

Counseling Psychology

at Arcadia University

Global Perspectives...Personal Attention...Real-World Integrative Learning Experiences

Faculty

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Master's Degrees and Certificates

Master of Arts in Counseling Psychology

Concentrations

Applied Behavior Analysis

Child/Family Therapy

Mental Health Counseling

School Counseling (Elementary and
Secondary)

Trauma: Clinical Bases of Treatment and
Recovery

Dual Degrees:

**Master of Public Health and Master of Arts
in Counseling Psychology** (See separate
listing.)

**Master of Arts in Counseling Psychology
(Trauma) and Master of International
Peace and Conflict Resolution** (See
separate listing.)

**Pennsylvania Department of Education
School Specialist Certification**

Elementary School Counseling

Secondary School Counseling

Arcadia Graduate Certificate Programs

Child/Family Therapy

Trauma: Clinical Bases of Treatment and
Recovery

**Advanced Graduate Study in Counseling
Psychology**

About the Counseling Psychology Program

The graduate program in Counseling Psychology prepares highly qualified mental health clinicians for positions in schools, community mental health centers, hospitals, other health agencies, and business and industry settings. Courses provide the history, theory and practice of counseling and psychotherapy, and students are given ample opportunity to integrate coursework with firsthand experience by learning and practicing skills needed to be highly effective, culturally competent and ethical providers of mental healthcare to diverse populations. Graduates use their ever-growing base of knowledge and skills to provide evidence-based therapy to achieve positive clinical outcomes.

Arcadia offers the following five specializations:

- Applied Behavior Analysis
- Child/Family Therapy
- Mental Health Counseling
- School Counseling (Elementary and Secondary)
- Trauma: Clinical Bases of Treatment and Recovery

Arcadia's Mental Health Counseling, Applied Behavior Analysis, Child/Family Therapy and Trauma concentrations are designed for students seeking national certification and/or state licensure as master's-level mental health practitioners. These concentrations are designed to enable a graduate to apply for licensure in Pennsylvania (or other states with equivalent requirements) once that individual has passed the National Counselor's Exam (NCE) and has accumulated 3,600 hours of supervised work experience. The program is accredited by the Masters in Psychology Accreditation Council (MPAC) and offers students the opportunity to take the NCE on campus before graduation.

Arcadia's School Counseling master's program is designed for students seeking state certification as elementary and/or secondary school counselors. The program enables a graduate to apply for certification once that individual has passed the necessary Praxis exams.

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All master's students in all concentrations take common core courses but choose areas in which to specialize. Each concentration is offered as a full specialty master's program. The Child/Family Therapy, Trauma, and School Counseling concentrations also are offered as free-standing programs for practitioners who already hold a master's degree in a relevant area. The Child/Family Therapy and Trauma post-master's programs lead to an Arcadia University Graduate Certificate, while the School Counseling program leads to certification by the Pennsylvania Department of Education. Finally, students with a 48-credit master's degree in counseling are able to apply for the Certificate of Advanced Graduate Study in Counseling Psychology and complete the state requirements for licensure as a licensed professional counselor in Pennsylvania (or other states with equivalent requirements). The Applied Behavior Analysis concentration is also offered as a post-baccalaureate certificate by the Education Department. (See separate listing.)

The Profession

Master's-level counseling psychologists are part of the mental health care field. They are practitioners skilled in the art of behavior assessment and change. These skills are utilized in a variety of professions, including business, education, medicine, mental health, allied human services, and social services. Mental health delivery is a thriving field and offers many opportunities for personal and professional growth in a variety of settings. The demands of today's society make this field one of continued growth.

Arcadia's graduates are prepared to meet the current and future needs of the profession. The program is structured to develop professional level competence in the following:

- therapeutic techniques
- use of diagnostic nomenclature
- psychological assessment
- consultation and educational strategies
- knowledge of and adherence to professional ethical standards
- interpersonal and cultural sensitivity

Applied Behavior Analysis

Behavior analysis services help people to learn new behaviors and to increase or reduce existing behaviors. These services range from addressing challenging behaviors of an individual person to changing the behavior of an entire organization or community. Behavior analysis has many applications, such as developing training procedures that build verbal skills in children with autism, helping teachers to work with students in inclusive settings, and preventing delinquency. Behavior analysis has been applied to a great variety of problems such as couples therapy, individual behavior therapy, behavioral consultation, and addictions treatment. For more information, see listing for Arcadia Graduate Certificate in Applied Behavior Analysis.

