



# Graduate Counseling Program Student Handbook



# Counseling and Art Therapy Programs

## Student Handbook

### 2024-2025

**Pennsylvania Western University**  
**Department of Psychology, Counseling, and Art Therapy**

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Welcome to the Department of Psychology, Counseling, and Art Therapy!

We are glad you decided to study Counselor Education with us at Pennsylvania Western University!

This student handbook is a wonderful resource. It clearly describes the policies, procedures, and support structures in place to help you complete the program requirements. It is a great idea to have a copy readily available to answer questions that may come up. I encourage each of you to take some time to read the entire handbook as soon as possible.

Please know that the faculty in our department are here to support you in your educational journey. Be proactive - reach out to your advisor or instructors if you need any assistance. You can also contact our Assistant Chairs, Dr. Liz Gruber and Dr. Everett Painter. As department chair, I look forward to seeing your growth and progress and hope you enjoy all that the department and PennWest have to offer!

Once again, welcome to the Department of Psychology, Counseling, and Art Therapy!

Dr. Justin D. Hackett  
Chairperson, Professor

# **Section 1:**

# **Program Information and**

# **Policies**



## COUNSELING PROGRAM OVERVIEW

The Counseling Program offers a Master of Science degree in Counseling with three separate concentrations. These three concentrations include Clinical Mental Health Counseling, School Counseling, and Art Therapy.

The Clinical Mental Health Counseling concentration prepares students to work in a variety of mental health settings serving individuals, couples, families, and/or groups. Students are trained as counseling generalists and are eligible to work in inpatient, outpatient, agency, and other mental health related settings. The School Counseling concentration prepares students to function as dynamic and highly effective school counselors in PK-12 settings. Students learn how to develop and implement comprehensive, developmental school counseling programs and provide counseling services and student support in a school setting.

The Art Therapy concentration prepares graduates work with people of all ages across a broad spectrum of practice. By combining a sound theoretical and ethical foundation in art therapy and the studio arts, our accredited, online Art Therapy degree teaches students to use the creative power of art to impact someone's life. We strive to empower the artist and clinician within the art therapist through an accessible, shared learning experience designed to develop successful, contributing professionals in our communities and world.

The Art Therapy Concentration is offered online. The Clinical Mental Health Counseling and School Counseling concentrations are offered online and face-to-face (California campus only).

### Program Mission Statement

The mission of the PennWest University Counseling Program is to prepare ethical professionals who possess a counseling identity, demonstrate culturally responsive behavior, advocate for social justice, and initiate positive change in their communities and the world. Students of this program will use these attributes to enhance the well-being of individuals, couples, families, and groups through counseling and advocacy, on behalf of both the counseling profession and those whom it serves. Program faculty are a diverse community of counselor educators and art therapists who are expected to facilitate students' development, engage in dynamic teaching, service, leadership, scholarship, and to model appropriate professional behavior. In a cognitive context, our students are expected to develop a strong knowledge base, competent counseling skills, and the ability to demonstrate these skills in clinical field application. In a social-emotional context, our students are expected to develop a high sense of self-awareness leading to personal genuineness, unconditional positive regard, accurate empathic understanding, and the cultural humility to practice ethically within a diverse society.

### Program Student Learning Outcomes (*Program Assessment Indicators in italicized parentheses*)

- Graduate students will be intellectually prepared with the knowledge and skills necessary for the counseling profession. (*Pass rates for standardized exams and comprehensive exams*)
- Students will exhibit competent counseling behaviors across diverse cultural and social situations. (*Site supervisor evaluations and employer evaluations*)
- Students will exhibit ethical behavior in the field. (*Site supervisor and employer evaluations*)
- Students will be able to integrate theory and research with professional skills and techniques. (*Site supervisor evaluations, university supervisor evaluations*)

- Graduates will be self-directed and responsible professionals. (*Alumni surveys and employer surveys*)

### **Counseling Program D2L Sites**

The Counseling Program maintains a D2L site that is available under your course list. If you do not see this option listed, please contact your advisor for assistance. This organizational shell is an area for housing important documents and posting important announcements. Make sure announcements are turned on and plan to check this site often. There is an additional D2L site specific to the Art Therapy concentration.

### **Tevera**

Tevera is a data management system that is used by the PennWest Counseling Program to collect important student and program level data. Students can access various applications (e.g. Degree Candidacy, Fieldwork), upload assignments tied to key performance indicators (e.g. recordings of counseling skill building exercises), and log information (e.g. fieldwork hours). Data collected in this system is used for CACREP and CAAHEP accreditation purposes and is vital to the success of our programs.

This system is used throughout a person's graduate program and students are required to purchase an account during their first semester. Students can purchase a Tevera Account for a one-time fee that is the cost of an expensive textbook. Additionally, students can use this account after graduation to track certification and/or licensure hours as they will have lifetime access to the account.

Students will receive an email from Tevera inviting them to create their account. Students can pay Tevera directly with a credit card or purchase a code through the PennWest Bookstore (and use financial aid to help pay for access).

If you have any questions about this information, please feel free to contact your advisor or Assistant Department Chairs.

## **CACREP ALIGNED PROGRAM CONCENTRATIONS**

### **Clinical Mental Health Counseling**

The students and faculty of the Clinical Mental Health Counseling Program at PennWest University are a diverse community of learners collaboratively engaged in scholarship, leadership, and service. Faculty are committed to providing didactic and experiential learning opportunities to educate counselors to be effective clinical practitioners in a pluralistic community. Collectively, our mission is to prepare professional counselors who embody ethical behavior, provide services to enhance the mental health and well-being of families, groups, couples, and individuals, and advocate on behalf of both the counseling profession and those we serve.

### **Program Goals**

- To provide students with an understanding of the various roles and responsibilities of Clinical Mental Health counselors in various settings.

- To provide students with the knowledge to design, implement and evaluate psychoeducational programs and clinical interventions to effectively facilitate change in the community.
- To foster enthusiasm and commitment for ongoing professional development and integration of theory, research, and practice.
- To promote ethical and legal considerations specifically related to the practice of Clinical Mental Health counseling.
- To encourage the understanding and use of a biopsychosocial perspective when working with families, groups, couples, and individuals.
- To provide a high-quality program that fosters the professional identity of the Clinical Mental Health counselor.

### **Program Objectives**

- To provide networking opportunities for Clinical Mental Health counseling students with mental health professionals in the field of counseling.
- To increase awareness of, and facilitate critical thinking related to, new treatment interventions, evidence-based practice, current trends, and controversial issues related to Clinical Mental Health counseling.
- To demonstrate an enthusiasm for learning, ongoing professional development and scholarly work via faculty and student participation in research, writing and presentation at local and national conferences.

## **School Counseling**

PennWest University's master's degree in Counseling (School Counseling Concentration) trains students to be prepared to function as dynamic and highly effective school counselors on the elementary and secondary levels in Pennsylvania public schools. This program satisfies all requirements for PK-12 school counseling certification eligibility. The requirements include a 60-credit master's degree and 720 hours of supervised field experience. In addition, students graduating with the school counseling concentration will also be eligible to become licensed as a Professional Counselor in Pennsylvania (LPC) and other states. They will be able to serve in that capacity in a variety of settings including mental health, human services, working with adults and children, and many others including private practice. Students will need two or more additional years of supervised work experience after graduation to complete the requirements for LPC in Pennsylvania. This program is taught by highly experienced professionals who have experience working in public schools and in community mental health.

### **Program Goals**

It is expected that graduates of the PennWest University school counseling concentration will:

- Be competent professional counselors.
- Be knowledgeable about ethics, theory, clinical skills, and school counselor roles and functions.
- Promote counselor accountability and professional credibility.
- Be psychologically healthy people who use high levels of self-awareness in their work.
- Learn how to become advocates and educational leaders within a pluralistic school and community that will assist in the academic, career and social development of students.
- Become familiar with ASCA model of School Counseling.
- Be provided learning experiences in the following CACREP identified general content areas:
  - professional identity
  - social and cultural diversity

- human growth and development
- helping relationships
- group work
- assessment
- research and program evaluation

### **Program Objectives**

- Demonstrate knowledge of the history, philosophy, and trends in school counseling.
- Development of a “Plan of Study” for each student including 60 graduate credits that meet the educational requirements for certification as a school counselor and counselor licensure in the state of Pennsylvania.
- Demonstrate knowledge of the school setting and curriculum.
- Demonstrate an understanding of the ethical standards and guidelines of the American School Counselor Association (ASCA), of policies, laws, and legislation relevant to school counseling.
- Demonstrate methods of planning and presenting guidance-related educational programs for school personnel and parents.
- Use surveys, interviews, and needs assessments and data to improve the school environment.
- Design, implement, and evaluate a comprehensive developmental school program.
- Implement and evaluate specific strategies designed to meet program goals and objectives.
- Design appropriate developmental structured activities for small groups, peer helper groups, classroom guidance, and programs for a pluralistic school community.
- Demonstrate knowledge of issues which may affect the development and functioning of children and adolescents (e.g., abuse, eating disorders, and attention deficit hyperactivity disorders).
- Demonstrate methods of consulting with parents, teachers, administrators, support staff and community agency personnel.

## **ART THERAPY PROGRAM**

The Art Therapy concentration prepares counselors to meet the academic, career, and social/emotional needs of diverse individuals. The Art Therapy program recognizes that Art Therapists work with a variety of clients in a variety of settings in a variety of ways including: individual and small group counseling/art therapy. Students in the art therapy concentration experience a variety of educational and practicum opportunities to learn and practice skills in counseling/art therapy. The mission of the Art Therapy concentration is to prepare competent entry-level Art Therapists in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains. We strive to empower the artist and clinician within the art therapist through an accessible, shared learning experience designed to develop successful, contributing professionals in our communities and world.

### **Master’s in Counseling with a Concentration in Art Therapy Goals and Student Learning Outcomes:**

The graduate school experience is one that should reach beyond academic learning. Students will participate in activities that will help them become more aware of themselves in counseling relationships and in relationships with others.

**Program Goal 1: Graduate students will be intellectually prepared with the knowledge and skill necessary for the Art Therapy profession.**

- Understand the historical development of art therapy as a profession, art therapy theories and techniques, as a foundation for contemporary art therapy professional practice. (ACATE SLO a.)
- Distinguish among the therapeutic benefits of a variety of art processes and media, strategies and interventions, and their applicability to the treatment process for individuals, groups, and families. (ACATE SLO b.)
- Apply principles of human development, artistic and creative development, human sexuality, gender identity development, family life cycle, and psychopathology, to the assessment and treatment of clients. (ACATE SLO j.)

**Program Goal 2: Students demonstrate competency in case conceptualization and clinical practice.**

- Select culturally and developmentally appropriate assessment and evaluation methods and administer and interpret results to identify challenges, strengths, resilience, and resources for art therapy treatment planning. (ACATE SLO d.)
- Recognize clients' use of imagery, creativity, symbolism, and metaphor as a valuable means for communicating challenges and strengths and support clients' use of art-making for promoting growth and well-being. (ACATE SLO h.)
- Understand the basic diagnostic process and the major categories and criteria of mental disorders, corresponding treatments, and commonly prescribed psychopharmacological medications. (ACATE SLO o.)

**Program Goals 3: Students will exhibit competent Art Therapy counseling behaviors across diverse cultural and social situations.**

- Develop culturally appropriate, collaborative, and productive therapeutic relationships with clients. (ACATE SLO e.)
- Recognize that art therapy, from a multicultural perspective, takes into consideration the specific values, beliefs, and actions influenced by a client's race, ethnicity, nationality, gender, religion, socioeconomic status, political views, sexual orientation, geographic region, physical capacity or disability, and historical or current experiences within the dominant culture. (ACATE SLO c.)
- Recognize the impact of oppression, prejudice, discrimination, and privilege on access to mental health care, and develop responsive practices that include collaboration, empowerment, advocacy, and social justice action. (ACATE SLO n.)

**Program Goals 4: Students will exhibit ethical behavior in the field and be able to integrate theory and research with professional skills and techniques.**

- Know federal and state laws and professional ethics as they apply to the practice of art therapy. (ACATE SLO f.)
- Recognize and respond appropriately to ethical and legal dilemmas using ethical decision-making models, supervision, and professional and legal consultation when necessary. (ACATE SLO g.)
- Recognize the legal, ethical, and cultural considerations necessary when conducting art therapy research. (ACATE SLO i.)

### **Program Goals 5: Students pursue a professional identity as an Art Therapist and be self-directed and responsible professionals**

- Understand professional role and responsibility to engage in advocacy endeavors as they relate to involvement in professional organizations and advancement of the profession. (ACATE SLO k.)
- Continuously deepen self-understanding through personal growth experiences, reflective practice, and personal art-making to strengthen a personal connection to the creative process, assist in self-awareness, promote well-being, and guide professional practice. (ACATE SLO l.)
- Pursue professional development through supervision, accessing current art therapy literature, research, best practices, and continuing educational activities to inform clinical practice. (ACATE SLO m.)

## **FIELDWORK REQUIREMENTS**

### **Practicum**

Students in all the Master's counseling programs must complete a practicum as part of their graduation requirements. The practicum is designed to assist graduate students in gaining understanding, awareness, and experience in the field. One hundred-twenty hours total (minimum) will be spent at the practicum site. Of this hourly total, a minimum of 40 hours for CACREP aligned concentrations and 50 direct hours in the art therapy concentration, must involve direct services to clients/students. In addition, students will attend weekly group supervision on campus or online. Students will fulfill various requirements as part of this field work experience including the submission and review of at least three (3) audio/video recordings over the course of the semester. Section Two of this handbook contains additional information regarding the practicum experience. Counseling Skill Practice and Helping Relationships (COUN 7150) **must** be completed before enrolling in Practicum.

### **Clinical Field / Internship**

All degree seeking students must complete a clinical field / internship. Students are expected to have completed all core required courses in the specialty area unless otherwise approved by the advisor and instructor. Practicum (COUN 7160 for CACREP aligned programs; COUN 7580 for Art Therapy) **must** be completed before enrolling in internship. The six (6) credit internship requires 600 clock hours of on-site experience. Students may opt to split internship across two semesters (300 clock hours each). Students should discuss this option with their advisors. Internship hours must be completed within the time frame of the 15-week semester. For example, interns would be on-site 40 hours per week ( $15 \times 40 = 600$ ) or 20 hours per week ( $15 \times 20 = 300$ ). Of this hourly total, a minimum of 240 hours in CACREP aligned concentrations and 300 in the art therapy concentration, must involve direct services to clients. In addition, students will attend weekly group supervision on campus or online. Students will complete various requirements as part of the internship experience. This includes at least two (2) audio/video recordings over the course of the semester.

For both the practicum and internship, it is the student's responsibility to make the necessary plans and arrangements, including securing a site and appropriate site supervisor. Section two of this handbook contains more information regarding the internship experience.

NOTE: Graduate Assistantships are NOT available during 6 credit internship semesters.

## PROGRAM CURRICULUM (CACREP ALIGNED PROGRAMS)

### Core Counseling Courses (33 semester hours)

<i>Course Number</i>	<i>Course Name</i>
COUN 7000	Counseling and Consultation Theories
COUN 7010	Life Span Development
COUN 7020	Career Development
COUN 7050	Group Counseling and Group Work (required synchronous course)
COUN 7060	Ethical and Legal Issues in Counseling
COUN 7070	Multicultural Counseling
COUN 7080	Addictions Counseling
COUN 7090	Crisis and Trauma Counseling
COUN 7100	Research and Program Evaluation
COUN 7110	Assessment and Testing
COUN 7150	Counseling Skills, Practice, and Helping Relationships

### Specialty and Elective Courses (based on concentration)

<i>Clin. Men. Health</i>	<i>School Counseling</i>
Specialty courses: COUN 7200 COUN 7210 COUN 7220 COUN 7230	Specialty courses: COUN 7300 COUN 7340 COUN 7210 COUN 7230
2 electives	2 electives

### Fieldwork (Aligned with CACREP Standards and Requirements)

**All fieldwork group seminars are required synchronous courses.**

<i>Clin. Men. Health</i>	<i>School Counseling</i>
Practicum – 120 hours	Practicum – 120 hours
Clinical Field/ Internship – 600 hours	Clinical Field/ Internship – 600 hours

### Total Credit Hours

<i>Clin. Men. Health</i>	<i>School Counseling</i>
60 credits	60 credits

Specific curriculum plans may be found in Appendices A-C. As you develop a plan of study with your advisor, please refer to the recommended sequence of courses located in Appendix D. Please note that students who wish to complete two concentrations (e.g., CMHC and SC) must complete all coursework and fieldwork experiences for both concentrations.



## PROGRAM CURRICULUM (ART THERAPY)

### Core Counseling Courses (24 semester hours)

<i>Course Number</i>	<i>Course Name</i>
COUN 7010	Life Span Development
COUN 7020	Career Development
COUN 7070	Multicultural Counseling
COUN 7080	Addictions Counseling
COUN 7090	Crisis and Trauma Counseling
COUN 7110	Assessment and Testing
COUN 7150	Counseling Skills, Practice, and Helping Relationships
COUN 7230	Psychopathology and Diagnostic Processes

### Core Art Therapy Courses (21 semester hours)

<i>Course Number</i>	<i>Course Name</i>
COUN 7500	History and Theory of Counseling and Consultation in Art Therapy
COUN 7510	Media and Materials in Art Therapy
COUN 7520	Clinical and Group Art Therapy
COUN 7530	Art Therapy Practice & Assessment
COUN 7540	Professional Functioning, Standards, and Ethics in Art Therapy
COUN 7550	Introduction to Art Therapy Research
COUN 7560	Advanced Research in Art Therapy

### Electives (choose 3 electives for 6 semester hours).

Electives are 2 credit hour courses offered in the Summer and Winter semesters.

<i>Course Number</i>	<i>Course Name</i>
COUN 7600	Current Trends in Art Therapy
COUN 7610	Cultural Practices in Art Therapy
COUN 7620	Trauma Informed Art Therapy
COUN 7630	Creativity and Metaphor in Art Therapy
COUN 7640	Clinical Application in Art Therapy
COUN 7650	Digital Media in Art Therapy
COUN 7660	Community Engagement in Art Therapy

### Fieldwork (9 semester hours)

<i>Course Number</i>	<i>Course Name</i>
COUN 7580	Practicum
COUN 7590	Internship (6 credits total over 2 semesters)

**Total Credit Hours**

<i>Counseling Core</i>	<i>Art Therapy</i>	<i>Practicum/Internship</i>	<i>TOTAL</i>
24 credits	27 credits	9 credits	60 credits

**GRADUATE CERTIFICATES**

The Counseling Program at PennWest provides several professional development opportunities for counseling practitioners, current counseling students, and individuals who are interested in counseling and human service professions. We offer eight distinct certificate programs. Current graduate students may complete some certificates concurrently with their degree requirements. Certificates labeled as post-master's require a master's degree as part of the admissions process.

**Brain Based Trauma and Recovery Certificate (9 credit hours)**

This graduate certificate provides opportunities for short term professional development and training in brain-based trauma informed care. The program content aligns with the trauma-informed educational awareness and training requirements outlined in Act 44 for P-12. This program is well suited for individuals working in education, health care, counseling, athletic training, criminal justice, and allied health. Students will learn to understand the history and purpose of trauma-informed care, as well as the relevant systems, policies, procedures, and practices. Coursework will prepare students to understand definitions, symptoms, types, causes, diagnosis and assessment of mild traumatic brain injury (MTBI) or concussion. The program also highlights the social and emotional impact of mild traumatic brain injury (MTBI) or concussion and identifies general conditions that are shown to promote wellness and recovery. Students will develop the ability to identify an individual's environmental and personal resiliency and protective factors and ways these strengths might be utilized to help the client obtain a pre-injury level of functioning. Courses are taught by professors with work experience in the field of brain-based trauma.

