she feels unsafe.

**OFF SITE VISITS:**

Students may do off site visits at another agency (a school, for example) as long as there is another professional staff member on site, at the agency they are visiting. This may be a supervisor or employee of the student's practicum/internship agency or it may be a professional staff member of the site the student is visiting.

**12. My site has asked me to see clients alone at the agency office. Is this OK?**

No. There should ALWAYS be a permanent staff member at the office when you are seeing clients at the office. Another student intern is not permissible. There should be an employee of the agency present.

**13. What should I do if I am having trouble with my on-site supervisor?**

As soon as it is apparent that you have a problem, first, try to talk with your site supervisor about the issue. Students should with their Practicum/Internship instructor and the Field Placement Coordinator as soon as possible as well. Typically, the first course of action is for the student to meet with the site supervisor to discuss the trouble. Learning conflict resolution skills is an expected competency in this program that students learn so they can work out differences. The FPC, your Chatham instructor, and other Chatham faculty may help students to learn the needed conflict resolution skills to approach the on-site supervisor.

**14. When do I START and END Field Placement?**

Students must complete the required Internship/Practicum hours within the semester time frame with some exceptions.

With approval by the Field Placement Coordinator and the MSCP Faculty supervisor, students may begin a field placement prior to the beginning of the academic semester IF they are registered in either Practicum or Internship (I or II) **and** with approval and supervisory arrangements negotiated with the Field Placement Coordinator and the course supervisor. Students **MUST** attend the group supervision class offered during semester breaks if they plan to count their site hours.

Students who meet their hourly requirement but wish to continue at their site during semester breaks may do so, however in this case students will be considered either employees or volunteers at the site and will no longer be covered by Chatham University's insurance policy. In this scenario the student will be required to discuss this issue with their site supervisor and the Field Placement Coordinator. Permission to continue seeing clients after the semester has ended will be decided on a case-by-case basis. Hours completed when a student is not enrolled in Practicum/Internship will not be counted toward course requirements. Finally, students completing practicum or either internship may not begin counting hours toward the next field placement until the end of the current semester (e.g. the day after the official end of the current semester).

15. **What happens if I do not have enough hours completed by the end of my practicum/internship?**

**Incomplete Policy:** Students who do not complete the required number of practicum/internship hours (direct or indirect) during the academic semester will be assigned an Incomplete grade at the end of the semester. Students enrolled in Practicum will be required to develop a plan with their advisor and the Field Placement Coordinator to complete the hour requirement. Practicum students may enroll in Internship on a contingency basis if they have not completed the Practicum hour requirement, however, these students will be required to complete the hourly requirement by the Add/Drop date of the next semester. Students who do not meet this requirement will be dropped from the Internship course and may be required to discontinue at their Internship site once they have completed the requirements for Practicum. If the Practicum and Internship site are the same, the student may continue to obtain contact hours on an 8-hour per week basis. The on-site supervisor and a MSCP faculty member will provide supervision.

**STUDENTS MUST COMPLETE AN INCOMPLETE REQUEST FORM BEFORE THE END OF THE SEMESTER IF THERE IS ANY POSSIBILITY THAT REQUIRED HOURS WILL NOT BE MET.**

16. **Do practicum/internship sites pay a salary?**

A few sites do offer pay, but very few do so. Some sites may offer reimbursement for travel.

17. **Are there practicum/internship sites with evening or weekend hours?**

Yes. This may change each semester, so this is a great question to ask on your interview!

18. **How does your field placement experiences help you meet state requirements for licensure?**

The hours you accrue while on field placement under the training and supervision of an appropriate professional (*see Q15a below*) are one part of the EDUCATION requirements for licensure. **Each state has different requirements, so you want to check the requirements of the state that you plan to practice in once you have graduated.**

<http://counseling.org/Counselors/LicensureAndCert/TP/StateRequirements/CT2.aspx>

After graduation, you will have to complete a number of supervised post-graduate clinical hours for your licensure. In the state of Pennsylvania, counselor license applicants need 3000 post-graduate clinical hours. At least half of the post-graduate hours need to be supervised by a LPC. *Your field placement hours that you accrue while a graduate student at Chatham University do NOT count toward those post-graduate clinical hours.*

### 15a. What Credentials should my On-Site Supervisor have?

The on-site counseling supervisor must have:

- a **minimum of a master's degree in counseling** or a related profession (social work, nursing...).
- The MSCP strongly prefer that supervisors have qualifications including certifications and/or licenses appropriate to their field but this is not required.
- The supervisor must have a **minimum of two years of pertinent professional experience** in the area in which students seek supervision. Any exceptions to this requirement must be discussed with and approved by the FPC.

### 16. When can I start accruing hours for my next field placement?

- **Practicum students** may start accruing hours on the first day of the semester that their practicum class begins. However, if the site requires **training before** the first day of the semester, students may of course go to this training. Please consult the Field Placement Coordinator about this before doing so. Practicum students may NOT start accruing direct service hours until the semester begins.
- **Students In Practicum or Internship I** may start accruing hours for their NEXT field placement on the first day AFTER the last day of the semester if any only if:
  - All direct and indirect hours are completed and ALL paperwork is signed, completed, and submitted to the Practicum or Internship course instructor.
  - Students may NOT start accruing hours for a next semester field placement before the end of the current semester. Example: If a student in Internship I completes all of her or his hours by August 5<sup>th</sup> and the semester does not end until August 12<sup>th</sup> the student may start counting hours toward Internship II on August 13<sup>th</sup>.

### 17. What if I don't complete my Practicum or Internship Hours before the end of the semester?

- While we encourage students to try their very best to complete their field placement requirements by the end of the semester, we do have an option if you cannot do so because of client cancellations, etc. Fill out an Incomplete Grade Request Form.
  - Under, *Work to Be Completed*, write “complete 120 (for practicum) or 300 (for internship ) hours of direct and indirect service and all requisite paperwork.
  - For *Reason for Incomplete*: need additional direct and indirect service hours.
  - For *Date for Work To Be Completed*: be generous with yourself! If you think you will need a week to complete the work, give yourself 3 – 4 weeks, just in case. We never know when a client might not show up or if a supervisor may get called out of the office and won't be able to sign your paperwork in time.

### **Additional Helpful Information**

**Chatham Group Supervisor:** The faculty supervisor is expected to assist the student in group supervision with other counseling students, to critique audio or video counseling tapes, consult with the site supervisor about the student's progress, assure that all required field experience forms are submitted, assure that the student completes all practicum requirements and submit grades for the student with the Registrar by the final examination week.

Additionally, the MSCP Field Placement Coordinator, your advisor, or any member of the Counseling Psychology core faculty may at any time elect to confer with representatives of the organizations to which you are applying or are currently working to fulfill field placement requirements. Site Supervisors are appointed as Chatham Faculty and designated as "Clinical Instructors." As such, they are entitled to receive communication regarding your progress through the MSCP program.