Child and Family: Growing Needs

Many families today have a family member—child or adult—with mental health needs. Studies estimate that about 20 percent of children today have some type of mental health need. Arcadia's specialty in the area of Child and Family Therapy recognizes the simultaneous mental health needs of parents, families and children, and the impact of child on family or family on child.

Counselors are needed who are trained specifically to treat children, adolescents and their families. Courses focus on child and family mental health, including psychopathology and treatment strategies, as well as adolescent, couples and family therapy.

Mental Health Counseling

Arcadia's Mental Health Counseling program provides a solid core in counseling plus opportunities for electives in specialty areas of interest. Electives include, but are not limited to, the psychology of women, addictive behaviors, and community perspectives on sexual assault counseling as well as Trauma and Child/Family Therapy courses.

School Counseling

Professional school counselors serve a vital role in maximizing student achievement in complex and diverse school environments. Arcadia's program prepares students for positions in the public schools in Pennsylvania as elementary and secondary school

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counselors. The program is structured to meet the standards set by the Pennsylvania Department of Education.

Trauma: An Emerging Field

The past decade has produced a clear rise in trauma-related events—"terrifying experiences that rupture people's sense of predictability and invulnerability"—confronting the general population on many levels, from individual to international. Arcadia's specialization in trauma responds to the growing need for counselors to assist clients who have been impacted by traumatic experiences, such as natural disasters, sexual or physical abuse, war, or other devastating events.

Advanced counselor training in trauma includes both short-term interventions and long-term care. Specialty courses focus on advanced treatment and recovery in trauma-intensive environments, strategies for treating grief and bereavement, and disaster mental health training (in collaboration with the Red Cross). Several Arcadia faculty members have firsthand experience in trauma counseling, having served as volunteers with the Red Cross hurricane recovery efforts in Texas and Louisiana.

Admission to the Counseling Psychology Master's Program

Program-Specific Admission

Requirements: The following requirements must be met:

1. A graduate application, including personal statements, to be completed online at www.arcadia.edu/gradapp.
2. A bachelor's degree from an accredited institution with a recommended GPA of 3.0 or better.
3. One official transcript from each college, university or professional school attended. Transfer credits included on a transcript must include grades earned; if not, an official transcript from the original school must be submitted. Transcripts must be sent from the issuing school in a sealed envelope and contain the appropriate signatures and seals to be considered official.

4. Completion of at least three Psychology courses, to include Introductory Psychology, with grades of "B" or better in each.
5. Three letters of recommendation. The letters must be of a professional not personal nature. If the student has been out of school five years or less, at least one letter must come from a professor.
6. Test scores from the Graduate Record Examination (GRE) or the Miller Analogies Test (MAT), taken within the past five years. Test scores are not required of applicants with an earned master's degree.
7. An in-person interview with administrators and faculty in the program. Applicants interested in the ABA concentration also will be asked to schedule an interview with the coordinator of the ABA program..
8. International applicants should visit www.arcadia.edu/international for detailed information on admission requirements and application procedures. Official results from the TOEFL or IELTS are required for all students for whom English is a second language except for non-native speakers of English who hold degrees or diplomas from post-secondary institutions in English-speaking countries (e.g. the United States, Canada, England, Ireland, Australia and New Zealand). A course-by-course evaluation of all transcripts by an independent evaluation service based in the United States also is required.

Application Deadline

Applicants seeking admission for summer and fall should complete their applications no later than Jan. 15. Applicants seeking admission for spring should complete their applications no later than Sept. 15.

Expenses

Tuition: (2012-2013)	\$690 per credit
Fees:	
Deferred Payment:	\$40
Audit:	\$690 per course
Parking:	\$30 per semester (fall and spring) before 4 p.m. No charge after 4 p.m.

Leave of Absence and Deferred Admission Policy

Students Who Have Been Admitted But Have Not Started: After a student is admitted, he or she is expected to enroll for the semester indicated on the acceptance letter. If he or she does not enroll for classes at the expected time and has not notified the Counseling Psychology program, the Office of Enrollment Management, or the College of Graduate Studies by the end of the semester indicated in the acceptance letter, the admitted student will be placed automatically on inactive status. To become reactivated and able to take classes, students placed on inactive status must meet with the Director of Counseling Psychology. The Director will meet with the Counseling Psychology Graduate Program Committee to establish the criteria for the student to return to active status, which could range from no requirements at all to full reapplication, depending on the case.