The curriculum is comprised of the following online courses:

COUN 7971 Trauma-Informed Care for Helping Professionals

COUN 7973 Post-Concussive Social and Emotional Wellness and Recovery

One of the following electives:

COUN 7960 Mind-body Techniques in Counseling

COUN 7910 Neurocounseling

COUN 7870 Grief and Loss Counseling

**Post-Master's Certificate in Art Therapy (31 credit hours)**

The Post-Master's Certificate in Art Therapy is completed 100% online and offers flexible scheduling. Students are able to attend full or part time. The coursework for the post-graduate certificate provides foundational background on the historical development of art therapy as a profession and theories and techniques essential for contemporary art therapy professional practice. Courses are developed to help students understand and apply the therapeutic benefits of a variety of art processes and media, strategies and interventions, and their application for individuals, groups, and families. Students will examine federal and state laws and professional ethics as they apply to the practice of art therapy. Students will be trained to recognize clients' use of imagery, creativity, symbolism, and metaphor as a valuable means for communicating challenges and strengths and support clients' use of art-making for

promoting growth and well-being. Graduates of the Post-Master's Certificate in Art Therapy have all the required course work to apply for their Provisional Registration as an art therapist (ATR-P) with the Art Therapy Credentials Board.

The curriculum is comprised of the following online courses:

COUN 7500 History and Theory of Counseling and Consultation in Art Therapy

COUN 7510 Media and Materials in Art Therapy

COUN 7520 Clinical and Group Art Therapy

COUN 7530 Art Therapy Practice & Assessment

COUN 7540 Professional Functioning, Standards, and Ethics in Art Therapy

COUN 7550 Introduction to Art Therapy Research

COUN 7560 Advanced Research in Art Therapy

COUN 7590 Internship (total of 6 credits and 700 hours)

Two of the following electives (2 credit hours):

COUN 7600 Current Trends in Art Therapy

COUN 7610 Cultural Practices in Art Therapy

COUN 7620 Trauma Informed Art Therapy

COUN 7630 Creativity and Metaphors in Art Therapy

COUN 7640 Clinical Application in Art Therapy

COUN 7650 Digital Media in Art Therapy

COUN 7660 Community Engagement in Art Therapy

### **Post-Master's Certificate in Counseling (a minimum of 12 credit hours)**

This is a 12 credit (minimum), build your own post graduate certificate. It offers flexibility to meet the training needs of applicants with a Master's degree seeking licensure, school counseling certification, or professional development. Fully online or face to face options (California campus only) are available and we offer flexible scheduling for full or part time participation. The courses may vary depending on the needs of the candidate. Students can choose from any counseling courses. Professional licensure varies by state and candidates may need specific courses or additional courses to meet the state requirements. Individuals who hold a master's degree in counseling may choose to seek school counseling certification. School Counseling certification requirements may vary by state, students can take courses they need to fulfill their state's department of education certification requirements. Professional counselors also need continuing education/professional development to maintain licensure and certification. This certificate will enable students to take courses needed to maintain certifications and/or licensure.

### **Spiritual, Ethical and Religious Counseling Certificate (9 credit hours)**

This 100% online certificate program prepares students and practitioners to better serve populations in a variety of counseling and ministry settings, including hospitals, private practice, community agencies, churches, rescue missions, shelters, and/or faith-based counseling centers. This certificate program is also well-suited for individuals serving unique populations, such as military, hospice patients and families, and sports chaplains. Professional helpers learn to understand and apply spiritual and religious aspects of counseling in an ethical, client-centered manner. This program will provide competencies in four core areas of study: 1) Self-awareness and knowledge of applied theory to practical contextual settings of spiritual, ethical, and religious counseling, 2) Ethics in spiritual and religious counseling, 3)

Grief and loss counseling and care, and/or contemporary spiritual, ethical, and religious perspectives in counseling, and 4) The integration and application of spiritual, ethical, and religious counseling skills into the counseling and ministry process.

The curriculum is comprised of the following online courses:

COUN 7850 Spiritual, Ethical, and Religious Values in Counseling

COUN 7860 Applied Spiritual, Ethical, and Religious Counseling Theory

COUN 7870 Grief and Loss Counseling

### **Sports Counseling & Student Athlete Mental Wellness Certificate (12 credit hours)**

This 100% online certificate program meets the specific interests and needs of counselors, educators and other helping professionals who work with the athlete population in youth sports programs, interscholastic programs, colleges and universities, community and social agencies, professional sporting agencies and various recreational settings. Students will examine and understand counseling strategies used with members of sport teams at the youth, high school, college, and professional levels. The program provides an overview of various life skills including career development, study skills, goal setting, time management, health and wellness specifically related to student athletes. Students will enhance their knowledge and ability to identify mental health issues, intervene with appropriate techniques, and refer to appropriate entities as needed. The program also highlights relevant research on grief counseling with athlete populations, and other contemporary topics, practices, and problems.

The curriculum is comprised of the following online courses:

COUN 7800 Issues and Techniques in Counseling Athletes

COUN 7810 Sports Counseling Programming

COUN 7820 Counseling and Advising Athletes with Death, Loss, and Grief

COUN 7830 Student Athlete Mental Wellness

### **Student Affairs Certificate (9 credit hours)**

This 100% online certificate program provides opportunities for short term professional development and training in student affairs. The coursework for this certificate will provide a thorough review of the breadth and scope of student affairs programs in higher education. These courses will educate students on the purpose of student affairs which includes the management, oversight, and coordination of services as essential aspects of the college and/or university settings. Included in this process, relevant issues that may affect the development and functioning of college students will be explored. The examination of how services can be managed, coordinated, and integrated as part of the institution supporting the academic and personal development of individuals attending higher education will be explored. This coursework reviews strategies for organizing, staffing, and funding of student affairs programs within higher education. Certificate students will examine the characteristics, learning, and developmental needs of both traditional and nontraditional college students. Courses are taught by professors with work experience in College Counseling and Student Affairs.

The curriculum is comprised of the following online courses:

COUN 7440 Student Affairs Services in Higher Education

COUN 7450 The College Student and Higher Education Environment

COUN 7460 Administration of Student Services in Higher Education

### **Substance Use Disorder Counseling Certificate – Level 1 (9 credit hours)**

This 100% online certificate program provides opportunities for short term professional development and training in substance use disorder and gambling addiction. Professional helpers learn the theories and models of substance use, abuse, and addiction as well as behavioral and process addictions. This understanding includes applying evidence-based practices to address the neurological, behavioral, psychological, physical, social, and spiritual effects of psychoactive substances and addictive disorders. Professional helpers will learn to understand reduction, containment, and limit setting through harm reduction. This program prepares individuals to conduct screenings and assessments to analyze the severity of symptoms and diagnose substance use disorders. Courses are taught by professors with work experience in substance use disorder and addiction treatment. Courses may be used to help satisfy professional development and/or educational requirements for the Pennsylvania Certification Board.

The curriculum is comprised of three of the following online courses:

COUN 7720 Gambling Addiction (PA certification available)

COUN 7730 Addiction and the Family

COUN 7750 Prevention, Education and Treatment of Substance Abuse

COUN 7760 Opioid Abuse

COUN 7770 Advocacy and Public Policy in Addictions and Recovery

COUN 7790 Special Topics in Addiction

### **Substance Use Disorder Counseling Certificate – Level 2 (18 credit hours)**

This 100% online certificate program provides advanced professional development and training in substance use disorders. The comprehensive curriculum focuses on the identification and treatment of substance use disorders that aligns with the requirements for the Certified Alcohol and Drug Counselor (CADC) credential. Professional helpers learn the theories and models of substance use, abuse, and addiction as well as behavioral and process addictions. This understanding includes applying evidence-based practices to address the neurological, behavioral, psychological, physical, social, and spiritual effects of psychoactive substances and addictive disorders. Students will demonstrate skills in case conceptualization and treatment planning for substance use disorders and addiction. This includes understanding and applying legal, ethical, and culturally responsive practices. Professional helpers will learn to understand reduction, containment, and limit setting through harm reduction. This program prepares individuals to conduct screenings and assessments to analyze the severity of symptoms and diagnose substance use disorders. Professional helpers will also learn to assess the client's immediate needs by evaluating observed behavior and other relevant information, including signs and symptoms of intoxication and withdrawal. Courses are taught by professors with work experience in substance use disorder and addiction treatment. Courses may be used to help satisfy professional development and/or educational requirements for the Pennsylvania Certification Board.

The curriculum is comprised of the following online courses:

COUN 7200 Professional Counseling Orientation - Clinical Mental Health Counseling

COUN 7050 Group Counseling and Group Work

COUN 7110 Assessment and Testing

COUN 7080 Addiction Counseling

COUN 7700 Advanced Substance Use Disorder Counseling

COUN 7710 Treatment Planning Collaboration & Referral

## PROGRAM POLICIES AND PROCEDURES

### Admission / Application Requirements for CACREP Aligned Programs

- 3.0 undergraduate GPA (Preferred) \*
- Two professional letters of recommendation and student assessment rubric
- Admissions Essay – Goals and Objectives
- A faculty interview (all candidates) - Two faculty (minimum) will interview each candidate
- Current Resume/CV
- Transcript (most recent degree)

\*Exam requirement if UG GPA is below 3.0 - MAT (preferred) or GRE. No specific cut off score has been set as this data will be considered when all admissions data submitted.

### Admission / Application Requirements for CAAHEP Aligned Program (Art Therapy)

- 3.0 undergraduate GPA (Preferred)
- Two professional letters of recommendation and student assessment rubric
- Admissions Essay that is 750-1,000 words, written in APA 7th edition format and, that contains at least two references and addresses:
  - Why do you want to study art therapy at PennWest?
  - In your research, what have you learned about the profession of art therapy?
  - What are the personal and professional experiences that have led you to choose a career in art therapy?
  - How do you envision your future role as a professional art therapist?
- A faculty interview (all candidates) - Two faculty (minimum) will interview each candidate
- Online portfolio of 20 images
- Transcript (most recent degree)

### Admissions Application Deadlines

- September 15 for Spring start \*
- February 15 for Summer or Fall start \*

\*All admissions applications completed by the deadline undergo a pre-screening process and those applicants selected are invited to participate in an interview. Because our CACREP aligned programs follow the CACREP Standards, our faculty to student ration must be 12 students: 1 faculty member. Students who complete applications after the respective admission deadline dates will be considered according to availability of space in the program.

### Financial Aid Information

As a program, we do not make financial aid decisions. Penn West tuition and financial aid information may be found here: [Affording College](#). Students are encouraged to communicate directly with this office.

## **Graduate Student Informed Consent**

In compliance with the American Counseling Association (ACA) Code of Ethics regarding counselor training, the Council for Accreditation of Counseling and Related Educational Programs (CACREP) standards, the Accreditation Council for Art Therapy Education (ACATE) and the Commission on Accreditation of Allied Health Education Programs (CAAHEP) the informed consent form will permit students the opportunity to review, understand, and commit to the expectations for graduate students in the Counseling Program. The Counseling Program will systematically assess students' progress in the areas of academic performance, skill development, and professional dispositions. Many of these evaluations will occur through Tevera. Please read through the list of topics related to the informed consent, talk with your advisor or program faculty about your questions, initial each item, and sign the form to confirm that you have been informed of the counselor training expectations. This form is shown in Appendix F for CACREP aligned students and available from your advisor. Art Therapy Students receive an e-packet for their consent forms.

## **Advising**

Students are strongly encouraged to contact their advisor immediately upon acceptance into the program, prior to registration for classes. The advisor and student together will devise an academic plan of study. It is also recommended that students meet with their advisors each semester before registering for the next semester. Advisors will assist students in determining an appropriate sequence of courses. The Plan of Study must be developed prior to or the semester in which the student will be completing their twelfth (12<sup>th</sup>) semester hour degree credit at PennWest University. It is the student's responsibility to obtain the advisor's prior approval for course sequencing changes to the approved Plan of Study.

## **Academic Policy**

The Counseling Program will follow the PennWest policy AC007: Academic Standing – Graduate Students. Good Academic Standing is a condition where the student maintains a cumulative grade point average of 3.00 or higher, has received no more than two grades of “C” or lower, and has met all other grade requirements for the program of study.

Graduate students in the Counseling Program must maintain a GPA of at least 3.0. Student can earn a maximum of two grades of “C” or lower while enrolled in their program of study. Repeating a course with a “C” or lower grade and replacing that grade with a higher grade will remove the “C” or lower grade from this count for purposes of determining Good Academic Standing.

## **Academic Probation**

A student whose level of achievement drops below that required for Good Academic Standing will be placed on Academic Probation. The student will remain on Academic Probation until they achieve Good Academic Standing, provided that the student earns a minimum of 3.0 GPA in each term while on probation and does not earn their third grade of “C” or lower. Counseling students on Academic Probation will be reviewed by the Counseling Faculty and may be provided with a Success/Remediation Plan. If the academic difficulties include dispositional concerns, these concerns will be included in the Success/Remediation Plan.



## Academic Dismissal

A student will be dismissed from their graduate program if they were on Academic Probation and failed to achieve a minimum of 3.0 GPA in a given term or earned their third grade of “C” or lower. Students who receive a grade of “F” in any graduate course will be dismissed from the program. Students may appeal their dismissal to the Dean of the College of Health Sciences and Human Services who will consult with the department chair or designee and then make a decision regarding the appeal. If the student appeal is successful, the student will work with the Dean and Department Chair (or their designee) regarding requirements for continuation in the program. Students may also be dismissed from their program due to dispositional issues (see below). Students may also appeal this program decision.

## Academic Appeal

The program follows PennWest policy and procedures for grade appeals. That policy may be found [here](#).

In addition to grades assigned in individual courses, students may appeal other decisions made by the program (e.g., Academic Success Plan, removal from program for dispositional issues). If the decision was made at the department level, the student will first appeal to the Department Chairperson. It is the student’s responsibility to provide specific evidence for which the appeal is based.

## Program Grading Scale

<i>Letter Grade</i>	<i>Percentage</i>	<i>Performance</i>
A	95 – 100%	Excellent work
A-	92 – 94%	
B+	89 – 91%	
B	85 – 88%	Good work
B-	82 – 84%	
C+	79 – 81%	
C	75 – 78%	Average work
C-	72 – 74%	
F	0 – 71%	Failing work

## Degree Candidacy

The purpose of Degree Candidacy is to engage with students in a comprehensive assessment of their overall development related to counseling knowledge, skills, and professional dispositions. Students will apply for Degree Candidacy upon completion of fifteen graduate credit hours (transfer credits do not count toward meeting this minimum requirement). The Degree Candidacy application for CACREP related programs will include the following steps and collection of student data.

### CACREP Aligned Concentration Students

1. Application for Degree Candidacy (in Tevera). Students apply after completing 15 graduate credits in the program.
2. Advisor review of Tevera data
3. Completed Plan of Study signed by student and advisor (in Tevera)

4. Verification of attendance at a New Student Orientation session (Date attended or date the student watched the recording).
5. Plan for fieldwork. This one-to-two-page, double spaced paper should include the following information: The student's general plan for fieldwork setting, population, and timing (i.e., when would you like this to happen in your academic program?)
6. Degree Candidacy small group interviews. Students will engage in a one hour, small group interview to assess their readiness for candidacy and fieldwork. This group interview (including a small group of faculty with a small group of students) will serve as a key opportunity to evaluate student personal growth, self-awareness, and professional dispositions. To prepare for the small group interviews, students should read and be prepared to talk about three sources external to class requirements (e.g., books, peer reviewed articles: theory, practice, or research articles) that inform their current ideas about counseling practice, personal and professional attributes necessary to be an effective counselor, multicultural counseling and social justice, and ethical reasoning in counseling. Students may also review the scoring rubric in Tevera which demonstrates how students will be evaluated after the group interview.

#### **CAAHEP Accredited Concentration Students**

1. Application for Degree Candidacy (in Tevera)
2. Completion of the Knowledge, Skills and Dispositions form (in Tevera)
3. Completed Plan of Study signed by student and advisor (in Tevera)
4. Completion of the Quick Discrimination Index (final score screenshot and uploaded to Tevera)
5. Degree Candidacy Meeting with the student's advisor.

Admission to graduate study as a degree student does not automatically mean that the student has been accepted as a candidate for the master's degree in counseling at Pennsylvania Western University.

#### **Additional Guidance Regarding Degree Candidacy**

Students whose progress in the degree program is judged not to be satisfactory may be denied permission to continue as a degree student, required to complete a Success/Remediation plan, or will be given the opportunity to enroll for one additional semester of credit to attempt to achieve a satisfactory level of progress in their degree program to warrant admission to Candidacy for the Master's in counseling degree.

**Note:** Because of the nature of the role of professional counselors, degree candidates of the programs must demonstrate such qualities as genuineness, warmth, empathy, ethics, professionalism, and interpersonal skills. Therefore, review of student performance as well as Degree Candidacy application materials is extremely important. Further, this review includes demonstration of interpersonal skills as well as academic progress. The advisor presents the candidacy application for program staff recommendation. Students will be evaluated on knowledge, skills, and professional dispositions necessary for professionals at various transition points through the program. Candidacy is the first point where these qualities will be formally evaluated. Both the individual student and faculty will have input into this evaluation.

A degree student may not be admitted to Candidacy until (1) at least 15 semester hours of degree credit have been completed at the University, (2) all application materials have been submitted, and (3) the student has made satisfactory progress in their degree program.

It is the student's responsibility to submit the application for Candidacy in Tevera and notify their advisor. The deadline for Degree Candidacy will be publicized through the Counseling Department D2L shell and the Art Therapy Super Cool Resource Page.

### **Transfer Credit Policy**

The Counseling Program will consider transfer credits from other graduate programs. All related graduate coursework taken at previous institutions may be evaluated. If a student is transferring from a CACREP accredited counseling program, 15 graduate credits of this previous work may be applied to their current degree program provided the courses were taken in the last 7 years. If a student is transferring from a CAAHEP accredited art therapy program, 15 graduate credits of this previous work may be applied to their current degree program provided the courses were taken in the last 7 years. Students who wish to have graduate credits considered from a non-CACREP or non-CAAHEP accredited program must provide course descriptions and course syllabi for each course being considered. These courses must be less than 7 years old from the time of completion and must satisfy the current course requirements. Up to 15 credits for transfer may be considered. The Department Chair may consult with counseling faculty with relevant content expertise to review transfer credit requests.

Appealing a Transfer Evaluation:

1. A student who wishes to appeal the transfer decision of one or more courses must take their appeal to the Dean of the College of Health Sciences and Human Services.
2. The Dean will coordinate evaluation of the course materials with the Department Chair or designee.
3. The Academic Dean will communicate decisions to the Transfer Office to be reflected on the student's transcript and updated with the Articulator. The Transfer Office will communicate the decisions to the student.

### **Taking Courses at Another University Policy**

1. A PennWest student who wishes to take courses at another institution for their program of study must complete the PennWest Transfer Credit Authorization form. The form must be approved by their academic advisor, who will discuss with the student how the transferred course(s) will apply toward meeting program requirements. Advisors may consult with the Department Chair with questions or concerns. The form is then submitted to the Transfer Office.
2. The Transfer Office will verify that each transfer course is in the PennWest Articulator for transfer courses. If it is not, the transfer request will be sent to the relevant academic department chair to assess the transfer equivalency, with this information added to the Articulator.
3. Upon completion of the course(s) at the other institution, the student must provide an official transcript from that institution to the PennWest Transfer Office. All attempted courses will be reviewed and applied to the degree, as appropriate.

## **Counselor Preparation Comprehensive Exam for CACREP Aligned Concentrations**

The Counselor Preparation Comprehensive Exam (CPCE) is an evaluation tool that assesses students' competence of foundational, counseling-related knowledge. The CPCE is designed to assess students who have completed graduate-level courses; courses that are grounded primarily in a counseling curriculum. Because of the depth and breadth of the tool to evaluate an individual's academic training, the CPCE parallels the nationally recognized standards published by the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

The CPCE is administered via the Internet using a secure browser. Students who take the CPCE must have completed the following eight core courses that coincide with the CACREP core areas: Group Processes, Ethics and Legal Issues in Counseling, Appraisal Techniques, Human Development Across the Life Span, Career Development and Life Planning, Counseling and Consultation Theories, Multicultural Counseling, and Research and Program Evaluation. Students must also complete the Professional Orientation course in their specialty area before taking the CPCE.

The examination cost per student is \$75.00 for Internet-based testing (IBT) on campus (California campus only) and \$150.00 for computer-based testing (CBT) off campus. When students have completed all eight core courses outlined in the preceding paragraph, they should notify their advisor of their intent to take the CPCE in each term. It is the student's responsibility to communicate with the advisor and ensure that this requirement is completed prior to applying for graduation. A passing score on the CPCE is among the requirements to earn the Master of Science in Counseling for CACREP aligned programs.

The CPCE covers the eight CACREP common-core areas as defined by their Standards of Preparation: Assessment and Testing, Career Development, Counseling and Helping Relationships, Group Counseling and Group Work, Human Growth and Development, Professional Counseling Orientation and Ethical Practice, Research and Program Evaluation, and Social and Cultural Diversity. The CPCE is based on the same eight content areas as the National Counselor Examination for licensure and certification (NCE) and contains 20 questions in each of the eight sections.

## **Art Therapy Comprehensive Exam for CAAHEP Concentration and the Post-Master's Certificate in Art Therapy**

The Art Therapy Comprehensive Exam is a 16 question, open book, open note essay exam. There are 10 knowledge questions and 6 application questions (based off a case study). Students are given 48 hours to complete the essay exam. Questions are aligned with the program's student learning outcomes (SLOs).

## **STUDENT ASSESSMENT**

### **Student Retention, Remediation, and Dismissal Policy – Professional Dispositions**

Graduate students in the Counseling Program are evaluated throughout their graduate experience on professional knowledge, counseling skills and professional dispositions. Students are informed of these expectations through multiple sources including new student orientation, the Graduate Student

Informed Consent form, the Student Handbook, course syllabi, advisement with a faculty advisor, fieldwork orientation, etc.

The Counseling Program recognizes that effective counselors use their personhood to develop a trusting, working alliance with the diverse clients and/or students they serve. This service-oriented profession requires that counselors know their interpersonal strengths and areas for development. Graduate students will participate in an ongoing evaluation process related to the development of effective professional dispositions. There are multiple points in the program where students will self-evaluate and faculty will evaluate student professional dispositions. Eligibility for degree candidacy, readiness for fieldwork, and completion of the degree program are developmental milestones that include an assessment of professional dispositions.

This policy is designed to assist students in understanding and meeting the professional standards for effective and ethical counseling practice. Although program faculty will provide support, feedback, and professional assistance, all students are expected to take ownership of their interpersonal development and professional conduct. Should a student demonstrate behaviors that are deemed by faculty to be unacceptable and inappropriate for a counselor in training, the following process will be enacted:

1. Faculty teaching the course or who witnesses the professional disposition concern will discuss these concerns with the student.
2. If the situation is not resolved, the faculty will complete a Counseling Disposition form.
3. Faculty will discuss student dispositional concerns with the Counseling faculty.
4. The faculty will review the concern and select one or more of the following options to address the concern(s).
  - A. The student will meet with the advisor to discuss concerns aimed at improving student behavior. This will occur when there are minor concerns that do not rise to the level of involving all faculty in the Counseling program.
  - B. The student will meet with the advisor to develop a Success Plan approved by the Counseling program. The student must sign off on the plan indicating a commitment to follow the Success Plan.
  - C. The student will meet with the Counseling faculty and the Assistant Department Chairs will develop a Success Plan. The student must sign off on the plan indicating a commitment to follow the Success Plan.
  - D. In the event of behavior that cannot be remediated, the Counseling faculty may vote to dismiss a student from the program. This recommendation will be made to the Dean of Health Sciences and Human Services. Students have the right to appeal such a decision.
5. Students who have a Success Plan must comply with the plan. If student behavior does not comply with the Success Plan, the program faculty may develop a second Success Plan or ask the Dean of Health Sciences and Human Services to remove the student from the program. Students have the right to appeal such a decision.

## Assessment Plan for CACREP Aligned Programs

The purpose of the Counseling Program's Assessment Plan is to evaluate program and student outcomes and engage in curricular and continuous program improvements through data-based decision making. This Assessment Plan meets the CACREP Evaluation Standards and outlines specific data collection points within the program, including the period for data collection, the target audience, the person responsible for data collection and analysis, and the review process to inform curricular, procedural, and programmatic decisions/changes.

### Systematic Program Evaluation

Assessment	Time Frame	Location	Target Audience	Person Responsible	Reviewed by/ Feedback Loop
Admissions Scores	Fall and Spring Admissions	Tevera	Applicants	Assessment Coordinator	COUN Faculty
Degree Candidacy	Fall and Spring Candidacy	Tevera	Second semester students	Assessment Coordinator	Program faculty
Student Satisfaction Survey	Fall semester (Every November)	Tevera	First year students	Department Chair and Assessment Coordinator	COUN Faculty Dean
Key Performance Indicators – CORE Areas	Rolling/ indicated by course	Tevera	All enrolled students	Faculty member teaching the course where KPI occurs	COUN faculty
Key Performance Indicators – PROGRAM	Rolling/ indicated by course	Tevera	All program associated students	Faculty member teaching the course where the signature assignments occur	COUN faculty
Counselor Competencies Scale-Revised (CCS-R)	COUN 7150 COUN 7160 COUN 7180/7190	Tevera	Students in associated Courses	Faculty member teaching/ supervising COUN 7150, 7160, 7180/7190	COUN Faculty
Practicum Student Evaluation	COUN 7160	Tevera	Students enrolled in Practicum	Practicum Site Supervisor	COUN faculty
Clinical Field/ Internship Student Evaluation	COUN 7180/7190	Tevera	Students enrolled in Clinical Field/Internship	Clinical Field/Internship Site Supervisor	COUN faculty
Comprehensive Exam (CPCE)	Rolling		Graduating Students	Assessment Coordinator  CPCE Liaison	COUN faculty
Exit Survey	Graduating students (final internship semester)	Tevera	Graduating Students	CACREP Liaison  Assessment Coordinator	COUN faculty

Alumni Survey	Every three years	Tevera	Alumni	CACREP Liaison Assessment Coordinator	COUN faculty
Employer Survey	Every three years	Tevera	Graduate Employers	CACREP Liaison Assessment Coordinator	COUN faculty

### **Student Evaluation**

Individual students will be evaluated throughout their counseling graduate program. Specific student level data will be evaluated by the counseling faculty for degree candidacy and approval for entry into fieldwork (practicum). Additionally, faculty will regularly discuss student progress in their respective academic program each semester. Details of qualitative reviews for each student will be stored in Tevera's Notes section.

All the above-named evaluation tools (except for the Student Satisfaction Survey, Exit Survey, Alumni Survey, and Employer Survey) may be used to monitor student's progress related to acquisition of required counseling knowledge, counseling skills, and the development of professional dispositions appropriate for a professional counselor.

### **Endorsement Policy for Credentialing and Employment**

If a student has met all degree requirements (i.e., satisfactorily completed all coursework, maintained good standing, passed degree candidacy and the comprehensive exam), the student will be endorsed for relevant certifications and licenses consistent with their education.

Faculty independently decide if they are willing to write letters of recommendation for employment for specific students.

## **ETHICAL AND PROFESSIONAL EXPECTATIONS**

### **Standard of Ethics for Graduate Students**

It is expected that graduate students of the University will maintain the highest standards of ethics in connection with all phases of their graduate work. Any form of dishonesty, including lying, cheating or plagiarizing, will not be tolerated. Plagiarism may be defined as the act of taking the ideas and/or expression of ideas of another person and representing them as one's own. It is nothing less than an act of theft and, as such, is subject to PennWest University disciplinary action. The penalty for plagiarism may range from a failing grade on the assignment to expulsion from the University.

Clearly, plagiarism defeats the central purpose of education, namely, to enable one to think and formulate one's own ideas. The student who has doubts about whether their work may constitute plagiarism should consult with the course instructor prior to submitting the work. The instructor can provide clear guidance on how the student can avoid committing this act of academic misconduct.

When alleged violations of these standards occur, the following procedures will be followed:



1. A faculty member, who has determined to his or her own satisfaction that a graduate student is guilty of lying, cheating or plagiarizing, may penalize the student by adjusting the course grade.
2. If the faculty member feels a more severe penalty is warranted than the adjustment of the course grade, he or she must refer the case to the Student Judicial Affairs Office.

When a graduate student's grade has been adjusted because a faculty member has determined to his or her own satisfaction that the student was guilty of lying, cheating, or plagiarizing, the student may, if he or she feels unfairly penalized, appeal the grade by following the Grade Appeal Procedure described elsewhere in this catalog. A faculty member who adjusts a student grade because he or she has determined to his or her own satisfaction that the student was guilty of lying, cheating, or plagiarizing is to immediately notify the graduate dean of this action

### **Counseling Code of Ethics**

The CACREP aligned concentrations adhere to the Code of Ethics and Standards of Practice developed by the American Counseling Association (ACA). Section C: Professional Responsibility is particularly germane to counselors-in-training. Our graduate student informed consent form (noted at new student orientations and available in Appendix F) discusses important ethical considerations you agree to as a student in the program.

The CAAHEP concentration adheres to The Ethical Principles for Art Therapists developed by the American Art Therapy Association (AATA) 8.0 Responsibility to Art Therapy Students and Supervisees and The Code of Ethics, Conduct and Disciplinary Procedures developed by the Art Therapy Credentials Board section 1.3 Responsibility to Students and Supervisees.

## **PROFESSIONAL DEVELOPMENT**

### **Professional Club and Honor Society**

Students have the opportunity to participate in a university-sponsored club as members of the Counseling Department. Leadership opportunities, speakers, professional development, and social activities are offered through participation in the Counseling Club or the Student Art Therapy Association (SATA). In addition, we have a Chi Sigma Iota chapter. Eligible students are invited to join Chi Sigma Iota, the international honor society for students, professional counselors, and counselor educators.

### **Professional Organizations**

Students are also encouraged to join professional organizations such as the American Counseling Association (ACA) or the American Art Therapy Association (AATA). More information about these is discussed in the professional orientation courses. Through membership in professional organizations, graduate students may experience enhanced networking opportunities, attend regional, state, and local conferences, develop career connections, and the possibility of presenting programs or research results.

Examples include:

- American Art Therapy Association <https://arttherapy.org/>

- American Counseling Association <http://www.counseling.org>
- American Mental Health Counselors Association <http://www.amhca.org>
- American Rehabilitation Counselors Association <http://www.arcaweb.org>
- American School Counselors Association <https://www.schoolcounselor.org/>
- Counselors for Social Justice <http://counselorsforsocialjustice.com>
- International Association of Addictions and Offender Counselors <http://www.iaaoc.org>
- National Board for Certified Counselors <http://www.nbcc.org>
- National Institute of Mental Health <http://www.nimh.nih.gov>
- PA Art Therapy Association <http://www.paarttherapy.org/>
- PA Counseling Association [http://www.pacounseling.org/aws/PACA/pt/sp/home\\_page](http://www.pacounseling.org/aws/PACA/pt/sp/home_page)
- PA School Counselors Association <https://www.paschoolcounselor.org/>

### **National Examinations / State Licensure**

It is recommended that students take national examinations for which they qualify. This would include the National Counselor Exam (NCE) for Clinical Mental Health Counseling and School Counseling, and the ATCBE (Art Therapy Credential Board Exam) for Art Therapy in select states.

National Counselor Examination for Licensure and Certification (NCE)

National Board for Certified Counselors, Inc.

3 Terrace Way, Suite D

Greensboro, NC 27403-3660

(336) 547-0607

Web site: <http://www.nbcc.org>

E-mail: [nbcc@nbcc.org](mailto:nbcc@nbcc.org)

ATCBE (Art Therapy Credential Board Exam)

ATCB

2941 Battleground Ave

PO Box 38726

Greensboro, NC 27438

Web site: <http://www.atcb.org>

E-mail: [atcbinfo@atcb.org](mailto:atcbinfo@atcb.org)

### **State School Counseling Certification / Exams**

All students seeking certification as an elementary school counselor or a secondary school counselor must complete a program of studies which has been approved by the counseling faculty. Included is a twelve-semester hour internship (K-6 and 7-12).

Students seeking school counselor certification 22 Pa. Code § 49.18 (Assessment) are required to be assessed of the subject matter knowledge or content test indicated for the certification area. For specific test codes, qualifying scores and replaced tests, please review Certification, Testing and Scores at [http://www.portal.state.pa.us/portal/server.pt/community/testing\\_requirements/8638](http://www.portal.state.pa.us/portal/server.pt/community/testing_requirements/8638)

It is the students' responsibility to register for and pass the required National Teacher Exams (PRAXIS – Level II) necessary for the certification from the Commonwealth of Pennsylvania. The exam is the

'Professional School Counselor' exam 0421 – paper version and 5421 – computer version. The Pennsylvania Department of Education (PDE) is requiring all applications for certification to be completed and submitted through the new Teacher Information Management System (TIMS). Application for such certificates must be made and the certificate issued before graduates may counsel in the public schools of Pennsylvania. Application for local testing must occur through the online <http://www.ets.org/praxis/pa>. You may also contact the Bureau of Teacher Certification and Preparation for an application at:

PDE  
333 Market Street  
Harrisburg, PA 17126-0333  
1-717-787-3356  
[www.pde.psu.edu](http://www.pde.psu.edu)

## FREQUENTLY ASKED QUESTIONS

### **How long does it take to finish the degree program?**

*This answer depends upon whether you are a full-time or part time student. Students who are full-time (including the summer months), can typically finish their program in 2 ½ years. Students have up to six years to finish their master's degree program. There is no required timeline for individual students if they finish within 6 years. You and your faculty advisor will develop a timeline based on your academic plan of study.*

### **How will I know what courses to take and when to take them?**

*Each graduate student is assigned a faculty advisor. During the first semester of the program, the student and faculty advisor will "map out" a plan of study that is an estimate of when students will take required courses. We do offer courses year-round, and circumstances may require that the plan of study be changed. Flexibility is encouraged if students talk to their advisor and plan carefully for their fieldwork experiences (practicum and clinical field/internship).*

### **How do online courses work?**

*Online courses fall into three categories – Synchronous, Asynchronous, and Asynchronous with a class meeting. To meet accreditation standards and ensure quality programming for and with students, some courses require students to attend in real-time each week online. Asynchronous courses allow students to access weekly course materials and complete weekly assignments. Asynchronous courses with class meetings hold regular class meetings online that are optional. Faculty record and share the meetings for students who are unable to attend.*

### **What does required synchronous mean?**

*You must attend these courses during a designated time frame via Zoom. This means that your camera is on and you are interacting with the professor and your classmates in real time for the duration of the class. Please check with the instructor if you ever need clarification on the modality of a course.*

### **Are the PennWest counseling concentrations CACREP accredited?**

*Although California University and Edinboro University were CACREP accredited before the merger on July 1, 2022, we must apply for CACREP accreditation as a new university. We have been working toward this goal since we learned that we would integrate schools. We are currently in the application process and have a site visit scheduled during the fall semester of 2024. This timing will hopefully allow students entering PennWest in August of 2022 to graduate from a CACREP accredited program.*

### **How do I find a fieldwork site(s)?**

*CACREP students will work with their faculty advisor, Dr. Everett Painter, Fieldwork Coordinator, and other faculty to discuss site options. Art Therapy students will work with their faculty advisor and Dr. Penny Orr, Fieldwork Coordinator. Tevera will house a database of fieldwork sites that students may want to consider. It is possible to work with a new site that is not on the database if all steps for university approval are followed. Dr. Painter/Dr. Orr will provide guidance about this approval process.*

### **What are some of the out-of-pocket expenses that I should consider?**

*Students will need to pay for a Tevera account, textbooks, clearances to be eligible for fieldwork (Practicum and Internship), student malpractice insurance (during fieldwork), and end of programs exams (CPCE and NCE).*

### **What are some of the opportunities for student engagement at the graduate level?**

*Students can get involved in Chi Sigma Iota (International Honor Society for Counseling), the Student Counseling Association, the Student Art Therapy Association, student membership in professional organizations, graduate assistantships, professional development trainings, local, state, and national conferences, conference presentations with faculty, leadership opportunities in counseling organizations, and professional advocacy efforts.*

### **Why should I apply to the Counseling Program at PennWest?**

*The integration of California University, Clarion University, and Edinboro University has allowed new collaborations among the counseling faculty. Collectively, we can offer students more curricular options (including three different counseling concentrations, six different graduate certificates, and two post-graduate certificate options). In designing this integrated department, we have drawn from a rich history of counselor preparation excellence and have focused on the strengths of all three programs. The faculty have shared values regarding student-focused education, high expectations for academic rigor and counseling skills, and a caring, creative climate that allows students to grow as people and professionals. We want our students to fully embrace this opportunity for graduate education and fulfill their passion to help and serve others as counselors and art therapists.*

## **COUNSELING DEPARTMENT COURSE DESCRIPTIONS**

### **COUN 7000 – Counseling and Consultation Theories**

This graduate course provides the foundations of counseling and consultation theories. It emphasizes history, culture, objectives, and ethical practices of counseling individuals and systems. These theories

are applicable in schools, agencies, private practice, and other human-service institutions. Students will become conversant with the major tenets of each theory and begin to engage in critical thinking about how each theory fits into their own philosophical approach to counseling.

#### **COUN 7010 – Lifespan Development**

This graduate course examines human development over the life span and its effect on mental health. Issues for each stage of development in the arenas of physical, cognitive, and psychosocial growth are explored. Culture and systemic influences on development are emphasized. Developmental theories and research that have applicability to the practice of counseling are incorporated.

#### **COUN 7020 – Career Development**

This graduate course is designed to acquaint students with the basic theories and constructs that are essential to the understanding and implementation of career development throughout the life span. It provides counseling students the opportunity to explore selected aspects related to vocational and occupational theory, career development, career choice, career decision making, career counseling and guidance, assessment, strategies for advocating for diverse clients, and other career-related issues and behaviors. Students will understand approaches for conceptualizing the interrelationships among and between work, mental well-being, and other life roles.

#### **COUN 7050 – Group Counseling and Group Work**

This graduate course addresses systems theory, therapeutic factors, functions, types, and principles of group counseling. The dynamics of group processes, characteristics and functions of effective group leaders, and personal development in groups will be explored. Students will engage in a minimum of ten clock hours of direct small group experience.

#### **COUN 7060 – Ethical and Legal Issues in Counseling**

This graduate course focuses on the counselor as an ethical practitioner. It examines relevant codes of ethics of professional counseling organizations and credentialing bodies. This course also considers the legal context of a counselor's work across the various specialty areas. Ethical decision-making models and legal considerations are applied to case studies.