Students Who Started But Are Not Currently Enrolled: A student must file a Leave of Absence Form anytime he or she takes a break in continuous enrollment (not including summer). A student who does not file a Leave of Absence form or an extension of leave, if needed, will be placed on inactive status. To be reactivated and able to take classes, a student who has been placed on inactive status must meet with the Director of Counseling Psychology. The Director will then meet with the Counseling Psychology Graduate Program Committee to establish the criteria for the student to return to active status, which could range from no requirements at all to full reapplication, depending on the case.

Academic Policies and Procedures

A grade point average of “B” is required for admission to degree candidacy, internship and for graduation. A grade below “C” may not be applied toward a degree, and only 6 credits of “C” or “C+” will count toward a degree. If a failing grade is received (“C-” or below), the course may be repeated one time only with the adviser’s permission. No more than two core courses may be repeated.

A student may be dismissed for failing grades or if it is determined by the Department that the student’s conduct is unprofessional or is not consistent with the counseling profession’s code of ethics and conduct. See the general section of the catalog for more information concerning dismissal policies.

M.A. in Counseling Psychology Degree Program Requirements

Applied Behavior Analysis Concentration

(60 credits)

1. Core Courses (45 credits)

PY 500	Educational and Career Counseling, Mental Health Counseling
PY 516	Human Development: Life Span
PY 521	Research Design, Methods and Evaluation
PY 570	Professional Issues in Counseling
PY 572	Concepts of Mental Health and Mental Illness
PY 574	Clinical Psychopharmacology
PY 586	Theories and Techniques of Counseling
PY 610	Group Counseling
PY 620	Advanced Counseling Techniques
PY 625	Psychological Testing
PY 688	Cultural Bases of Counseling
PY 630B	Internship (6 credits, 300 hours)
PY 631B	Internship (6 credits, 300 hours)
2. Concentration courses (15 credits)

ED 661	ABA I: Behavior Principles and Teaching Strategies
ED 681	ABA II: Procedures of Behavior Change
ED 682	ABA III: Strategies for Youth with Emotional and Behavioral Disorders
ED 683	ABA IV: Behavior Analysis of Child Development

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ED 684 ABA V: Behavioral Consultation in Homes, Schools, and Communities

Child/Family Therapy Concentration

(60 credits)

1. Core Courses (45 credits)

- PY 500 Educational and Career Counseling, Mental Health Counseling
- PY 516 Human Development: Life Span
- PY 521 Research Design, Methods and Evaluation
- PY 570 Professional Issues in Counseling
- PY 572 Concepts of Mental Health and Mental Illness
- PY 574 Clinical Psychopharmacology
- PY 586 Theories and Techniques of Counseling
- PY 610 Group Counseling
- PY 620 Advanced Counseling Techniques
- PY 625 Psychological Testing
- PY 688 Cultural Bases of Counseling
- PY 630B Internship (6 credits, 300 hours)
- PY 631B Internship (6 credits, 300 hours)

2. Concentration and elective courses (15 credits)

- PY 611 Couples and Family Therapy
- PY 615 Child and Adolescent Counseling: Clinical and School Applications
- PY 621 Advanced Child and Adolescent Counseling

Two electives approved by the administrators of the program.

3. PY 587 Practicum (non-credit)

A non-credit Practicum experience consisting of at least 100 hours of documented, supervised counseling experience in an approved setting is required before the student is permitted to enroll in internship.

Mental Health Counseling Concentration

(48 credits or 60 credits)

Option A: 48 credits (Satisfies course and credit requirement to sit for the National Counselor's Examination.)

Option B: 60 credits (Satisfies course and credit requirement to sit for the National Counselor's Examination and to apply for licensure in Pennsylvania.)

1. Core Courses (39 to 45 credits)

- PY 500 Educational and Career Counseling, Mental Health Counseling
- PY 516 Human Development: Life Span
- PY 521 Research Design, Methods and Evaluation
- PY 570 Professional Issues in Counseling
- PY 572 Concepts of Mental Health and Mental Illness
- PY 574 Clinical Psychopharmacology
- PY 586 Theories and Techniques of Counseling
- PY 610 Group Counseling
- PY 620 Advanced Counseling Techniques
- PY 625 Psychological Testing
- PY 688 Cultural Bases of Counseling
- PY 630A/B Internship (Option A: 3 credits, 150 hours; Option B: 6 credits, 300 hours)
- PY 631A/B Internship (Option A: 3 credits, 150 hours; Option B: 6 credits, 300 hours)

2. Elective Courses (Option A: 9 credits; Option B: 15 credits) Chosen with the adviser to meet students' interests—must include one course from the child/family therapy and one from the trauma concentration, and no more than one course outside of the department. May include 6 credits of PY 589 Independent Research.