#### **COUN 7070 – Multicultural Counseling**

The goal of this course is to expand student awareness of our multicultural society. This includes imparting knowledge of the constructive role played by counselors in understanding the effects of power and privilege, eliminating prejudice and barriers, and promoting social justice and wellness of clients. Self-awareness, cultural humility, and multicultural competence among students will be explored. Various theories and models of multicultural counseling, cultural identity development, techniques, and ethical considerations necessary for effective cross-cultural counseling and assessment will be covered.

#### **COUN 7080 – Addictions Counseling**

This graduate course provides students with an introduction to substance use disorders, addiction, the addictive process, and treatment modalities. Theories and models of addiction including the neurological, behavioral, psychological, physical, social, and systemic impact of addiction will be explored. Familial, community, and cultural factors impacting prevention, risk factors, treatment, recovery, and relapse will be addressed. Students will develop conceptual knowledge, introductory skills, and self-awareness concerning the etiology of addiction, screening and assessment strategies,

diagnosis of substance use disorders, wellness practices for facilitating recovery and optimal development, and treatment planning.

#### **COUN 7090 – Crisis and Trauma Counseling**

This graduate course addresses the developmental and psychological impact of crises, disasters, emotional/physical abuse, and other trauma-causing events. Examination includes the cognitive, affective, behavioral, developmental, and neurological effects associated with such experiences. Crisis intervention models such as PFA and CISD are taught, as well as triage and assessment strategies. Trauma recovery models are explored within the context of working with clients in crisis or who have experienced trauma. Attention is also given to vicarious traumatization, compassion fatigue, and self-care of the counselor working with this client population.

#### **COUN 7100 – Research and Program Evaluation**

This graduate course introduces students to various topics related to understanding, critically analyzing, and using research to inform counseling practice. Students will critique research, understand and apply research design, and explore practical applications of research and assessment strategies. This will include measuring counseling outcomes, conducting needs assessments, and managing program evaluation. Ethical and cultural considerations for responsible consumption, development, and use of research will be addressed. All work will adhere to APA formatting and publication style.

#### **COUN 7110 – Assessment and Testing**

This graduate course provides students with theoretical and applied knowledge of the role of testing and measurement in counseling practice. An overview of testing theory including test construction and issues of validity and reliability are provided. Issues of test bias are addressed. Students also learn the practical application of assessment measures including intake assessments, mental status evaluations, mental health screenings, personality assessment, measures of cognitive functioning, safety assessment, suicidal ideation, symptom checklist for diagnoses. All students will be able to select, administer, and interpret tests that are appropriate for a range of counseling situations.

#### **COUN 7150 – Counseling Skill Practice and Helping Relationships**

This graduate course develops counseling skills by learning, applying, and practicing therapeutic techniques essential to an ethical and effective counseling process. Students practice basic counseling skills such as attending to nonverbal behavior, paraphrasing, focusing, reflection of feeling, etc. Utilizing secure methods and technology, students record, review, and critique practice sessions, until a basic set of skills is acquired.

#### **COUN 7160 – Practicum**

The practicum course provides a pre-arranged, supervised experience in counseling. This course aligns with all CACREP standards for Practicum and includes a minimum of forty direct hours with clients and eighty indirect hours of activities to support one's counseling work. Students will participate in supervision with a university and on-site supervisor throughout the duration of the course. This course requires prerequisite courses, including successful completion of COUN 7150. Students must also be prepared to begin initial, autonomous functioning as a counselor-in-training.

#### **COUN 7180 Clinical Field OR COUN 7190 Internship**

This seminar course provides advanced graduate students in CACREP aligned programs with a supervised, on-the-job experience. Students will be on the site for a minimum of three hundred hours (if registered for three credits) or six hundred hours (if registered for six credits). Of the six hundred hours,

a minimum of 240 hours must be direct service work with clients or students. Students will receive a minimum of one-hour supervision per week by the on-site supervisor. In addition, students will be required to attend a group supervision class with a university supervisor once a week. Students will present and discuss cases. Ethical and legal issues, as well as current topics in the field, will be discussed.

#### **COUN 7200 – Professional Counseling Orientation (Clinical Mental Health Counseling)**

This graduate course helps students understand theoretical and applied information for clinical mental health counseling in a variety of settings. Course content includes an overview of the history, professional identity, ethics, and practice of clinical mental health counseling. Students will identify the roles and responsibilities of a clinical mental health counselor, types of settings in which clinical mental health counselors work, counselor wellness, and the skills and dispositions required for effective and competent clinical mental health counseling. Interdisciplinary collaboration with other human service professionals to better understand and serve diverse individuals and communities is discussed. Students will become familiar with CACREP Standards, certification, licensure, policy, consultation, and advocacy, as well as other current issues in mental health counseling.

#### **COUN 7210 – Child and Adolescent Counseling**

This course teaches a variety of developmentally based counseling theories related to clinical mental health counseling and school counseling, specifically applicable to children and adolescents. Assessment techniques, diagnostic procedures, and evidence-based intervention strategies will be presented. Students will learn how to modify techniques based on the developmental age and culture of the client. Creative and expressive arts counseling techniques will be included in the course.

#### **COUN 7220 – Family Counseling**

This graduate course provides students with the opportunity to advance their understanding and skills related to the application of family therapy theory and techniques. A historical overview of family therapy as well as a variety of family systems theories and evidence-based interventions are explored. Students will apply multicultural and ethical considerations for effective practice and intervention with families and their communities.

#### **COUN 7230 – Psychopathology and Diagnostic Processes**

Students will learn to make accurate diagnoses of child and adult psychopathology according to the Diagnostic and Statistical Manual of Mental Disorders (DSM). Basic treatment strategies will be explored. Limitations inherent in the use of DSM and other diagnostic classifications are discussed. Multicultural counseling theory and ethics will be infused throughout the course.

#### **COUN 7250 – Professional Counseling Orientation (Clinical Rehabilitation Counseling)**

This course provides students with an overview of the helping profession, including the rehabilitation counseling field, emphasizing all aspects of professional functioning, including history, legislation, professional roles, organizational structures, professional preparation standards, professional credentialing, ethical and legal issues, professional organizations, public policy processes and the role of advocacy, and the rehabilitation process.

#### **COUN 7260 – Medical Information for the Helping Professions**

This course is designed to provide students with a working knowledge of disabilities and an understanding of basic medical terminology associated with a variety of conditions found in general rehabilitation settings. Areas of focus include types of conditions, diagnostic and treatment methods,



functional issues, arranging physical restoration services, psychosocial and vocational implications of various conditions and the role of the rehabilitation counselor.

#### **COUN 7270 – Vocational Development in Rehabilitation**

This course is designed to equip students with knowledge to assist rehabilitation clients in achieving their vocational potential and independent living objectives. Students develop an understanding of the services and resources utilized to help rehabilitation clients in their vocational development. Emphasis is placed on: (a) legislation affecting employment for persons with disabilities, (b) career development theories for people with disabilities, (c) workplace accommodations and the use of assistive technology, (d) occupational and labor market information, (e) career counseling with diverse populations, (f) employer and job development, (g) supported employment, (h) job placement strategies, (i) disability benefits systems, (j) ways to overcome environmental and attitudinal barriers to employment, (k) case management, (l) ethical considerations, (m) issues related to transition from school to work, (n) independent living services, (o) the importance of empowering people with disabilities in the job search and placement process, and (p) understanding how to conduct a job analysis.

#### **COUN 7280 – Psychosocial Aspects of Disabilities**

This course explores the psychological and social aspects of disability. Interpersonal as well as intrapersonal issues are examined. Emphasis is placed on the impact of illness, disability, and deviance on the individual and his or her family. The course presents many of the issues and challenges encountered by the rehabilitation professional, including attitudes toward individuals with disabilities and the perspectives of families and professionals. The primary objective is to expand students' perspectives regarding disability and disability-related issues.

#### **COUN 7290 – Case Management**

This course examines the mission, role and competencies of the rehabilitation counselor relative to the principles and practices of case management in the vocational rehabilitation process. The course prepares students to apply techniques used to evaluate consumers. A variety of instruments used in vocational assessment are reviewed. Students learn how to assess, plan, implement, coordinate, monitor and evaluate the options and services that will best meet the needs of consumers. Emphasis is placed on: (a) intake interviewing, (b) services coordination, (c) case recording and reporting, (d) vocational assessment, (e) vocational counseling, (f) job placement, (g) systematic caseload management, (h) ethical considerations in rehabilitation case management practice, (i) multicultural considerations in the rehabilitation counseling process, and (j) family-centered rehabilitation case management.

#### **COUN 7300 – Professional Counseling Orientation (School Counseling)**

The role of school counselors is explored in relation to counseling history, philosophy, theory, technology, and trends. Counseling within the elementary and the secondary school settings, consultation, and coordination are core components. Professional development, documentation, ethical, and legal standards are addressed. This course also focuses on the development of instructional programs as part of a comprehensive K-12 school counseling curriculum, including teaching methods, lesson planning, and participation in multidisciplinary teams. Computer technology is explored and used as a resource for school counselors.

**COUN 7310 – Individual Development: Childhood – Adolescence**

This course enables significant adults (primarily persons whose professions involve them directly in formal education) to base their interactions/interventions with children, adolescents and parents on an understanding of the process of growth and development.

**COUN 7320 – Developmental Counseling in Schools**

This course prepares students to apply the basic counseling skills in a school setting. It emphasizes the various roles of the elementary and secondary school counselor, tools and strategies appropriate in those settings, and in consulting and collaboration with other school personnel.

**COUN 7330 – Techniques for Counseling Students with Disabilities**

This course provides a foundation for graduate students in school guidance and those working with children and adolescents to effectively counsel the student with a disability. It emphasizes cultural, historical, and socio-economic issues facing the adjustment of this student, as well as specific counseling procedures for assisting this student in a school setting.

**COUN 7340 – Current Issues in School Counseling: Evidence Based Practices**

School counselors work with students individually, in-group settings, in special education class settings and in the regular classroom. This course focuses on the school counselor's role with special education that may include: school counseling curriculum lessons; individual and/or group counseling to students with special needs; providing short-term, goal-focused counseling; consulting and collaborating with staff, families and related student support professionals; advocating for students with special needs; contributing to the school's multidisciplinary team; and providing assistance with developing academic and transition plans for students in the IEP as appropriate.

**COUN 7350 – Diagnosis and Counseling Children and Adolescent**

This graduate course focuses on the diagnosis and counseling of children and adolescents in the school setting. Students will be able to interpret diagnostic criteria of the Diagnostic and Statistical Manual of Mental Disorders (DSM-5) specifically related to children and adolescents in the school setting. Treatment and counseling considerations for psychopathologies encountered by school counselors will be introduced in depth and students will be able to apply this knowledge. In addition, this course prepares counselors who may seek licensure or work outside the school settings to understand all diagnoses and pathologies across the lifespan.

**COUN 7400 – Professional Counseling Orientation (Student Affairs and College Counseling)**

This course is a survey of theoretical and applied information for counselors working in student affairs settings. Course content includes an introduction to the philosophical, legal, and ethical foundations of the field of student affairs work, an overview of the functional areas within student affairs divisions, and current issues in the field. The basics of program planning and evaluation are also introduced.

**COUN 7410 – College Student Development**

This course reviews major theoretical models of student and adult development, developmental aspects of college students, and the effects of the college experience on individuals. Student personnel practitioners learn to design programs to effect positive developmental changes within college/university students.

**COUN 7420 – Student Affairs Practice and Administration**

This course prepares graduate students for entry level and mid-level student personnel services positions in higher education. It emphasizes the history and philosophy of higher education, student affairs purposes and functional areas, and professional management/leadership issues relevant to higher education institutions.

**COUN 7430 – Counseling the College Student**

This course provides a historical perspective and overview of contemporary issues impacting counseling services for students in higher education. College counselors will learn about factors that place postsecondary students at-risk, including related DSM diagnoses and psychopharmacology, life experiences, and personal characteristics.

**COUN 7440 – Student Affairs Services in Higher Education**

This course is a survey of theoretical and applied information for counselors working in student affairs settings. Course content includes an introduction to the philosophical, legal, and ethical foundations of the field of student affairs work, an overview of the functional areas within student affairs divisions, and current issues in the field. The basics of program planning and evaluation are also introduced.

**COUN 7450 – The College Student and Higher Education Environment**

This course examines the characteristics, learning, and developmental needs of college students and the impact of the higher education environment on both traditional and nontraditional students. Issues that might affect the development and functioning of college students are explored in depth.

**COUN 7460 – Administration of Student Services in Higher Education**

This course is intended to introduce students to the administration of student affairs programs in higher education. This course will focus primarily on the purpose of student affairs, its functions and how they can be effectively managed, coordinated, and integrated as part of the broad educational purposes of the institution. It also examines institutional strategies for organizing, staffing, and funding student affairs programs and services.

**COUN 7500 – History and Theory of Counseling and Consultation in Art Therapy**

This graduate level course explores the history of field of art therapy through studying its founding members, related disciplines and traditional populations in a reflective manner to help students relate the history of art therapy to current practices in art therapy. Theoretical foundations relating to counseling and consultation in art therapy are explored as they relate to current practices in the profession. Prerequisite: Art Therapy Concentration / Post-Master's Certificate in Art Therapy

**COUN 7510 – Media and Materials in Art Therapy**

This graduate level course offers foundational knowledge and skills needed to understand the therapeutic properties of various media, materials, and the creative process. The course explores a variety of media and how their application with diverse individuals and groups. The use of imagery, creativity, symbolism, and metaphor are discussed. Personal artmaking is encouraged to maintain a creative process, assist in self-awareness, promote well-being, and guide professional practice. Prerequisite: Art Therapy Concentration / Post-Master's Certificate in Art Therapy

**COUN 7520 – Clinical and Group Art Therapy**

This graduate-level course teaches group art therapy leadership skills through students experiencing both group membership and leadership opportunities. There are two components to this course:

classroom didactics and experiential group art therapy experiences. Students analyze group therapy experiences and become familiar with the theoretical knowledge, skills and models of group art therapy.

#### **COUN 7530 – Art Therapy Practice & Assessment**

This graduate level course provides a comprehensive understanding of art-based assessments for the art therapist. The historical background, development and use of projective techniques and diagnostic tools are examined. Methods of administration and interpretation of the assessment techniques are presented. Strengths and weaknesses of these techniques are explored. Included in the examination is the formulation of treatment goals and objectives, statistical concepts including reliability and validity, group approaches to assessment, and an understanding how the psychological health and cultural identifiers are manifested in the art process and product.

#### **COUN 7540 – Professional Functioning, Standards, and Ethics in Art Therapy**

This graduate level course explores the professional practice of art therapy including an exploration of the laws, ethics, and related issues impacting the profession. Aspects of professional functioning, including supervision, professional identity/roles, boundaries, relationships to other mental health providers, cultural humility, and self-regulation are addressed. Organizational structures, resume building, and interviewing skills are investigated. The process of credentialing and licensure are explored.

#### **COUN 7550 – Introduction to Art Therapy Research**

Introduction to Art Therapy Research provides students an opportunity to begin demonstrating their proficiency in the field of art therapy before completing their plan of study. Students explore research methods and processes, develop a research agenda, complete a review of supporting literature and formulate their plan of implementation to be followed in COUN 7560. Prerequisite: COUN 7580 Practicum

#### **COUN 7560 – Advanced Research and Program Evaluation in Art Therapy**

This course provides students the support and direction to implement their final research project in art therapy. The research project in art therapy provides an opportunity for students to demonstrate their proficiency in the field of art therapy before completing their program of study. This project entails the completion of a manuscript, project, or thesis in which students synthesize previous theory and practice, incorporate program evaluation and extend their learning in their chosen area of interest.

#### **COUN 7580 – Practicum**

The practicum provides an arranged, supervised experience in a specialized area of art therapy and counseling. It requires sufficient training and experience to allow the beginning of autonomous functioning. This course assists students in identifying and developing skills of an effective helper, identifying their theoretical orientation and engaging with the supervision process. Prerequisite: COUN 7150 Counseling Skill Practice and Helping Relationships

#### **COUN 7590 – Internship**

The purpose of the internship is to provide the student with one or more experiential approaches in an area of specialization. The approach(es) will be through: (a) parallel program(s) in which the student is enrolled in academic courses while spending a limited period of time at the internship site and (b) simulated job experience where the intern performs appropriate job tasks/duties which an employee would do. This course will be graded satisfactory/unsatisfactory. Prerequisites: must have completed all

core-required courses in Art Therapy unless otherwise approved by the advisor and instructor.  
Prerequisite: COUN 7580 Practicum.

**COUN 7600 – Current Trends in Art Therapy**

This course explores contemporary practice in Art Therapy, current trends, and new developments in the field. This course introduces students to current research and education in art therapy and related practice that have impacts on contemporary thinking in art therapy.

**COUN 7610 – Cultural Practices in Art Therapy**

This course explores the role of art therapy in understanding cultural humility, social justice, and cross-cultural applications. Throughout this course, students will explore how their own culture impacts the therapeutic relationship in art therapy and the communities where they work and live. The use of art therapy for social justice and advocacy is explored. Concepts such as cultural humility, and intersectionality in the development of art therapy programs across cultures will be addressed. Students will gain the resources needed to be culturally responsive professional art therapists.

**COUN 7620 – Trauma Informed Art Therapy**

This course covers trauma-based counseling practice as it applies and is used in art therapy. Art therapy theoretical orientation, practices, interventions, and methods for addressing trauma will be explored.  
Prerequisite: Art Therapy Concentration / Post-Master's Certificate in Art Therapy.

**COUN 7630 – Creativity and Metaphor in Art Therapy**

This course covers the use of metaphor, symbolism, and creativity in art therapy. Art therapy practices, interventions, and methods will be explored. Emphasis will be on universal and personal aspects of symbol formation and application to further the therapeutic process. Prerequisite: Art Therapy Concentration / Post-Master's Certificate in Art Therapy.

**COUN 7640 – Clinical Skills and Applications in Art Therapy**

This course provides students the opportunity to put theory into practice with the development of art therapy skills and interventions to meet the needs of diverse individuals in a variety of settings. Through the use of case studies and vignettes, students will learn to develop interventions to address specific clients' needs and goals. Focus is given to theoretical orientation, goal-directed treatment, and cultural appropriateness. Prerequisite: Art Therapy Concentration / Post-Master's Certificate in Art Therapy.

**COUN 7650 – Digital Media in Art Therapy**

This course covers approaches to art therapy using digital media. We will explore the theories behind the use of digital media in art therapy and the application of digital media theory. Prerequisite: Art Therapy Concentration / Post-Master's Certificate in Art Therapy.

**COUN 7660 – Community Engagement in Art Therapy**

This course explores the role of art therapy in community engagement to help prepare students to work more effectively with communities and organizations, both domestically and abroad. Students will explore how service and research influence their understanding of art therapy through active participation in community engagement, domestically and/or abroad. Prerequisite: Art Therapy Concentration / Post-Master's Certificate in Art Therapy.

**COUN 7700 – Advanced Substance Use Disorder Counseling**

This course is designed to equip students with advanced counseling skills to treat individuals with

substance use disorder (SUD). The course covers screening, brief intervention, and referral to treatment (SBIRT) for people with SUDs. Students learn how to utilize motivational interviewing (MI), apply the transtheoretical model of counseling (stages of change), and implement evidence-based practice in the treatment of SUD and co-occurring conditions. Other topics discussed include working with groups and the professional ethics applicable to SUD counselors. The knowledge and skills outlined in the screening, assessment, and engagement domain of the Pennsylvania Certification Board (PCB) for the Certified Alcohol and Drug Counselor (CADC) and the Certified Advanced Alcohol and Drug Counselor (CAADC) credentials are addressed.

#### **COUN 7710 – Treatment Planning Collaboration & Referral**

This course is designed to equip students with knowledge of the treatment planning process and counseling strategies to guide addiction recovery and reduce relapse. Students learn about assessment and collaboration with the client, relapse prevention groups for co-occurring disorders, resources for the family, community resources to support recovery, rationale for a referral, client advocacy to facilitate continuity of care, relapse prevention therapies, case management activities for service coordination, documentation, and multiple pathways of recovery in treatment planning and referral. The knowledge and skills outlined in the treatment planning, collaboration, and referral domain of the Pennsylvania Certification Board (PCB) for the Certified Alcohol and Drug Counselor (CADC) and the Certified Advanced Alcohol and Drug Counselor (CAADC) and relapse prevention counseling are the primary focus of this course. The Council for Accreditation of Counseling and Related Educational Programs (CACREP) Standards for the addiction counseling specialty area are also addressed.

#### **COUN 7720 – Gambling Addiction**

This course is designed for graduate students interested in working in community based human service systems and school counseling positions. Although directly applicable for those interested in the field of Problem Gambling/Gambling Addiction, alcohol and other drug rehabilitation treatment, the course material is also important for training professionals dealing with any target population. Since Problem Gambling/Gambling Addiction is inherent in all sectors of our society, it is important for human service professionals to understand Gambling Addiction and other Impulse Control Disorders, the dynamics of addiction and the special problems experienced by affected individuals.

#### **COUN 7730 – Addiction and the Family**

This course is designed for graduate students interested in working in community based human service systems and school counseling positions. Although directly applicable for those interested in the field of alcohol and other drug rehabilitation treatment, the course material is also important for training professionals dealing with any target population. Characteristics are features discussed in this course are not limited to those individuals that have grown up in dysfunctional families associated to substance abuse or dependence but familial dysfunction in general. Characteristics of this type of role development can be found in any family with dysfunction and are precursors for multiple mental health diagnoses ranging from mood and affective disorders as well as axis I involvement or disorders or personality. Additionally, since substance abuse and addiction are inherent in all sectors of our society, it is imperative for human service professionals to develop a comprehensive understanding of the pertinent assessment and evaluation procedures relevant to working with the substance abuse population.

#### **COUN 7740 – Assessment and Evaluation of Substance Use Disorders and Advanced Group Skills**

This course is designed for graduate students interested in working in community based human service systems and school counseling positions. Although directly applicable for those interested in the field of

alcohol and other drug rehabilitation treatment, the course material is also important for training professionals dealing with any target population. This course integrates advanced group leadership practices and or interventions for the purpose of preparing counselors to appropriately facilitate/manage a process/psychoeducational group with a substance abuse focus. Additionally, since substance abuse and addiction are inherent in all sectors of our society, it is imperative for human service professionals to develop a comprehensive understanding of the pertinent assessment and evaluation procedures relevant to working with the substance abuse population.

#### **COUN 7750 – Prevention, Education and Treatment of Substance Abuse**

Participants engage in the study of societal pressures, attempts to prevent substance abuse, and treatment strategies along with the comparative analysis of efficacy.

#### **COUN 7760 – Opioid Abuse**

Why is opium and its derivatives so attractive to people over the centuries? This course explores the history of opium, both ancient and modern, and explores the most recent US opioid epidemic. Individual, family, community, and national implications are considered, leading to basic prevention and treatment considerations. Students can acquire basic foundational knowledge, preparing them for the prevention, clinical treatment, and public policy engagement.

#### **COUN 7770 – Advocacy and Public Policy in Addictions and Recovery**

This course provides students with theoretical and applied knowledge of the critical aspects of individual advocacy and systems advocacy in the world of chemical dependency prevention and treatment. The student will become familiar with current addictions legislation and public policy and the intended and unintended impact on individuals and communities. Students will formulate plans to foster positive change and learn methods of effective advocacy to positively change services, policies, laws, and rules.

#### **COUN 7800 – Issues and Techniques in Counseling Athletes**

This graduate course examines current counseling strategies used with members of sports teams at the youth, high school, college and professional levels. Participants will explore current research in three main areas: (a) motivation and life skill development, (b) psychosocial development, and (c) career maturity.

#### **COUN 7810 – Sports Counseling Programming**

This graduate course offers students an overview of various life skills, including career development, study skills, goal setting, time management, health and wellness, values clarification, problem solving, decision making, and psychosocial development with the athlete population. A comprehensive framework for planning sports counseling service programs for athletes will be presented with particular emphasis on creating the appropriate context, developing external assets, teaching internal assets, and using evaluation and research to enhance service delivery. Students will develop and strengthen a counseling philosophy that includes methods for teaching life skills to the athlete population. Students will be given opportunities to do presentations on topics of their interest so that they may teach or offer workshops on life skills to the athlete population.

#### **COUN 7820 – Counseling and Advising Athletes with Death, Loss and Grief**

This is an advanced level course, the purpose of which is to increase students' understanding of contemporary topics, practices and problems relevant to counselors who work in school and agency settings. Students in this class can expect to be proactive in researching and sharing information as well as evaluating practices and policies for their efficacy in various settings. They will demonstrate their

integration of this new knowledge into their prior learning as it relates to the counseling field through writing, discussion and presentations. More specifically, the purpose of this course is to prepare you for dealing with death, loss and grief situations you may encounter working with the athlete population. We will spend time reflecting on how people deal with death, loss and grief and start to develop your skills in grief counseling and intervention. You will also examine some of the relevant research on grief counseling and intervention as well as the relevant research on death, loss and grief in sports. However, your major focus throughout the course will be on learning the practical skills of helping people who are dealing with death, grief and loss issues and learning assessment and treatment strategies used by counselors, educators, and other helping professionals who work with the athlete population to assist individuals, groups, and/or organizations (e.g., athletes, teams, athletic programs, schools, etc.).

#### **COUN 7830 – Student Athlete Mental Wellness**

This course offers students a comprehensive understanding of student athlete mental wellness, mental health concerns, and emergencies. Mental health issues can affect the ability of student athletes to function effectively in their daily life and this includes their athletic performance. Thus, it is imperative that individuals providing mental health care to student athletes be able to identify (mental health issues and emergencies), intervene (with appropriate techniques), and refer (as needed to the appropriate entities). This course will address the previously mentioned issues in detail while promoting cultural competency in working with a diverse population of student athletes.

#### **COUN 7840 – Advanced Issues & Techniques Counseling Athletes**

This graduate course is twofold. One, the course is designed to prepare students for the roles as professionals in the field. Areas of study include professional ethics and legal issues, record keeping, NCAA guidelines, and working as part of an interdisciplinary team or as a consultant with individual athletes, teams and athletic organizations. Additionally, this course is designed for students to improve their career development, counseling, and skill building techniques with youth, adolescents, young adult and the adult athlete population. Participants have an opportunity to develop and practice strategies to enhance their effectiveness in counseling this unique cultural group. This course includes supervised fieldwork related to sports counseling, consultation, and/or sports counseling programming with the athlete population of your choice. Students will be on site for a minimum of 25 hours (if registered for three credits) or 50 hours (if registered for six credits). Students will receive a minimum of one-hour supervision per week by the on-site supervisor. In addition, students will be required to attend group supervision, via the use of technology, once a week where students will present cases.

#### **COUN 7850 – Spiritual, Ethical and Religious Values in Counseling**

This graduate course, the purpose of which is to increase students' understanding of contemporary topics, practices and problems relevant to counselors who work in school and agency settings. Students in this class can expect to be proactive in researching and sharing information as well as evaluating practices and policies for their efficacy in various settings. They will demonstrate their integration of this new knowledge into their prior learning as it relates to the counseling field through writing, discussion and presentations.

#### **COUN 7860 – Applied Spiritual, Ethical and Religious Counseling Theory**

This graduate course is designed to introduce students to the theories, techniques, and treatment modalities needed by spiritual counseling professionals to best meet the needs of clients in hospitals, pastoral care & counseling, and religious settings. This class will focus on the diverse theoretical applications available in the field of spiritual counseling.



**COUN 7870 – Grief and Loss Counseling**

This graduate course is designed to introduce students to the theories, techniques, and treatment modalities needed by school and community counseling professionals to best meet the needs of bereaved clients and others affected by grief, loss, and death anxiety. This class will focus on the diverse interventions used by counselors applied therapeutically to the psychological, cultural, spiritual, and somatic aspects of grief.

**COUN 7900 – Sexuality in Counseling**

This course will examine human sexuality from historical, political, religious, economic, social, and cultural perspectives. Sexual norms, roles and behaviors will be discussed and analyzed to enhance the awareness, knowledge, and skills of counseling graduate students. This course will assist counselors in training with examining their internalized beliefs around sexuality, developing knowledge about sexual challenges experienced by students and clients, and building counseling skills to broach sexuality related topics in a respectful, trauma informed manner. Through experiential activities, students will apply counseling theories and techniques consistent with their counseling specialty.

**COUN 7910 – Neurocounseling**

The counseling field is beginning to consider how neuroscience and neurobiology can inform, explain, and enhance the theory and practice of counseling. This course covers several topics related to this overarching theme including the fundamentals of neurophysiology and psychopharmacology. These concepts will be examined within the context of evaluation and treatment of mental health disorders and conditions such as PTSD, substance use, and traumatic brain injury. This course aims to prepare clinical mental health counselors to adopt a neuroscience-informed clinical practice.

**COUN 7920 – Humor, Health, and Healing**

This graduate course is a survey of theoretical and applied information for counselors, social workers, and other health professionals working in or wanting to work in a clinical setting. Course content includes an introduction to the philosophical, theoretical foundations, applied applications and health benefits of humor in mental health and clinical work, an overview of how humor affects the brain, and current issues that involve the use of humor in a mental health and clinical setting. The different types of humor will also be discussed.

**COUN 7930 – Correctional Counseling and Assessment**

This course is structured to center upon the understanding of criminal behavior and its correlates, assessing the individual problems and needs of various types of offenders, and more importantly, using that understanding and knowledge to effectively counsel and help rehabilitate offenders.

**COUN 7940 – Issues in Rural Counseling**

This course explores the field of human services delivery and behavioral health care issues in rural environments including mental health care, gerontology, substance abuse, education, vocational rehabilitation, disability, poverty, and the criminal justice system. The course encompasses the various definitions of rural, diversity of rural communities, the common challenges faced, and the professional skills needed by rural practitioners and counselors.

**COUN 7950 – Creative and Expressive Arts Counseling**

This course is designed as an examination of creative and expressive counseling theories and interventions applicable to counselors working with a variety of client concerns in school and community counseling settings. The course emphasizes the rational and research base for creative

modalities including but not limited to music, visual arts, writing, drama, play, humor, and animal assisted therapy. Instructional methods will develop counseling skills through didactic and experiential activities.

#### **COUN 7960 – Mind-Body Techniques in Counseling**

This graduate level course is designed for students in the counseling program. It will familiarize students with the current scientific understanding of the mind-body relationship. It will introduce mindfulness-based techniques and help beginning therapists learn to integrate these techniques into their counseling practice to address client issues commonly encountered by counseling professionals and promote wellness in the client. The course will also address how mind-body techniques can be used in counselor self-care to prevent burnout and compassion fatigue and promote wellness in their lives both personally and professionally.

#### **COUN 7970 – Counseling of Persons Living with HIV/AIDS**

The course provides an overview of rehabilitation issues involved in working with people living with HIV/AIDS. Topics will include an overview of the medical aspects of the virus. Special emphasis will be placed on issues of rehabilitation, including mental health, substance abuse, support networks, social relationships, and employment.

#### **COUN 7971 – Trauma Informed Care for Helping Professionals**

This course will explore trauma-informed care and practice for helping professionals. Using an interdisciplinary approach, trauma-informed systems, policies, procedures, and practices will be analyzed. Students will use their disciplinary lens to apply trauma theory and trauma informed practice in the creation of discipline specific trauma-informed initiatives. Students will also work in interdisciplinary teams to understand multi-disciplinary collaboration.

#### **COUN 7972 – Professional Issues for Direct Service Providers**

This course will explore professional issues for direct service providers including secondary and vicarious trauma, burn out, compassion fatigue, and the ethical implications of professional impairment. Career sustaining behaviors including growth mindset, maintaining personal and professional growth, effective strategies for self-care and coping with stress, and wellness initiatives will be discussed.

#### **COUN 7973 – Post-Concussive Social and Emotional Wellness and Recovery**

The primary purpose of this course is to provide an examination of various ways concussion can impact social and emotional functioning. The identification of general conditions that are shown to promote post concussive wellness and recovery will be explored, as well as the identification of an individual's environmental and personal resiliency and protective factors and ways these strengths might be utilized to help the client obtain a pre-injury level of functioning.

#### **COUN 7974 – Controversies and Implications of Concussions (MTBI in Sport)**

This course will investigate and evaluate the different controversies surrounding what seems to be a concussion epidemic particularly in the arena of sport. Recent data shows that concussions are reported primarily in sports at all levels. The media coverage of concussions following lawsuits of the National Football League and recent settlement by the NCAA have shown a light on the need for specific protocols that are in line with best practice athletic medicine as well as the state law that protects the public regarding who are trained and licensed health care professionals identified, what their function is and what their status is regarding return to play. The course will investigate the different components to

an institution concussion policy as well as identification of signs and symptoms of TBI that is in line with current research and the recommendations of the neuroscience community.

**COUN 7980 – Thesis**

The thesis in counseling is an optional capstone experience in the study of the art of counseling. Under the supervision of a thesis advisor, students prepare a major scholarly paper within the framework of current research methods. A three-member committee is established for each student's thesis. This committee will review, provide feedback, and approve the final version of the thesis product.

**COUN 7990 – Special Topics in Counselor Education**

This is an advanced-level special topics course. The focus and content of the course will change with the semester. The purpose of the course is to provide opportunities to explore contemporary counseling topics, practices, and problems relevant to counselors who work in a variety of settings. Students can expect to be proactive in researching and sharing information, as well as evaluating practices and policies for their efficacy in various settings. Students will demonstrate their integration of this new knowledge into their prior learning as it relates to the counseling field through writing, student-led discussion, and presentations.

# **Section 2:**

# **Fieldwork Information**

# **and Policies**

## FIELDWORK OVERVIEW

This section of the student handbook is a guide for the fieldwork experiences in art therapy, clinical mental health counseling, school counseling and the post-master's certificate in art therapy. It is intended to facilitate the planning, organization, and implementation of field experiences for the counseling student, the site supervisor, and the faculty supervisor.

The practicum and clinical field / internship experiences are one component of a comprehensive preparation program for counseling professionals. They allow students to develop counseling skills and begin implementing a professional style under supervision. They assist graduate students in gaining understanding, awareness, and experience as a professional counselor. Students enrolled in the counseling program participate in these experiences geared toward broadening their skills in areas related to individual and group counseling.

Our fieldwork expectations meet or exceed the 2016 *Council for the Accreditation of Counseling and Related Educational Programs* (CACREP) standards for counseling fieldwork in the CACREP aligned concentrations and the 2016 *Accreditation Council for Art Therapy Education* (ACATE) standards for the art therapy concentration.

## FIELDWORK COORDINATORS

The Counseling Program has faculty members who provide leadership related to various functions in the program. Dr. Everett Painter (counseling) and Dr. Penny Orr (art therapy) are the current Fieldwork Coordinators and provide key tasks to support students' successful completion of fieldwork.

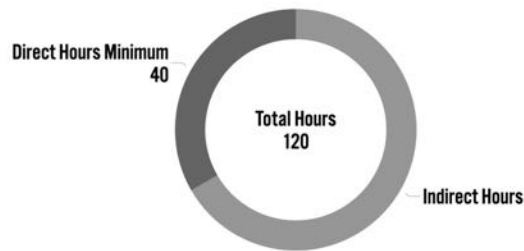
The Fieldwork Coordinators lead fieldwork orientation for students preparing to complete fieldwork, addresses student questions and problems when applying for fieldwork, collaborates with university representatives to secure affiliation agreements with fieldwork sites, provides support to university faculty teaching fieldwork sections, communicates with fieldwork sites who have or are interested in having practicum or clinical field students, and collaborates with the department to provide annual site supervisor training opportunities.

## PRACTICUM STANDARDS FOR CACREP ALIGNED PROGRAMS

Per the 2016 CACREP standards, students must complete supervised counseling practicum experiences that total a minimum of 100 clock hours over a full academic term that is a minimum of 10 weeks. In accordance with these standards, the following is required for the CACREP aligned programs at PennWest:

- At least 120 total clock hours.
- At least 40 clock hours of direct counseling service.
- Participation in group work if available at the site.
- Weekly, documented supervision (1 hour) provided by the site supervisor.
- Weekly group supervision (averaging 1 ½ hours) with the university supervisor.
- Weekly individual or triadic supervision (1 hour) by the university supervisor.
- Students must spend a minimum of 12 weeks at the site (10 during the summer).

## Practicum (3 credit hours)



The Counseling Program at PennWest requires all students to successfully complete COUN 7150: Counseling Skill Practice and Helping Relationships prior to applying for practicum. Ideally, students will have completed most core courses before entering this first fieldwork experience.

### CLINICAL FIELD / INTERNSHIP STANDARDS FOR CACREP ALIGNED PROGRAMS

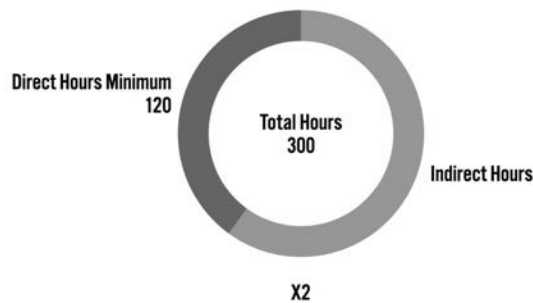
Per the 2016 CACREP standards, students must complete supervised counseling clinical field / internship experiences that total a minimum of 600 clock hours over a full academic term (or split across 2) that is a minimum of 10 weeks. In accordance with this standard, the following is required:

- At least 600 total clock hours.
- At least 240 clock hours of direct counseling service.
- Participation in group work if available at the site.
- Weekly, documented supervision (1 hour) provided by the site supervisor.
- Weekly group supervision (averaging 1 ½ hours per week) with the university supervisor.
- Students must spend a minimum of 12 weeks at the site (10 during the summer).

## Internship (6 credit hours)



## Split Internship (3 credit hours)



The Counseling program at PennWest requires all students in CACREP aligned concentrations to successfully complete COUN 7160: Practicum prior to entering internship.

### GROUP COUNSELING EXPERIENCE FOR CACREP ALIGNED PROGRAMS

All graduate students must complete 720 fieldwork hours and most students can experience different forms of counseling (individual, group, couples, family). Unfortunately, not all fieldwork sites provide and/or allow group facilitation or co-facilitation opportunities for students.

To address this CACREP standard, we have developed the following plan within the Department of Psychology, Counseling, and Art Therapy.

Any student registered for COUN 7180 (Clinical Field/Internship) who has not had group counseling facilitation experience during Practicum will be identified by the Fieldwork Coordinator. These identified students will be notified that they will co-facilitate online groups for undergraduate Psychology students at PennWest. The groups will run each semester (Fall, Spring, and Summer) as students participate in fieldwork throughout the academic year.