3. PY 587 Practicum (non-credit)

A non-credit Practicum experience consisting of at least 100 hours of documented, supervised counseling

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experience in an approved setting is required before the student is permitted to enroll in internship.

School Counseling Concentration

(48 credits)

Elementary School Counseling Secondary School Counseling

1. Core Courses (27 credits)

PY 502	Educational and Career Counseling, School
PY 516	Human Development: Life Span
PY 521	Research Design, Methods and Evaluation
PY 572	Concepts of Mental Health and Mental Illness
PY 586	Theories and Techniques of Counseling
PY 625	Psychological Testing
PY 688	Cultural Bases of Counseling
PY 630C	Internship (3 credits, 150 hours)
PY 631C	Internship (3 credits, 150 hours)

2. Concentration Courses (21 credits)

PY 501	Foundations of School Counseling
PY 612	Practical Applications for School Counselors
PY 615	Child and Adolescent Therapy: Clinical and School Applications
ED 580	Introduction to Inclusive Education
ED 582	Supporting Students with High Incidence Disabilities
ED 585	Positive Behavioral Approaches
ED 622	ESL: Teaching Multilingual/Multicultural Literacies

3. PY 587 Practicum (non credit)

A non-credit Practicum experience consisting of at least 100 hours of documented, supervised counseling experience in an approved setting is required before the student is permitted to enroll in internship.

4. Additional Requirements for Pennsylvania Department of Education School Specialist Certification in:

Elementary School Counseling Secondary School Counseling

- Satisfactory completion of all coursework for the school counseling program
- Satisfactory completion of Practicum and Internship in the area(s) of certification. Students wishing to be certified in both Elementary and Secondary School Counseling must complete internships in both areas. (Note: Students must be admitted successfully to candidacy before beginning internship.)
- Completion of forms required by the University and the Pennsylvania Department of Education (available on the graduate forms page at www.arcadia.edu/gforms).
- In addition to the required courses in the School Counseling program, a student seeking state certification in Pennsylvania for School Counseling K-12 must take the Praxis II test in Professional School Counselor (0421).

Trauma: Clinical Bases of Treatment and Recovery Concentration

(60 credits)

1. Core Courses (45 credits)

PY 500	Educational and Career Counseling, Mental Health Counseling
PY 516	Human Development: Life Span
PY 521	Research Design, Methods and Evaluation
PY 570	Professional Issues in Counseling
PY 572	Concepts of Mental Health and Mental Illness
PY 574	Clinical Psychopharmacology
PY 586	Theories and Techniques of Counseling
PY 610	Group Counseling
PY 620	Advanced Counseling Techniques
PY 625	Psychological Testing
PY 688	Cultural Bases of Counseling

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|---------|-----------------------------------|--------|---|
| PY 630B | Internship (6 credits, 300 hours) | PY 622 | Trauma, Advocacy and Social Justice |
| PY 631B | Internship (6 credits, 300 hours) | PY 623 | Strategies for Treating Grief and Bereavement |
2. Concentration Courses (15 credits)
- | | | | |
|--------|---|--|---|
| PY 618 | Evidence-Based Treatments of Trauma | PY 630A/631A | Internship (one semester, 3 credits, 150 hours) |
| PY 622 | Trauma, Advocacy and Social Justice | One elective course approved by the administrators of the program. | |
| PY 623 | Strategies for Treating Grief and Bereavement | | |
- Two electives approved by the administrators of the program.
3. PY 587 Practicum (non-credit)
A non-credit Practicum experience consisting of at least 100 hours of documented, supervised counseling experience in an approved setting is required before the student is permitted to enroll in Internship.

Certificate: Child/Family Therapy

(15 credits)

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|--------------|---|
| PY 611 | Couples and Family Therapy |
| PY 615 | Child and Adolescent Counseling: Clinical and School Applications |
| PY 621 | Advanced Child and Adolescent Counseling |
| PY 630A/631A | Internship (one semester, 3 credits, 150 hours) |
- One elective course approved by the administrators of the program.

Arcadia Graduate Certificate Requirements

Child/Family Therapy Trauma: Clinical Bases of Treatment and Recovery

These certificate programs are designed to meet the continuing education needs of licensed professional counselors, individuals with a master's degree in a clinical field (such as counseling, social work, etc.) as well as doctoral-level clinical psychologists or counselors.