The group members will consist of undergraduate psychology students who are seeking practice with membership in an experiential group and/or extra credit for this learning experience. Undergraduate students in PSYC 3560 Group Psychotherapy, PSYC 1300 Psychology of Personal Growth and Wellness, and PSYC 2320 Stress Management will be offered this opportunity. Additional courses may be added depending upon PSYCH faculty advertising this opportunity to their students.

The groups will run each semester and will be open, psychoeducation in nature allowing for students to “drop” in for specific topics. The overall themes for the groups will be resilience and wellness. The group will run for 10 weeks each semester (starting week four of the semester and ending the week before finals week). During the summer semester, the group will run seven weeks to coincide with a shorter summer session. The target group membership/participation would be 4 - 8 students per group with two graduate students as co-facilitators. Because this is an open group, the group will run with as few as 2 undergraduate students or a maximum of ten. The graduate students will work with their university supervisor for clinical field/internship for supervision. However, a counseling point person will be available for immediate needs related to the group.

The point person for coordination each semester will be a graduate faculty member in Counseling who is teaching COUN 7050 Group Counseling and Group Work. Core faculty teach this course and a core faculty member will lead this initiative. This person will be responsible for gathering names of graduate students (from Fieldwork Coordinator) who need group facilitation experience during COUN 7180, communicating with Psychology faculty about the group and how PSYCH students may sign up, meeting with group facilitators to orient them to the group, and helping with other details to run a smooth initiative (e.g., crisis management with groups, confirming student attendance at group, communication with COUN fieldwork faculty, etc.).

### **CLINICAL EDUCATION EXPERIENCES IN ART THERAPY**

In alignment with ACATE and ATCB standards, clinical education experiences must provide students with opportunities to practice the cognitive, psychomotor, and affective/behavior competencies that Art Therapy students must develop through their coursework and which lead to overall student learning outcomes. Clinical education experiences must include an Art Therapy practicum involving observation and clinical practice of Art Therapy in regular consultation with a site supervisor and faculty supervisor, and a clinical internship working with clients under direct supervision of a qualified site supervisor and faculty supervisor in an appropriate setting. Clinical education experiences must provide students with both individual and group supervision. The structure and duration of clinical education experiences must meet program clinical experience requirements for credentialing and entry level practice as an Art Therapist.

### **PRACTICUM STANDARDS FOR GRADUATE ART THERAPY**

Practicum in art therapy is the first field experience. Students are expected to complete the following:

- At least 120 total clock hours.
- At least 50 clock hours of direct art therapy services.
- Participation in group work if available at the site.
- Weekly, supervision (1 hour) provided by the site supervisor.
- Weekly university group supervision for 2 hours (COUN 7580).

### **INTERNSHIP STANDARDS FOR GRADUATE ART THERAPY**

The internship experiences in art therapy requires a total a minimum of 600 clock hours. Ideally, this is completed over two semesters, 300 hours each semester. If a student wishes to complete internship in one semester, they must request approval from their academic advisor.

- Have successfully completed COUN 7580 Practicum
- At least 600 total clock hours.
- At least 300 clock hours of direct art therapy services.
- Participation in group work if available at the site.
- Weekly, supervision (1 hour) provided by the site supervisor.
- Weekly university group supervision for 2 hours (COUN 7590).



## INTERNSHIP STANDARDS FOR POST-MASTER'S CERTIFICATE IN ART THERAPY

The internship experiences in the post-master's certificate in art therapy requires a total a minimum of 700 clock hours. Ideally, this is completed over two semesters, 350 hours each semester. If a student wishes to complete internship in one semester, they must request approval from their academic advisor.

- At least 700 total clock hours.
- At least 350 clock hours of direct art therapy services.
- Participation in group work if available at the site.
- Weekly, supervision (1 hour) provided by the site supervisor.
- Weekly university group supervision for 2 hours (COUN 7590).

## FINDING A FIELDWORK SITE

Students in our program are responsible for locating sites relative to their academic program and the required fieldwork experiences. With a global student body, it is simply not possible for us to have fieldwork partnerships in place everywhere our students live. That said, we do want to provide you with as much assistance and support as possible. Please remain mindful of the following:

- **Start early.** The process of locating, interviewing, and securing a site can be a lengthy one. We must also establish a university level affiliation agreement with your chosen site if one is not already in place.
- Discuss any questions with your advisor. Your advisor may serve as a good source of support and information.
- Make sure your resume is up to date and you are prepared for interviewing. Sites are selecting you to work with their clientele or students.
- Network in your community. Learn about the different service providers in your area, especially relative to your specialty area. Get to know people in the community who are related to the work you wish to do.
- Join local/state professional organizations. Aside from the developmental benefits, being part of such groups may help you locate potential sites in your area.
- Search provider databases. For example, the Substance Abuse and Mental Health Services Administration (SAMHSA) maintains a behavioral health treatment locator available here: <https://findtreatment.samhsa.gov/locator/about.html#.YDfUky1h30o>.
- Psychology Today maintains a clinician directory here: <https://www.psychologytoday.com/us/therapists>. Reviewing such services may point you to potential sites in your area.
- Consider/be willing to expand your search geographically.
- If you work full time, begin negotiating early with your employer about how you will complete your fieldwork requirements.
- Finally, look at the catalog of sites in Tevera. This includes a listing of current and past sites for students in our programs. This can serve as a good starting point.
- Again, you are advised to begin this process early so you can submit your fieldwork application by the relevant due date(s).

## FIELDWORK APPLICATION PROCESS

The fieldwork application process is a lengthy one. You are encouraged to begin early and communicate with your advisor. Your advisor should also be consulted prior to beginning the application process to assess your readiness (academic and dispositional) for fieldwork. The department can delay your entry into fieldwork if there are academic and/or dispositional concerns. You represent our university in the field and we want to ensure that you are ready to provide effective counseling support to students and clients. The application process is completed in Tevera and includes the following items. Please contact your appropriate fieldwork coordinator (Dr. Everett Painter or Dr. Penny Orr), with any questions.

- Application data in Tevera.
- Supplemental contract drafted with your site supervisor (examples are included in Appendices I-M).
- Fieldwork Site Supervisor Data.
- Scanned copy of site supervisor license/credential (as applicable).
- Affiliation agreement data. Once your application is complete, we use this information to initiate an agreement with your site (if one is not already in place). This is a legal process between your site and the university and must be finalized before you may begin fieldwork.
- Proof of Student Liability Insurance (see below).
- Proof of Clearances (see below):
  - ACT 24 Form
  - ACT 34 (Criminal background check)
  - ACT 151 (Child abuse check)
- Recognizing and Reporting Child Abuse Training: Mandated and Permissive Reporting
- Tuberculosis test and ACT 114 FBI fingerprinting (if site is within a school setting).
- Signed informed consent.
- Safety protocol documentation completed by your site.

### Fieldwork Application Process Checklist

\*Go to home screen in Tevera, then select site placement process. From there, select the process you want to enter into (practicum or internship)

\*\* if not able to proceed, check your site placement process grid to determine where the problem/hold-up exists.

Document	Responsible person	Send to
Pre-Application Documents (cannot proceed until complete)		
Intent Form	Student	Advisor
Academic Transcript	Student	
ACT 24 Clearance	Student	
Proof of liability insurance	Student	
Proof of Completed Mandated Reporter Training	Student	
Child Abuse Clearance	Student	
Proof of Completed Home State Criminal Background Check	Student	
Tuberculosis test and FBI Fingerprints	Student	

• If not needed, upload document indicating not required		
Application for Fieldwork		
Site Profile Form	Student initiates, site to complete if not in system	Clinical Coordinator
Site Placement Dates	Student	Clinical Coordinator
Site Placement Agreement	Student/Site Supervisor	Clinical Coordinator
Site Supervisor Placement Form	Student/ Site Supervisor	Clinical Coordinator
Site Supervision Credentials	Student/ Site Supervisor	Clinical Coordinator
Affiliation Agreement Done through the University, student does not initiate.		Clinical Coordinator

All the above items must be included for your application to be considered complete. Application deadlines are announced each semester by the department and failure to meet those deadlines will likely result in fieldwork being delayed.

#### PROFESSIONAL LIABILITY INSURANCE

Fieldwork students must be covered by professional liability insurance for the duration of practicum and clinical field / internship. You will be asked for the policy's proof of coverage/declaration page. You must be named as the insured person on the policy with minimum coverage of \$1,000,000 Limit / \$3,000,000 Aggregate. Liability insurance is required prior to seeing any clients or students in the field. While the Counseling Program does not mandate a specific policy or provider, you should ensure the insurance policy is designed for graduate counseling students. Several professional organizations offer free (AATA, ACA, ASCA) or nominal cost (ACPA) liability insurance to student members. You may not begin fieldwork until proof of insurance is submitted.

##### AATA

<http://www.arttherapy.org/aata-careers.html#StudentBenefits>

##### ACA Insurance Trust

5999 Stevenson Avenue  
Alexandria, Virginia 22304-3300  
Telephone (1-800-347-6647)

Note: Applicant must hold membership in the American Counseling Association.

##### ACPA

1 Dupont Circle, NW Suite 300  
Washington, DC 20036-1188  
Telephone: (202) 835-2272  
[www.acpa.nche.edu](http://www.acpa.nche.edu)

##### ASCA

1101 King Street Suite 625  
Alexandria, VA 22314

## CLEARANCES AND CRIMINAL RECORD REVIEW

All students are encouraged to apply for clearances early in the process given some may take up to six weeks to process. Clearances must be renewed every twelve months and are an integral part of the fieldwork application process. You may not begin fieldwork until all clearances are submitted.

### Pennsylvania Students

- Act 24 Form
- Act 34 (Criminal Background Records Check)  
<https://www.education.pa.gov/Educators/Clearances/PATCH/Pages/default.aspx>
- ACT 126 Child Abuse Recognition and Mandated Reporting Training  
[https://www.reportabusepa.pitt.edu/webapps/portal/execute/tabs/tabAction?tab\\_tab\\_group\\_id=\\_91\\_1](https://www.reportabusepa.pitt.edu/webapps/portal/execute/tabs/tabAction?tab_tab_group_id=_91_1)
- Act 151 (Child Abuse Records Check)  
<https://www.education.pa.gov/Educators/Clearances/DHS/Pages/default.aspx>

### Students In Other States

- Act 24 Form
- Child Abuse Records Check used by the state in which the fieldwork occurs
- Criminal Records Check (usually police) used by the state in which the fieldwork occurs
- A Child Abuse Mandated Reporting training by the state in which the fieldwork occurs

### International Students

- Act 24 Form
- Child Abuse Records Check for the country in which the fieldwork occurs (if none exists, do your home state if US citizen)
- Criminal Records Check for the country in which the fieldwork occurs (if none exists, do your home state if US citizen)
- A Child Abuse Mandated Reporting training by the state in which the fieldwork occurs (if none exists, do the one provided by PA)

### Other Clearances

Some fieldwork sites, such as schools, require TB tests and FBI fingerprinting (<https://www.education.pa.gov/Educators/Clearances/CHRI/Pages/default.aspx>). If your site requires these, they must be included with your application.

### Clearance Infraction Process

Criminal convictions and health-related issues may preclude students from obtaining the requisite clearances for fieldwork. Certain employers, licensing boards and certifying organizations may have

policies regarding criminal activities limiting employment and licensing options. If a student has a criminal record, the student must make an appointment with the Dean of the College of Health Sciences & Human Services and Department Chair to discuss this issue. A course of action will be determined. Students may be required to contact a specific licensing board to determine if they will be eligible for licensure upon graduation. We believe that students are “not their past mistakes” and will do what we can to support you in this process.

## OTHER FIELDWORK POLICIES AND PROCEDURES

### Early Start at Sites / Work Between Semesters

Students in practicum are not able to begin the experience early. They must follow the semester schedule. Students in clinical field / internship who would like to begin early must secure permission from their site. Additionally, the fieldwork application, all clearances, and the affiliation agreement **must** be finalized. Finally, their assigned university supervisor must agree and be able to provide early individual supervision until group supervision begins. This option is reserved for sites where there would be a continuity of care issue if students followed the semester schedule. Early starts are not appropriate for getting a jump on hours, accommodating vacations, etc.

Doing fieldwork between semester breaks is not something we typically accommodate. There are a variety of reasons for this (self-care concerns, student insurance coverage concerns, faculty are not under contract during breaks, etc.). Field experiences need to conform to the academic semester. This is something you should discuss with your site before accepting a position.

### Class Hours

In CACREP aligned concentrations, students complete 120 hours for Practicum. This includes 40 direct hours and 80 indirect hours (see Appendix N for guidance on differentiating direct and indirect hours). Students may count individual and triadic supervision, onsite and with the university supervisor, as indirect hours. Practicum students do not count practicum group supervision (i.e. class time) as indirect hours.

For the art therapy concentration, students complete 120 hours for Practicum. This includes 50 direct hours and 70 indirect hours. Students may count individual and triadic supervision, onsite as indirect hours. Practicum students do not count practicum group supervision as indirect hours.

Students complete 300 hours for Clinical Field / Internship (3 credits) or 600 hours for Clinical Field / Internship (6 credits). Students may count group supervision time toward indirect hours for clinical field / internship. Students also count individual and triadic supervision onsite as indirect hours. Any supplemental, individual supervision with the university supervisor may also count as indirect hours.

### Fieldwork Course Requirements

The fieldwork courses encompass both academic and clinical activities and students will be evaluated comprehensively. Specifically, this assessment will include attendance, active utilization of group and individual supervision, timely and thorough completion of weekly reports, performance on all required assignments, and evaluations from the course instructor. The site supervisor will provide on-going

feedback to the fieldwork instructor concerning the students' overall performance in the field. Activities for these courses include:

For CACREP aligned concentrations:

- Weekly time logs submitted to Tevera.
- Weekly narratives that serve as a reflective activity relative to experiences in the field.
- Recordings (see below).
- Completion of at least one transcript (practicum).
- At least one case presentation during group supervision in practicum AND clinical field / internship.
- Final report (as assigned by the fieldwork instructor).
- Other activities as assigned.

For Art Therapy:

- Weekly time logs submitted to Tevera.
- Weekly visual reflections.
- Session Observations (see below).
- Two case presentations during group supervision in practicum AND internship.
- Final report (as assigned by the fieldwork instructor).
- Other activities as assigned.

### **Using Current Employment for Fieldwork**

Students who would like to do their fieldwork experience with their current employer must have this experience approved by the Fieldwork Coordinator. The student must describe how their fieldwork experience with their employer will require qualitatively different responsibilities and expectations of a master's degree seeking student. Students should talk with their employer and put in writing specific activities that will be part of the fieldwork experience. This proposal must be submitted the Fieldwork Coordinator with the application for Fieldwork. The Fieldwork Coordinator may reject the proposed fieldwork experience if the activities will not add to the counseling related knowledge, skills, and experience of the student.

### **Recordings**

In CACREP aligned concentrations, students in Practicum must complete at least three recordings that are reviewed by the instructor and/or class. Students enrolled in Clinical Field / Internship will complete at least two recordings per 3 credit hours of Clinical Field / Internship (2 recordings – 3 credits, 4 recordings – 6 credits).

In the art therapy concentration, students in Practicum must complete at least two session observations that are reviewed by the instructor and/or class. Students in Internship will complete a total of 5 over two semesters if remaining at the same site, or 3 at each site if they are different.

Examples of recording consent forms and recording guidance is available in Appendices K-M.

### **Midterm and Final Site Visits**

In CACREP aligned concentrations, Practicum and Clinical Field / Internship instructors will conduct virtual or on-site site visits at midterm and the end of the semester. These site visits will be documented and submitted to the Fieldwork Coordinator (email is sufficient for documentation).

In the art therapy concentration, the university supervisor will meet with the student and site supervisor(s) at least twice over the semester. The first meeting will occur at the beginning of the semester. The second meeting occurs following the mid-term evaluation. At this point, a decision will be made if a third meeting is necessary.

### **Midterm and Final Evaluation**

Site supervisors will complete midterm and final evaluations for their supervisee. Students will send an invitation through Tevera to their site supervisors during weeks 7 and 14. This evaluation is included in Appendix N.

### **Assessment of Fieldwork Students**

During the entire fieldwork experience, students are expected to conduct themselves in a professional and ethical manner. Site supervisors will complete a midterm and final evaluation of the fieldwork student. The university supervisor will conduct a formal evaluation of the student at the completion of the Practicum and Clinical Field / Internship experiences. Students who do not receive a satisfactory evaluation may be delayed from continuing with fieldwork or required to complete additional assignments and/or hours. In egregious situations where students have violated ethical standards or caused harm to a client or student, the student may be dismissed from their graduate program.

## **PROFESSIONALISM DURING FIELDWORK**

The Counseling Program expects and requires all students to conduct themselves in a professional manner. Professionalism is demonstrated through a series of behaviors and dispositions, such as consistency in work performance, conscientiousness in performing clinical tasks, timeliness with schedules and task completion, effective communication with supervisors and staff, ethical conduct in performing all duties, and follow through with tasks, obligations, and commitments. Students are required to carry out the duties and responsibilities at fieldwork placements to the best of their ability and meet with their supervisor to modify any aspect of the contract which may become problematic. Students are expected to keep their supervisor informed of their activities, needs, concerns, and accomplishments specific to fieldwork.

To demonstrate professionalism at your fieldwork site, please:

- Have set, predictable hours for work at your site.
- Ensure that your supervisor has approved your hours/schedule. Site supervisors must sign off on each weekly log.
- Dress professionally or in keeping with the dress code of your site.
- Be on time for all appointments and remain reliable and predictable for your supervisor, clients, etc.
- When a concern or conflict arises, talk to your onsite supervisor about your concern and discuss the situation with your university supervisor. Remain open minded, flexible and curious as you

work through problems and identify solutions. If you cannot resolve the concern or conflict, please notify your university supervisor (faculty) immediately. If you would like to consult with a university supervisor to brainstorm approaches, etc., please feel free to contact your supervisor.

- Actively seek feedback about your work and consider all feedback that you receive from your onsite supervisor.
- Make sure that you understand all expectations for paperwork, staff meetings, presentations etc. If you do not know, ask questions until you understand the expectations.

The practicum and clinical field / internship courses are seminar courses designed to prepare students to be counseling professionals. It is especially important that students demonstrate the same level of professionalism in these courses as displayed at the fieldwork sites. Professionalism in these classes includes being present in each class (unless there is an emergency), arriving to class on time, and focusing on the discussion, exercises, or cases presented in class. If taking the course online, students must be visible during class (camera on/audio on when talking). Using class time effectively to develop cohesion in the group, generate valuable feedback for peers, and focus on professional development of all students is a requirement. Active participation by all will ensure a quality experience for the class. Students, who are unable to demonstrate professionalism in the class, will be asked to meet with the professor one on one to seek resolution, meet with the assigned academic advisor to review professional goals and appropriate conduct, and/or meet with the department faculty to discuss barriers to success in the course and fieldwork experience. Students who are chronically disruptive to course activities may be asked to leave the course for one class period or the remainder of the semester. Faculty who teach fieldwork courses are responsible for helping to create and promote a rich learning environment for all students.

### **Ethical and Professional Standards**

Fieldwork students are expected to adhere to the Ethical Standards of the American Counseling Association or The American Art Therapy Association and comport themselves based upon these guidelines. Students are required to review the ethics guidelines and consult with supervising faculty throughout the process.

- **Confidentiality**

The student has the professional obligation to ensure that any evaluations and/or information concerning students, clients, applicants, and others from the host site are shared only with those persons who have a need and responsibility for such information for professional uses. The practicum student is expected to conduct him or herself in a professional and ethical manner in presenting materials to either the course instructor or the practicum seminar. Students are required to review and sign relevant documentation.

- **Other Ethical Considerations**

- Fieldwork students protect client information, secure informed consent prior to the start of treatment and when permitted, obtain required authorizations for audio/video recording before recording.
- Fieldwork students secure written permission to complete audio/video recording of sessions must be provided in writing prior to recording.



### **Other Considerations For Fieldwork**

- Demonstrates the ability to apply and adhere to ethical and legal standards in professional counseling.
- Uses the principles and practices of diagnosis, treatment, referral and prevention of mental and emotional disorders to initiate, maintain and effectively terminate counseling.
- Applies effective strategies to promote client understanding of and access to a variety of community resources.
- Demonstrates appropriate use of culturally responsive individual, couple, family, group and systems modalities for initiating, maintaining, and effectively terminating counseling.
- Demonstrates the ability to use procedures for assessing and managing suicide risk.
- Applies current record-keeping standards consistent with the expectations of the profession and Practicum site.
- Provides appropriate counseling strategies when working with clients with addiction and co-occurring disorders.
- Demonstrates the ability to recognize his or her own limitations as a counselor-in-training and seeks supervision for support and guidance.
- Maintains information regarding community resources to make appropriate referrals.
- Demonstrates the ability to modify treatment to enhance cultural relevance and meet the needs of diverse populations.
- Demonstrates skill and ability to conduct and intake interview, mental status evaluation, a mental health history and psychological assessment for treatment planning and case management.
- Demonstrates ability to screen for issues of addiction, aggression and danger to self and others.

### **SUPERVISION ROLES AND RESPONSIBILITIES**

Students in fieldwork are supported in the exploration of their identity and role as a counselor through clearly established supervisory support. Students will be provided with both individual and group supervision to assist them throughout fieldwork. The site supervisor has the requisite knowledge, skills, and practice to offer support and guidance throughout the experience.

#### **Responsibilities of the Course Instructor / University Supervisor**

- Assist the student and the on-site supervisor in the creation of the on-site supplemental contract.
- Provide orientation to fieldwork for the student.
- Maintain contact with and monitor the progress of the fieldwork student.
- Schedule and facilitate on-campus seminar sessions.
- Review student audio/video recordings.
- Meet individually with students regularly during the semester.
- Maintain contact with on-site supervisors regarding the progress of the student (telephone, correspondence, and/or visitation).
- Evaluate the site for continued placement of fieldwork students.
- Submit necessary grade and evaluation reports.

## Responsibilities of the Site Supervisor

- Orient the student to the practicum site and related duties.
- Establish a work schedule for the student.
- Identify the student to others on the site as a prospective professional/fieldwork student.
- Meet weekly with the student to discuss progress and areas of undeveloped competencies.
- Notify the course instructor promptly of any problems or concerns.
- Submit mid-term and final evaluation reports.

## FREQUENTLY ASKED QUESTIONS

### How do I know if a person qualifies to be a site supervisor?

*In CACREP aligned concentrations, the requirements for site supervisors follow the standards established by CACREP. These include: (1) a minimum of a master's degree, preferably in counseling, or a related profession; (2) relevant certifications and/or licenses; (3) a minimum of two years of pertinent professional experience in the specialty area in which the student is enrolled; (4) knowledge of the program's expectations, requirements, and evaluation procedures for students; and (5) relevant training in counseling supervision.*

*In the art therapy concentration and post-master's certificate, the requirements for site supervisors follow the standards established by ACATE. These include: (1) possess registration or national certification in the field of Art Therapy by an organization accredited by the National Commission for Certifying Agencies (NCCA) or possess a master's level professional license or certification in a related mental health field; (2) possess knowledge of the program's expectations, requirements, and evaluation procedures for students, and have received training in supervision; and (3) willingness to allow the student to utilize art therapy within the site. A related mental health field may include Creative Arts Therapy, Counseling, Psychology, Psychiatry, Social Work, and Marriage and Family Therapy.*

### How long are clearances valid? I already completed clearances for a previous fieldwork class, can I reuse them?

*Clearances are good for one year. You will need to reapply for new clearances if your remaining fieldwork falls outside the one-year window. In short, you must have valid clearances if you are engaged in fieldwork.*

### Is my membership card (ASCA for AATA or example) all I need for proof of insurance?

*No. Nor is your purchase receipt. You must submit the declaration / proof of coverage page for the policy.*

### May I engage in tele-mental health at my site?

*Maybe. A virtual fieldwork placement is fine if it meets all the same fieldwork requirements. One consideration is your readiness to do tele-counseling. This is something you will want to discuss with your site and university supervisors, so you are getting the appropriate training if necessary.*

**I am continuing at the same site next semester to finish my fieldwork. Do I need to apply again?**

*Yes. Each semester of fieldwork requires an application even if continuing at the same site. Please adhere to important due dates to avoid delaying your registration in a fieldwork course.*

**Does PennWest compensate site supervisors for their service?**

*No. Occasionally, you will find education programs that provide a modest compensation to site supervisors for their services. PennWest does not provide such payments. Make sure you discuss this with your potential site as you review expectations.*

**As a school counseling student, in what type of school should I do my fieldwork.**

*Typically, we want to see the school counseling student have experience during field across all levels (elementary, middle, high school). How this is done is generally up to the student. An example COULD be practicum at elementary and then part of internship at a middle school and the other at high school. However, we generally recommend contacting the department of education in the state where you plan to work. They would be able to provide specific guidance relative to experience desired across the different levels.*

# **Section 3: Appendices**

## Appendix A: CMHC Plan of Study



### Clinical Mental Health Counseling Plan of Study

Name of Student: \_\_\_\_\_ @number: \_\_\_\_\_ First Enrolled (date): \_\_\_\_\_

#### I. Core Counseling Courses (33 semester hours)

	Course Name	Semester hours	Semester scheduled	Grade
COUN 7000	Counseling and Consultation Theories	3		
COUN 7010	Life Span Development	3		
COUN 7020	Career Development	3		
COUN 7050	Group Counseling and Group Work	3		
COUN 7060	Ethical and Legal Issues in Counseling	3		
COUN 7070	Multicultural Counseling	3		
COUN 7080	Addictions Counseling	3		
COUN 7090	Crisis and Trauma Counseling	3		
COUN 7100	Research and Program Evaluation	3		
COUN 7110	Assessment and Testing	3		
COUN 7150	Counseling Skills, Practice, and Helping Relationships	3		

#### II. Specialty Courses (12 semester hours)

	Course Name	Semester hours	Semester scheduled	Grade
COUN 7200	Professional Counseling Orientation - CMHC	3		
COUN 7210	Child and Adolescent Counseling	3		
COUN 7220	Family Counseling	3		
COUN 7230	Psychopathology and Diagnostic Processes	3		

#### III. Elective Courses (6 semester hours)

	Course Name	Semester hours	Semester scheduled	Grade
COUN ____		3		
COUN ____		3		

#### IV. Fieldwork Courses (9 semester hours)

	Course Name	Semester hours	Semester scheduled	Grade
COUN 7160	Counseling Practicum	3		
COUN 7180 and/or 7190	Internship in Counseling and/or Clinical Field	3 or 6		

Total: 60 semester hours

Prerequisites: COUN 7000 is a prerequisite for COUN 7150  
 COUN 7150 is a prerequisite for COUN 7160, 7180, and COUN 7190  
 COUN 7180 and/or 7190 is the last course to be taken

Signature of Student \_\_\_\_\_

\_\_\_\_\_ Date Plan of Study Completed

Signature of Advisor \_\_\_\_\_

\_\_\_\_\_ Date

\*Please contact your advisor if you need to make any adjustments to your Plan of Study\*

## Appendix B: School Counseling Plan of Study



### School Counseling Plan of Study

**Name of Student:** \_\_\_\_\_ **@number:** \_\_\_\_\_ **First Enrolled (date):** \_\_\_\_\_

#### I. Core Counseling Courses (33 semester hours)

	Course Name	Semester hours	Semester scheduled	Grade
COUN 7000	Counseling and Consultation Theories	3		
COUN 7010	Life Span Development	3		
COUN 7020	Career Development	3		
COUN 7050	Group Counseling and Group Work	3		
COUN 7060	Ethical and Legal Issues in Counseling	3		
COUN 7070	Multicultural Counseling	3		
COUN 7080	Addictions Counseling	3		
COUN 7090	Crisis and Trauma Counseling	3		
COUN 7100	Research and Program Evaluation	3		
COUN 7110	Assessment and Testing	3		
COUN 7150	Counseling Skills, Practice, and Helping Relationships	3		

#### II. Specialty Courses (12 semester hours)

	Course Name	Semester hours	Semester scheduled	Grade
COUN 7300	Professional Counseling Orientation - School	3		
COUN 7340	Current Issues in School Counseling: Evidence Based Practices	3		
COUN 7210	Child and Adolescent Counseling	3		
COUN 7230	Psychopathology and Diagnostic Processes	3		

#### III. Elective Courses (6 semester hours)

	Course Name	Semester hours	Semester scheduled	Grade
COUN ____		3		
COUN ____		3		

#### IV. Fieldwork Courses (9 semester hours)

	Course Name	Semester hours	Semester scheduled	Grade
COUN 7160	Counseling Practicum	3		
COUN 7180 and/or 7190	Internship in Counseling and/or Clinical Field	3 or 6		

Total: 60 semester hours

Prerequisites: COUN 7000 is a prerequisite for COUN 7150  
 COUN 7150 is a prerequisite for COUN 7160, 7180, and COUN 7190  
 COUN 7180 and/or 7190 is the last course to be taken

\_\_\_\_\_  
 Signature of Student

\_\_\_\_\_  
 Date Plan of Study Completed

\_\_\_\_\_  
 Signature of Advisor

\_\_\_\_\_  
 Date

\*Please contact your advisor if you need to make any adjustments to your Plan of Study\*

Additional Guidance:

The PA Department of Education requires that applicants seeking School Counseling Certification must have a knowledge base in special education and English as a second language. A student may have had this coursework in their undergraduate studies. See your faculty advisor or the School Counseling Program Coordinator for verification. If students have not had this course work as an undergraduate, students will take the following or similar courses as their electives to satisfy these requirements.

- SPED 6000 Special Education Foundations and Collaboration
- ED 5940 Supporting English Language Learners

Students must pass the Praxis II for certification in Pennsylvania. Students outside PA should check with their state's department of education for certification requirements. Students in the School Counseling program may also pursue the Licensed Professional Counselor (LPC) credential in Pennsylvania. Students outside of PA should check their state's requirements for licensure.

Please talk with your advisor and consult the student handbook.

## Appendix C: Art Therapy Plan of Study



### MS in Counseling with a Concentration in Art Therapy Plan of Study

**Name of Student:** \_\_\_\_\_ **@number:** \_\_\_\_\_ **First Enrolled (date):** \_\_\_\_\_

#### I. Core Counseling Courses (24 semester hours)

	Course Name	Semester hours	Semester scheduled	Grade
COUN 7010	Life Span Development	3		
COUN 7020	Career Development	3		
COUN 7070	Multicultural Counseling	3		
COUN 7080	Addictions Counseling	3		
COUN 7090	Crisis and Trauma Counseling	3		
COUN 7110	Assessment and Testing	3		
COUN 7150	Counseling Skills, Practice, and Helping Relationships	3		
COUN 7230	Psychopathology and Diagnostic Processes	3		

#### II. Specialty Courses (21 semester hours)

	Course Name	Semester hours	Semester scheduled	Grade
COUN 7500	History and Theory of Counseling and Consultation in Art Therapy	3		
COUN 7510	Media and Materials in Art Therapy	3		
COUN 7520	Clinical and Group Art Therapy	3		
COUN 7530	Art Therapy Practice and Assessment	3		
COUN 7540	Professional Functioning, Standards, and Ethics in Art Therapy	3		
COUN 7550	Introduction to Art Therapy Research	3		
COUN 7560	Advanced Research in Art Therapy	3		

#### III. Elective Courses (3 electives for a total of 6 semester hours)

	Course Name	Semester hours	Semester scheduled	Grade
COUN 7600	Current Trends in Art Therapy	2		
COUN 7610	Cultural Practices in Art Therapy	2		
COUN 7620	Trauma Informed Art Therapy	2		
COUN 7630	Creativity and Metaphor in Art Therapy	2		
COUN 7640	Clinical Application in Art Therapy	2		
COUN 7650	Digital Media in Art Therapy	2		
COUN 7660	Community Engagement in Art Therapy	2		



IV. Fieldwork Courses (9 semester hours)

	Course Name	Semester hours	Semester scheduled	Grade
COUN 7580	Practicum	3		
COUN 7590	Internship (6 credits total)	3 or 6		

Total: 60 semester hours

Prerequisites: COUN 7500 is a prerequisite for COUN 7150  
COUN 7500 and COUN 7510 are prerequisites for COUN 7620 - 7660  
COUN 7150 and COUN 7540 are prerequisites for COUN 7580

\_\_\_\_\_  
Signature of Student

\_\_\_\_\_  
Date Plan of Study Completed

\_\_\_\_\_  
Signature of Advisor

\_\_\_\_\_  
Date

\*Please contact your advisor if you need to make any adjustments to your Plan of Study\*

## Appendix D: Recommended Course Sequence



### **Counseling Department Recommended Course Sequence for First Year of Enrollment CACREP Aligned Programs**

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The following document outlines a developmental sequence of courses that will help graduate students in counseling build a strong academic foundation. This outline is a recommendation, and the faculty realize that some students may need more flexibility with course scheduling and sequencing than what is represented here.

The faculty do require that a skills course (COUN 7015 or COUN 7050) be completed prior to applying for degree candidacy.

*Note: This section applies to **full time graduate students** who are taking courses in the fall, spring and summer. Most full-time graduate students take three courses at a time. However, it is understood that after the first semester, some students may opt to take four courses or 12 credits at a time if their other life responsibilities allow for this heavy of a course load.*

#### First Semester

COUN 7000	Counseling and Consultation Theories
COUN 7060	Ethical and Legal Issues in Counseling
COUN _____	Professional orientation course

#### Second Semester

COUN 7015	Counseling Skills, Practice, and Helping Relationships <b>or</b>
COUN 7050	Group Counseling and Group Work
COUN 7010	Lifespan Development
COUN 7070	Multicultural Counseling

✓ **Students apply for Degree Candidacy upon conclusion of this semester**

#### Third Semester

COUN 7020	Career Development
COUN 7080	Addictions Counseling
COUN 7090	Crisis and Trauma Counseling

### **Recommended Course Sequence for First Year of Enrollment**

*Note: This section applies to **part-time graduate students** who are taking courses in the fall, spring and summer. Most part-time graduate students take two courses at a time. However, it is understood that some students may need additional flexibility with the number of courses they take each semester.*

#### First Semester

COUN 7000                      Counseling and Consultation Theories

COUN \_\_\_\_\_              Professional orientation course

#### Second Semester

COUN 7060                      Ethical and Legal Issues in Counseling

COUN 7015                      Counseling Skills, Practice, and Helping Relationships **or**

COUN 7050                      Group Counseling and Group Work

#### Third Semester

COUN 7010                      Lifespan Development

COUN 7070                      Multicultural Counseling

✓ **Students apply for Degree Candidacy upon conclusion of this semester**

## **Appendix E: Course Cycle**

Course cycles will be updated soon.

## Appendix F: Graduate Student Informed Consent Form



### Counseling Department

#### Graduate Student Informed Consent Form

In compliance with the American Counseling Association (ACA) Code of Ethics regarding counselor training, the Council for Accreditation of Counseling and Related Educational Programs (CACREP) standards, the Accreditation Council for Art Therapy Education (ACATE) and the Commission on Accreditation of Allied Health Education Programs (CAAHEP) the informed consent form will permit students the opportunity to review, understand, and commit to the expectations of the Counseling Department's CACREP or CAAHEP aligned programs. The Counseling Department will systematically assess students' progress in the areas of academic performance, skill development, and professional dispositions. Many of these evaluations will occur through Tevera. Please read the list, talk with your advisor, or program faculty about your questions, initial each item, and sign to confirm that you have been informed of the following counselor training components. This form is available in Appendix and from your advisor.

Pennsylvania Western University is committed to providing access, equal opportunity, and reasonable accommodation in its services, programs, activities, education, and employment for individuals with disabilities. Enrolled students who believe they have a disability for which they seek accommodation should request disability accommodation.

#### **Initial each item.**

I understand that:

1. \_\_\_\_\_ Graduate students entering the Counseling Department should realize that professional development as a skilled helper is not possible without a commitment to personal growth.
2. \_\_\_\_\_ Graduate students are responsible for reading and understanding the Student Handbook upon initiation of their graduate program.
3. \_\_\_\_\_ Graduate students must make adequate progress in counseling knowledge, counseling skills, and professional dispositions to be eligible for degree candidacy. The degree candidacy application process will require students to engage in comprehensive, self-assessment. Faculty will also evaluate students on all aspects of the degree candidacy application.
4. \_\_\_\_\_ Graduate students are encouraged to have ongoing individual meetings with faculty advisors and talk about questions and concerns that they have related to the program.
5. \_\_\_\_\_ Graduate students are expected to appropriately manage self-disclosure of personal information in papers and discussions for purposes of self-awareness, self-reflection, and improvement of interpersonal skills.

6. \_\_\_\_\_ Graduate students must make adequate progress in counseling knowledge, counseling skills, and professional dispositions to be eligible for fieldwork (practicum).
7. \_\_\_\_\_ Graduate students are asked to consider and apply feedback to increase their success in the graduate program and efficacy as a professional helper. This includes feedback from peers, faculty, site supervisors, and university supervisors.
8. \_\_\_\_\_ Graduate students recognize that emotional fitness for the counseling profession is required to become an effective, ethical practitioner. Students may be required to complete a Success Plan. The Success Plan may include, but is not limited to personal counseling, tutoring, stress management techniques, special projects related to a targeted area for growth, and taking a leave of absence from the program. Graduate students understand that if they believe they have disabilities, they can ask for help to request accommodations.
9. \_\_\_\_\_ Successful completion of a Success Plan will include meeting with the advisor and/or entire faculty to reflect upon student progress and future goals. In some cases, it may be necessary to reduce or suspend graduate work while remediation is attempted.
10. \_\_\_\_\_ In some cases, student conduct may not reflect the ACA Code of Ethics and/or dispositions may not be congruent with the counseling profession. This may be due to factors other than academic functioning and the faculty reserves the right to make suspension recommendations based on concerns related to a student's professional dispositions, counseling knowledge, and/or counseling skills.
11. \_\_\_\_\_ Graduate students are responsible for securing their own practicum and internship placements. Faculty will provide support during this process but do not secure a placement for a student. Students will be engaged in the act of counseling clients or students and fieldwork sites may be very selective regarding students they will accept for fieldwork placement. It is the student's responsibility to be prepared for fieldwork, complete all application materials, and successfully secure a fieldwork site.
12. \_\_\_\_\_ Graduate students are responsible for discussing any criminal and/or legal history with their advisors to determine if criminal charges or convictions will prohibit them from obtaining a license or certification to practice. Involvement with legal authorities while a graduate student may result in the student being required to complete a success plan or being dismissed from his/her graduate program.
13. \_\_\_\_\_ Graduate students understand that when they commit to attending graduate school for a program in professional counseling, they should take care to closely monitor their online/social media presence and ensure that content, photos, and videos, etc., are compatible with the way they want others to perceive them as a professional counselor in training.