Additional Admission Requirements

In addition to the general admission procedures, a student also must hold a master's or doctoral degree in clinical psychology, counseling, social work or a closely related clinical discipline. Test scores are not required.

Certificate Requirements

(15 credits as outlined below)

Trauma: Clinical Bases of Treatment and Recovery (15 credits)

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|--------|--------------------------------------|
| PY 618 | Evidenced-Based Treatments of Trauma |
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Requirements for the Certificate of Advanced Graduate Study in Counseling Psychology

The Certificate of Advanced Graduate Study in Counseling Psychology is designed for mental health counseling, clinical or school counselors who have completed a master's degree and want to pursue further systematic study in counseling to qualify to sit for the National Counselor's Examination (NCE) and/or licensure in Pennsylvania (or other states with equivalent requirements). The NCE requires 48 semester hours of graduate credit with a course in each of nine specified areas.

The act that provides licensure of professional counselors in Pennsylvania requires completion of a "planned program" of 60 graduate semester credits in counseling from an accredited educational institution. The Certificate of Advanced Graduate Study in Counseling Psychology allows the post-master's student to meet these requirements.

Additional Admission Requirements

In addition to the general admission procedures, a student also must hold a master's degree in a field closely related to the

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practice of professional counseling from an accredited college or university. Test scores are not required.

PY 698 Master's Thesis in Psychology (one semester, 3 credits)
OR PY 699 Master's Thesis in Psychology (6 credits)

Program Requirements

The number of credits required will be determined after a transcript analysis has been completed. Courses will be selected with an adviser.

A minimum of 12 additional credits are required for individuals with a 48-credit master's degree in counseling.

Approved electives include the following:

ED 580	Introduction to Inclusive Education (if general Mental Health Counseling or Child/Family Therapy concentrations)
ED 585	Positive Behavioral Approaches (if Child/Family Therapy concentration)
PY 430	Seminar in Theories of Cognitive Behavioral Therapy
PY 574	Clinical Psychopharmacology
PY 589	Independent Research
PY 601	Community Perspectives on Sexual Assault Counseling
PY 605	Addictive Behaviors: Substance Abuse and Eating Disorders Counseling
PY 611	Couples and Family Therapy
PY 615	Child and Adolescent Counseling: Clinical and School Applications
PY 620	Advanced Counseling Techniques
PY 618	Evidence-Based Treatments of Trauma
PY 621	Advanced Child and Adolescent Counseling
PY 622	Trauma, Advocacy and Social Justice
PY 623	Strategies for Treating Grief and Bereavement
PY 697	Master's Thesis in Psychology (one semester, 3 credits)

Other master's-level courses offered by other Arcadia University graduate programs may be taken as electives with the approval of the Director of Counseling Psychology. The petition process should include a statement on course relevance to the student's academic program and career goals.

Counseling Psychology Courses (PY)

430 Seminar in Theories of Cognitive Behavioral Therapy

Summer, even years

This course is an introduction to the principles and techniques used in behavior modification. Students read and analyze empirical and theoretical research reports examining the application of behavior modification to psychopathology. Students are required to act as discussion leaders on selected topics in the literature.

(Not regularly scheduled)

500 Educational and Career Counseling, Mental Health Counseling

Summer

This course is preparation for the planning and implementation of vocational and career development programs. Students analyze vocational development theories, research and the literature in the field. The problems of vocational assessment and counseling are stressed. A laboratory in vocational counseling is part of the course.

501 Foundations of School Counseling

Fall

This course provides a comprehensive overview of school counseling and guidance services in the educational system from kindergarten through 12th grade. The course uses the ASCA National Model as the foundation of Arcadia University's School Counseling programs and highlights the historical perspective of counseling and guidance services. Emphasis is placed on the counselor's newly defined role as advocate, leader, collaborator and systemic change agent.

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Legal and ethical issues are discussed. Students have the opportunity to apply some of the theories and concepts used in the course to real-life case studies. It is recommended that students take this course toward the beginning of the program. This course must be completed before starting the internship.

502

Educational and Career Counseling, School Spring

This course analyzes selected theories of career development with application to school counseling programs K–12. Students administer career assessments, learn techniques of career counseling, conduct research, and develop a career project for use in an elementary, middle, or high school. Projects and activities are grounded in the ASCA National Model for School Counseling Programs, Pennsylvania Career Education and Work Standards, and the National Career Development Guidelines. A technology laboratory is included in the course, which must be completed before starting the practicum.

516

Human Development: Life Span Fall

This course is an examination of cognitive, social, emotional and physiological development from birth to death. It explores a wide range of theoretical knowledge with practical applications in a variety of educational areas: parenting, counseling, teaching and other service-oriented fields.

521

Research Design, Methods and Evaluation Fall, Spring

This course is an introduction to research design and methodology in clinical settings. The emphasis is upon the selection of appropriate research designs, the appropriate use of statistics, program evaluation and the evaluation of published research. Students are required to read and critique published research studies.

570

Professional Issues in Counseling Fall

This course is an examination of the profession of counseling covering the history of the profession, professional roles and functions, professional organizations, credentialing and licensure, multicultural issues, ethical codes, and legal issues. In addition, the course covers current issues that impact upon the profession, such as managed care, insurance procedures, and record keeping.

572

Concepts of Mental Health and Mental Illness

Fall, Spring

This course is an overview of the basic concepts of mental health and illness with in-depth review of diagnostic interviewing and differential diagnosis using DSM IV and an introduction to selected psychotherapies.

574

Clinical Psychopharmacology Summer

This course is intended to provide counseling students and other students in the mental health professions with a basic understanding of how psychiatric medications work in the brain and modify behavior. Students learn about the relationship between DSM IV diagnoses and the choice of psychiatric medications that are prescribed by physicians. Finally, students are trained to use reference material to evaluate key characteristics of psychiatric medications and evaluate the clinical efficacy of medications.

Prerequisite: PY 572 or may be taken concurrently.

585

Special Topics in Counseling Psychology

The content and prerequisites vary depending on the nature of the topic covered.

586

Theories and Techniques of Counseling Fall, Spring

Introduction to major approaches to counseling and basic counseling techniques with an emphasis on multicultural and evidence based practices.

Prerequisites: PY 572 and matriculation into a graduate program at Arcadia University. For Counseling Psychology students, PY 587 also must be taken either prior to or concurrently.

587

Practicum

Fall, Spring, Summer

The Practicum is an applied experience in a counseling setting selected to meet individual career goals. This experience is designed to introduce students to clinical observation, interviewing, assessment, and counseling. The course requires a minimum of 100 hours of applied experience, to be completed within six months. For students in school counseling, the Practicum experience must be in school or youth settings.

Prerequisite: Matriculated students only.

589

Independent Research

(See Independent Research)

Independent work is under the guidance of a member of the staff. It requires research or an extensive literature survey, culminating in a paper

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prepared in a form suitable for publication in a professional journal.

Prerequisites: PY 521 and permission of the Psychology Department Chair and the Director of Counseling Psychology. Matriculated students only.

598

Advanced Seminar

This seminar is an opportunity for a small number of qualified students to explore with the professor an area of psychological interest. The topic is announced prior to registration. Discussion and readings are of an advanced nature.

Prerequisites: Permission of the Psychology Department Chair and the Director of Counseling Psychology.

601

Community Perspectives on Sexual Assault Counseling

Fall, Spring, Summer

This course provides students with the theoretical and practical foundation necessary to assist rape survivors in their recovery process. Students gain exposure to the complex system with which rape survivors come in contact. This system includes crisis, legal, medical, educational, and mental health elements. Students receive both didactic and hands-on training in a variety of settings (Women Organized Against Rape, court, hospital, community).

Prerequisite: Matriculated students only.

605

Addictive Behaviors: Substance Abuse and Eating Disorder Counseling

Spring, odd years

The course surveys the history, etiology, prevalence, and treatment modalities relevant to substance abuse and eating disorders. Special attention is given to short-term and long-term intervention strategies addressing both individual (i.e., the client's) and systemic (i.e., cultural and familial) issues. The course includes a strong skill building component.

Prerequisites: PY 572 and PY 586.

610

Group Counseling

Summer

This study of the major theories, concepts and techniques of group counseling includes a laboratory in which specific group counseling techniques are practiced.

Prerequisites: PY 572 and PY 586.

611

Couples and Family Therapy

Spring

This overview of the major theoretical approaches to family and marriage counseling

emphasizes practical skills and the ability to plan interventions in a clinical setting. It includes a laboratory in which specific techniques are taught by role-play, discussion and other activities.

Prerequisites: PY 572 and PY 586.

612

Practical Applications for School Counselors Summer

This course provides an in-depth exploration of current trends in the school counseling field. Students review the practical tools counselors need to design and implement appropriate school counseling programs based on the American School Counselor Association (ASCA) National Model. Students explore and critically analyze each of the four components of this model while engaging in hands-on and performance-based activities.