#### Ethical Agreements

1. \_\_\_\_\_ Read and become familiar with the professional standards and code of ethics for your Counseling concentration.
2. \_\_\_\_\_ Abide by the respective professional codes during the duration of your field work experience (i.e., Practicum and Internship). Failure to abide by these codes could result in your removal from your academic program.
3. \_\_\_\_\_ Faculty are available to process ethical dilemmas with you during your coursework. It is expected that students will bring any ethical dilemmas to their university and onsite supervisors while enrolled in fieldwork.

4. \_\_\_\_\_ Students are expected to understand and demonstrate values, ethical behavior, and professional dispositions that are consistent with being a professional counselor in training. Students who do not demonstrate these values will be asked to meet with their advisor, the Department Chair, or the full faculty to discuss any conflicts.
5. \_\_\_\_\_ Students must take care to ensure that their social media accounts reflect a professional counselor in training. Students do not post questionable material or confidential information about their clients, students, or their training.
6. \_\_\_\_\_ Students agree to keep all video and audio recordings of clients/students secured behind two locks and delete recordings upon their use in a fieldwork course.

\_\_\_\_\_  
Student Printed Name

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

## Appendix G: Supplemental Contract Example (CMHC)

### CLINICAL MENTAL HEALTH COUNSELING INTERNSHIP ON-SITE CONTRACT (SUPPLEMENTAL)

This contract constitutes an agreement between \_\_\_\_\_ (internship site), the Counseling Department of PennWest University, and student intern \_\_\_\_\_.

The internship shall officially commence \_\_\_\_\_ (start date), and conclude \_\_\_\_\_ (end date).

The responsibilities of the intern shall include, but will not be limited to the following:

- To assess needs of client/family
- To develop appropriate treatment plans for client/family based on diagnosis
- To assist and/or administer standardized testing
- To demonstrate adequate conceptualization of case via progress notes, weekly reports and agency documentation
- To adhere to ethical guidelines of ACA and agency/treatment facility
- To function as part of an interdisciplinary team if possible
- To provide individual counseling as needed
- To provide group counseling as needed
- To gain experience in specialized area of interest such as family counseling, drug & alcohol counseling, or counseling of the elderly.
- To record 4 counseling tapes (audio or video) including both individual and group or family sessions.
- To meet with On-Site Supervisor for at least 1 hr. / week.
- Attend group sessions with on-campus supervisor.

\_\_\_\_\_  
Practicum Student

\_\_\_\_\_  
Date

\_\_\_\_\_  
Practicum Supervisor

\_\_\_\_\_  
Date

\_\_\_\_\_  
University Supervisor

\_\_\_\_\_  
Date



## Appendix H: Supplemental Contract Example (School Counseling)

### SCHOOL COUNSELING PRACTICUM ON-SITE CONTRACT (SUPPLEMENTAL)

This contract constitutes an agreement between \_\_\_\_\_ (practicum site), the Counseling Department of PennWest University, and student \_\_\_\_\_.

The practicum shall officially commence \_\_\_\_\_ (start date), and conclude \_\_\_\_\_ (end date).

The responsibilities of the practicum student shall include but not be limited to the following:

1. Conduct individual and group counseling. Including the completion of three audio/visual tapes (at least one individual and one group).
2. Assist in student assessment activities (PSSA, PSAT, SAT and ACT) as assigned.
3. Assist in scheduling and orienting transfer students to the high school.
4. Provide assistance to students in using career materials including the use of the Discover Program.
5. Participation in in-service and planning activities.
6. Participate in college night, financial aid presentations and parent meetings.
7. Meet each week with on-site supervisor to discuss activities.

Performance will be assessed and monitored through discussion of written logs of weekly activities. Feedback on skill performance will be offered by the site supervisor.

\_\_\_\_\_  
Practicum Student

\_\_\_\_\_  
Date

\_\_\_\_\_  
Practicum Supervisor

\_\_\_\_\_  
Date

\_\_\_\_\_  
Course Instructor

\_\_\_\_\_  
Date

## Appendix I: Supplemental Contract Example (Art Therapy)

### Art Therapy Practicum On-Site Contract (Supplemental)

This contract constitutes an agreement between \_\_\_\_\_ (practicum site), the Counseling Department of PennWest University, and student \_\_\_\_\_.

The practicum shall officially commence \_\_\_\_\_ (start date), and conclude \_\_\_\_\_ (end date).

The responsibilities of the intern shall include but are not limited to the following:  
(please list the expected duties of the practicum student such as: intakes, assessment, participation in supervision or team meetings, etc.)

- \* to work with art therapy clients individually and in groups
- \* to tape three individual or group counseling sessions to be shared during group supervision
- \* to participate in \_\_\_\_ individual. \_\_\_\_ group supervision for 1 hour a week.

Date \_\_\_\_\_

Campus Practicum Supervisor \_\_\_\_\_

On-Site Supervisor \_\_\_\_\_

Student Intern \_\_\_\_\_

## **Appendix J: Guidance on Differentiating Direct and Indirect Hours for Fieldwork Logs**

*DIRECT hours are any direct in-person services that the counselor-in-training provides to real people. This could be counseling, assessment, consultation, presentations directly related to counseling, psychoeducation, and even some email or phone calls, as outlined below.*

- Intakes and interviews of clients - on the phone or in person.
- Individual, group, couple or family counseling: Time spent with a client or clients providing personal or interpersonal therapy (shadowing does not count), psychoeducation, support, career counseling, interpretation of assessments, treatment planning and implementation, etc.
- Consultation or interviews with family members or others for the sake of obtaining intake, historical, medical, personal, functional, or other relevant information about a current client or clients.
- Client staffing, when a client and/or his/her representative is present, and the counselor-in-training is serving as an active member of the staffing team.
- Testing or assessment of a client (as allowed by the state and supervisors), such as suicide risk assessment, administering personality inventories, mental status exams, or instruments designed to assess for specific mental health concerns/disorders.
- Phone calls or emails involving counseling or support, encouragement or follow-up on ideas or plans discussed in session, etc. (Leaving a message about scheduling does not count as direct client contact.)
- Consultation with other professionals where the counselor-in-training serves as consultant, providing expert guidance, program planning, or another service requested by the client (consultee).
- Presentations directly related to counseling in which the counselor-in-training is conducting the workshop and providing the information, as in presentations at professional conferences or in-services on site.

*INDIRECT hours involve any time spent preparing for or processing after the delivery of direct services. These include, but are not limited to, class meetings, supervisor meetings, case peer consultation, preparation for therapy or presentations or consultation, as explained below.*

- Individual Supervision Hours involve time spent with your official site supervisor discussing your development as a counselor and your counseling interactions with clients at the site. Individual supervision may be conducted as a dyad or triad, but not as a group staffing, and should cover skills, conceptualization, personalization, and professional identity development.
- Other On-Site Activities: Any time at your site that is not direct counseling contact, but related to client service, site support, or your development as a counselor. These hours can include staff/faculty consultation, case management, attending in-services or trainings for site staff, site/client-related paperwork, site-related administrative duties, observation, advocacy, reading relevant to client concerns, creating or finding activities for clients, phone or email contact for administrative purposes, etc.

## Appendix K: Recording Consent Form Examples

### Recording Consent Form

#### Adult Client

I hereby give my permission to be audio/video recorded during an individual/group counseling session. I realize that \_\_\_\_\_ is a graduate student being trained in counseling skills and is receiving supervision. The recording may be listened to by the course supervisor and other counselors-in-training as part of the counselor training program. Recordings will be strictly used to critique the graduate student's counseling skills and abilities. I also understand that the recording will be erased after it is reviewed to ensure that the information provided remains confidential. I acknowledge that my participation in this recording session is voluntary.

Client Signature: \_\_\_\_\_  
Date: \_\_\_\_\_

### Recording Consent Form

#### Minor Client

I hereby give my permission for my son/daughter to be audio/video recorded during an individual/group counseling session. I realize that \_\_\_\_\_ is a graduate student being trained in counseling skills and is receiving supervision. The recording may be listened to by the course supervisor and other counselors-in-training as part of the counselor training program. Recordings will be strictly used to critique the graduate student's counseling skills and abilities. I also understand that the recording will be erased after it is reviewed to ensure that the information my child provides remains confidential. I acknowledge that my permission for participation in this recording session is voluntary.

Child's Name: \_\_\_\_\_  
Date: \_\_\_\_\_  
Parent or Guardian Signature: \_\_\_\_\_

## **Appendix L: PennWest Counseling Program Recording Policy**

It is the policy of the PennWest University Counseling Program that student trainees must submit video or audio recordings for clinical review and supervision. To ensure confidentiality of clients when being recorded (video/audio) for the purpose of fieldwork, the following procedures must be followed.

### **Purpose**

The purpose of this policy is to remain compliant with HIPAA and state regulations regarding confidentiality. Reference: Pa Code 3800.19 and MHMPA of 1976, 5100.71.

### **Recording Securing Procedures**

#### **Audio**

Students, who present audio recordings for supervision or course requirements, must ensure that the audio media they submit or bring to supervision can be played using equipment available to the instructor or supervisor.

#### **Video**

Students are responsible to ensure that all recordings meet course requirements are compatible with the equipment and software available to their course instructors or supervisors. No deadline or grade consequence will be waived for inability to provide an assignment in an appropriate format. Students should be certain that recordings they submit or bring to supervision are acceptable to their course instructors or supervisors in advance of course due dates and supervisory meetings.

#### **Security**

Videos or audio recordings of counseling sessions must meet HIPAA standards for security. These standards state that a video or audio recording must, always, be in a double lock security situation. For example, if you store a recording in a locked file cabinet (lock 1) in a room that has a locked door (lock 2); you have met the double lock requirement.

Transporting recordings to and from practicum, internship or other classroom sites represents a potentially challenging situation. For example, a video in a locked car (lock 1) does not constitute double lock security. Ways of creating a double lock security situation include storing the recording in a locked portable file cabinet, briefcase, or lock box within the car (lock 2).

#### **Recording Lifetime and Destroying Procedures**

At the conclusion of each semester, all video and audio recordings will be erased.

### **Appendix M: PennWest Counseling Program Recording Guidance**

It is expected that all students make recordings at their site that can be used for educational purposes. These recordings provide the means for direct evaluation and supervision. However, if the site restricts recording, there are options listed below that can be used to satisfy the recording related requirements of the course. If none of these options are acceptable, the site should not be used.

1. Video recording of the counselor doing counseling - client is visible, no names are ever used. Client is referred to by an initial or pseudonym.
2. Video recording of the counselor only - client's voice is heard. Client is referred to by an initial or pseudonym.
3. Audio recording of the counselor and client. Client is referred to by an initial or pseudonym.
4. Live supervision. Faculty supervisor goes to site and observes the student doing counseling. No identifying information is revealed about the client.
5. Live supervision by site supervisor. Site supervisor takes detailed notes of all segments of the session and talks with the faculty supervisor about the session (separate meeting from the midterm or final visit).
6. Student audio records the session and transcribes it. Counseling skills are identified, and this transcript is given to faculty supervisor and class for evaluation. (In this situation, 30 minutes of transcription versus the entire session will be acceptable.)

## Appendix N: Fieldwork Site Supervisor Evaluation Form



### Counseling Department Fieldwork - Site Supervisor Evaluation Form

Name of Site Supervisor:

Name of Fieldwork Student:

Name of University Supervisor:

Date:

Circle: Mid-Term Evaluation or Final Evaluation

Key:

Target = Student is working at the level of a practicing counselor.

Acceptable = Student is working at the level of most graduate students at this point in their program.

Developing = Student is aware of the need for improvement and is putting forth effort to make changes.

Unacceptable = Performance is unacceptable for a graduate student in counseling. Immediate changes must occur for student to be successful in fieldwork.

### **Complete the following three sections for the fieldwork student at your site.**

Knowledge		Target (3)	Acceptable (2)	Developing (1)	Unacceptable (0)	N/A
K.1	Foundational knowledge of counseling concepts and theories for the fieldwork site.					
K.2	Understands multiple perspectives, worldviews, and diverse populations					
K.3	Understands verbal and written communication techniques consistent with the work requirements of a professional counselor in this setting.					
K.4	Understands use of counseling related technology					
K.5	Understands assessment strategies that are appropriate for fieldwork site					
K.6	Clear identity as a counseling professional and committed to professional standards of counseling					
K.7	Understands relevant ethical codes for fieldwork site.					

K. 8	Understands appropriate documentation strategies and requirements for this fieldwork site.					
K. 9	Understands case conceptualization and treatment planning					
K. 10	Understands how to use supervision effectively and is prepared for supervision					

### Skills

		Target (3)	Acceptable (2)	Developing (1)	Unacceptable (0)	N/A
S. 1	Counseling behaviors and skills that are appropriate for the fieldwork site.					
S. 2	Counseling behaviors that are most appropriate for diverse clients/students at this site.					
S. 3	Counseling strategies that foster rapport, positive interactions, safe environment, active engagement, intrinsic motivation, and goal-oriented behavior					
S. 4	Verbal communication techniques consistent with the work requirements of a professional counselor					
S. 5	Written communication techniques consistent with the work requirements of a professional counselor					
S. 6	Active critical inquiry, discussion, and reflection to adequately meet the counseling and advocacy needs of clients/students at this fieldwork site					
S. 7	Active professional development to increase counseling skills and enhance professional identity					
S. 8	Demonstrates ethical counseling practice at this fieldwork site					
S.9	Demonstrates appropriate documentation strategies and requirements for this fieldwork site.					
S.10	Demonstrates skills in case conceptualization and treatment planning appropriate for this fieldwork site					
S.11	Uses supervision effectively (e.g., integrates information, applies feedback and suggestions from supervision)					

### Professional Dispositions

*Specific areas of assessment include*

**Personal Responsibility, Integrity, and Professionalism.**

		Target (3)	Acceptable (2)	Developing (1)	Unacceptable (0)	N/A
D. 1	Demonstrates self-management and regulation (e.g., initiative, sets personal limits, uses effective stress management techniques, responding versus reacting)					

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D. 2	Demonstrates self-awareness, self-respect, and personal growth (e.g., understands the consequences of one's behavior, understand own psychological needs, aware of habits that decrease effectiveness)					
D. 3	Demonstrates self-care (e.g., get adequate sleep, eat healthy, exercise, engages in self-reflection, able to be compassionate toward self)					
D. 4	Able to effectively communicate, including the ability to give and receive feedback (e.g., responsiveness, open, reliable, respectful)					
D. 5	Demonstrates effective problem-solving (e.g., able to be open-minded, transparent with communication and intentions, flexible when brainstorming solutions)					
D. 6	Demonstrates respect for others (e.g., avoids imposing values on others, values diverse opinions and points of view)					
D. 7	Demonstrates congruence (e.g., inner and external experiences are consistent, mindful of nonverbal behavior, verbal and nonverbals are consistent)					
D. 8	Demonstrates open-mindedness (e.g., maintains a nonjudgmental attitude, adaptable and open to new ideas, growth mindset)					
D. 9	Demonstrates cultural and social sensitivity and responsiveness (e.g., respect the diverse views, beliefs, and behaviors of others, tailor counseling to unique needs and perspectives)					
D. 10	Demonstrates empathy and care for others (e.g., attuned to others, demonstrate understanding of another's feelings and experiences)					
D. 11	Demonstrates professional and ethical behavior (e.g., effective boundaries, confidentiality, follow all relevant ethical guidelines)					
D. 12	Demonstrates effective communication (e.g., uses effective microskills, able to assertive, follows social expectations for counseling professionals)					
D. 13	Demonstrates adaptability and flexibility (e.g., able to work collaboratively with others, able to adapt to unexpected circumstances)					
D. 14	Demonstrates collaboration and cooperation (e.g., able to take responsibility in working with others, dependable and reliable, solicit input and feedback from others)					
D. 15	Demonstrates advocacy beliefs and behaviors (e.g., use power and influence to advocate for client rights and needs, thorough understanding of client issues and awareness of how to help in a respectful manner, uses respectful and assertive communication style when appropriate)					

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D. 16	Demonstrates overall professionalism (e.g., regular attendance, is dependable and punctual, dressed appropriately, behaves as a professional counselor)					
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**Complete the sections that apply to your fieldwork student.**

**Art Therapy Fieldwork Students**

		Target (3)	Acceptable (2)	Developing (1)	Unacceptable (0)	N/A
a.	Respond to clinical and ethical implications for incorporating one's own art-making process in a session to develop therapeutic rapport, facilitate creative expression, and promote the therapeutic process					
b.	Display professional commitment to AATA's Multicultural and Diversity Competencies					
c.	Justify the role of arts in social justice, advocacy, and conflict resolution					

**Art Therapy, Clinical Mental Health, and Clinical Rehabilitation Counseling Fieldwork Students**

		Target (3)	Acceptable (2)	Developing (1)	Unacceptable (0)	N/A
a.	Ability to conduct an intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management					
b.	Able to use techniques and interventions for prevention and treatment of a broad range of mental health issues					
c.	Able to use strategies for interfacing with the legal system regarding court-referred clients					
d.	Able to use strategies for interfacing with integrated behavioral health care professionals					
e.	Able to use strategies to advocate for persons with mental health issues					

**Clinical Rehabilitation Counseling Fieldwork Students**

		Target (3)	Acceptable (2)	Developing (1)	Unacceptable (0)	N/A
a.	Able to use assessments for assistive technology needs					
b.	Able to use career-and work-related assessments, including job analysis, work site modification, transferrable skills analysis, job readiness, and work hardening					

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c.	Able to use strategies to advocate for persons with disabilities					
d.	Able to use strategies for interfacing with medical and allied health professionals., including interdisciplinary treatment teams					
e.	Able to use strategies to consult with and educate employers, educators, and families regarding accessibility, Americans with Disabilities Act compliance, and accommodations					

#### College Counseling Fieldwork Students

		Target (3)	Acceptable (2)	Developing (1)	Unacceptable (0)	N/A
a.	Able to collaboration within the higher education community to develop programs and interventions to promote the academic, social, and career success of individuals in higher education settings					
b.	Able to use strategies to assist individuals in higher education settings with personal/social development					
c.	Able to use interventions related to a broad range of mental health issues for individuals in higher education settings					
d.	Able to use strategies for addiction prevention and intervention for individuals in higher education settings					
e.	Able to use of multiple data sources to inform programs and services in higher education settings					

#### School Counseling Fieldwork Students

		Target (3)	Acceptable (2)	Developing (1)	Unacceptable (0)	N/A
a.	Able to develop school counseling program mission statements and objectives					
b.	Able to design and evaluate school counseling programs					
c.	Able to engage in core curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies					
d.	Able to engage in interventions to promote academic development					
e.	Uses developmentally appropriate career counseling interventions and assessments					
f.	Uses personal/social counseling in school settings					

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g.	Uses strategies to facilitate school and postsecondary transitions					
h.	Uses skills to critically examine the connections between social, familial, emotional, and behavior problems and academic achievement					
i.	Uses approaches to increase promotion and graduation rates					
j.	Uses interventions to promote college and career readiness					
k.	Uses strategies to promote equity in student achievement and college access					
l.	Uses techniques to foster collaboration and teamwork within schools					
m.	Uses strategies for implementing and coordinating peer intervention programs					
n.	Able to use accountability data to inform decision making					
o.	Able to use data to advocate for programs and students					

Specific Areas of Strength:

Specific Areas for Improvement:

General Comments/Feedback:

*Note:* This student handbook was developed to assist graduate students as they progress through their program. In no way is this publication meant to be a binding contract. This guide contains requirements, regulations, facts, and descriptions which are subject to change at any time. We reserve the right to alter and amend all statements herein. Students are responsible for keeping informed of official policies and regulations and for meeting all appropriate requirements.

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