Prerequisites: PY 501 and PY 587.

615

Child and Adolescent Counseling: Clinical and School Applications

Spring

This course examines theories of child development and pathology with an emphasis on clinical work with youth presenting with mental health issues in community and school settings. Major types of intervention techniques are explored, including individual, play therapy, cognitive behavioral methods, family and group therapy. Particular emphasis is on childhood mental health and illness and their relationship to school and family functioning.

Prerequisites: PY516 (or PY 517), PY 572 and PY 586.

618

Evidenced-Based Treatments of Trauma

Fall

This course provides an intensive overview of evidence-based research supporting clinical therapy with victims of a variety of trauma-related events. Theoretical issues, legal and ethical dilemmas, and assessment techniques are presented. Individual, group, family and specialized treatment approaches designed to assist persons with trauma-related mental health problems such as Post-Traumatic Stress Disorder are examined and learned through role-plays and discussion.

Prerequisites: PY 572 and PY 568.

620

Advanced Counseling Techniques

Fall

This study of advanced micro-skills and techniques of counseling, with a specific focus on cognitive and behavioral techniques, addresses

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ethical and professional issues. It includes practice/role-plays of specific techniques.

Prerequisites: PY 572 and PY 586. Matriculated students only.621

Advanced Child and Adolescent Counseling Fall

This course offers advanced cognitive-behavioral skills-based training in assessment and treatment of children and adolescents presenting with a broad range of mental health and illness issues. This course includes a weekly lab designed to provide students with hands on experience in the treatment of youth, while being observed by faculty who are experts in the field.

Prerequisites: PY516 (or PY 517), PY 572, PY 586 and PY 615.

622

Trauma, Advocacy, and Social Justice

Spring, even years

This course is taught using ecological and emancipatory frameworks, paying close attention to sociopolitical (e.g., poverty, discrimination) and ethno-cultural considerations in understanding the prevalence of trauma and the development, conceptualization and treatment of trauma-related symptoms. Specifically, the course addresses topics such as disaster counseling, intimate partner and community violence, historical trauma, and refugee mental health. Students learn skills in both treatment (e.g., disaster response, crisis-intervention, cross-cultural counseling) and prevention (e.g., political advocacy, public education).

623

Strategies for Treating Grief and Bereavement

Spring, odd years

This course introduces the student to the theory and practice of bereavement and grieving. Development issues are discussed as they relate to the bereavement process. This is an introductory course in grief counseling, designed to provide students with basic terminology, theory and concepts about grief and loss, as well as theoretical and practical techniques and interventions relevant to specific types of losses. This course is not a forum for working through personal unresolved losses, but students should be aware that the class will be intense and some personal issues regarding death and grief may surface.

Prerequisites: PY 572 and PY 586.

625

Psychological Testing

Fall, Spring

This study of major concepts in psychological testing and measurement surveys major tests used in each of the traditional areas of psychological assessment: intelligence, aptitude,

achievement, interests, personality and behavioral assessment. Emphasis is on correct interpretation of test data. It requires communication of results in written and verbal formats and provides opportunities for the informal administration of psychological tests.

Prerequisite: PY 521 and PY 572. Matriculated students only.

630A/B/C/D/E

Internship in Counseling

Fall Semester (Option A = Mental Health Counseling, 150 hours; Option B = Mental Health Counseling, 300 hours; Option C = School, 150 hours; Option D = School, 300 hours; Option E = Mental Health Counseling, 200 hours)

(First part of a yearlong internship)

Practical experience in a school or counseling setting is selected to meet individual career goals. The internship requires a minimum of 300 hours over the academic year except for some students in the Mental Health Counseling certification programs. It includes a weekly seminar for an entire academic year. This course includes case-based discussions of professional and ethical issues relevant to either mental health or school counseling, with special emphasis on the ASCA national model for the latter. It requires written and oral presentations. Mental Health Counseling students are asked to present a formal case study, while School Counseling students are asked to develop a portfolio. The internship is done during the final year of study. Successful completion of this course is required before the degree or certificate is conferred.

Prerequisites: PY 521, PY 572, PY574, PY 586, PY 587, PY 625 and PY 610. PY 620 may be taken concurrently. Students in the School Counseling program also must have completed PY 501, PY 502 and PY 612. PY 615 and/or PY 618 also must have been completed if required by the student's program. Matriculated students only.

631A/B/C/D/E

Internship in Counseling

Spring Semester (Option A = Mental Health Counseling, 150 hours; Option B = Mental Health Counseling, 300 hours; Option C = School, 150 hours; Option D = School, 300 hours; Option E = Mental Health Counseling, 200 hours)

(Second part of a yearlong internship)

See description and prerequisites for PY 630.

688

Cultural Bases of Counseling

Fall, Spring

This course focuses on theories, techniques, and cultural issues related to counseling American ethnic and sexual minorities, including African Americans, Asian Americans, Latin Americans, Americans of mixed heritage, lesbians, gay men,

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and bisexuals. Other social differences are discussed as well, including religious difference, social class difference, and other cultural differences. Specifically, students in this course learn general principles of cultural sensitivity, learn to consider and begin to appreciate cultural perspectives that are different from their own, learn to assess the needs of those from different cultures, learn about ethical issues related to counseling those who are different from themselves, learn how cultural heritage and social experience contribute to development, and learn how the culture and experience of the counselor may impact on the counseling relationship.

697

Master's Thesis in Psychology

(3-credit option)

698

Master's Thesis in Psychology

(3-credit option)

699

Master's Thesis in Psychology

(6 credits)

This individually initiated and directed set of experiences involves the writing of an acceptable proposal, the carrying out of an empirical research project, and the writing of a manuscript of professional quality according to APA format. The thesis is normally done over the fall and spring semesters. It is designed especially for students who wish to pursue advanced study beyond the master's level.

Prerequisites: 21 credits of graduate study, including PY 521; permission of the adviser, thesis supervisor, Department Chair and Director of Counseling Psychology.

Education Courses (ED)

580

Introduction to Inclusive Education

An introductory course on special education with an emphasis on inclusion and diversity, this course provides an overview of the complex issues surrounding inclusive and heterogeneous schooling. Through a variety of learning strategies and experiences students become familiar with current special education theory, practice, advocacy and legislation, and gain expertise on best practices to insure access equity and quality education for every student. Includes field experience and case study.

IMPORTANT: This course requires fieldwork. Original and updated copies of

PA Child Abuse, PA Criminal Record Check, Cogent FBI & TB test results must be presented on the first day of class. Go to the Education Department website at <http://www.arcadia.edu/eddept> for guidelines and procedures.

582

Supporting Students with High Incidence Disabilities

Strategies for supporting students with high incidence disabilities including effective and authentic assessment and instruction, goal and objective setting, IEP and ITP writing, lesson planning, and accommodations.

Designed to focus on persons with learning, behavior, speech and communication, and/or mild cognitive disabilities. Includes field experience and intervention-based case study. Prerequisites: ED466d, 580, 581, 585; required foundation and content area courses.

IMPORTANT: This course requires fieldwork. Original and updated copies of PA Child Abuse, PA Criminal Record Check, Cogent FBI & TB test results must be presented on the first day of class. Go to the Education Department website at <http://www.arcadia.edu/eddept> for guidelines and procedures.

585

Positive Behavioral Approaches

Designed to provide students with expertise in positive behavioral approaches including school wide systems of support, effective classroom management, and individual behavioral support. This course uses both instructional and functional approaches to behavior to encourage schools to be systems of support for students and professionals. The teaching of prosocial skills is also addressed. Includes field experience and intervention-based study.

Prerequisites: ED 580, ED 581

IMPORTANT: This course requires fieldwork. Original and updated copies of PA Child Abuse, PA Criminal Record Check, Cogent FBI & TB test results must be presented on the first day of class. Go to the Education Department website at <http://www.arcadia.edu/eddept> for guidelines and procedures.

622

ESL: Multilingual/Multicultural Literacies

This course focuses on the academic language needed for multilingual students to be successful in U.S. schools. Students

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spend time investigating reading and writing standards and curricula for students in a particular context and the ways that materials might be adapted for English Language Learners (ELLs) and ELLs with disabilities. A variety of models for providing services to ELLs are addressed with particular attention placed on the kinds of collaboration needed to address the literacy needs of all students across the content areas and the benefits of knowing more than one language.

IMPORTANT: This course requires fieldwork. Original and updated copies of PA Child Abuse, PA Criminal Record Check, Cogent FBI & TB test results must be presented on the first day of class. Go to the Education Department website at <http://www.arcadia.edu/eddept> for guidelines and procedures.

661

ABA I: Behavior Principles and Teaching Strategies

Behavior analysis is a natural science approach to the study of human behavior. Behavior analysis has been phenomenally successful in a wide variety of human endeavors including business and industry, physical therapy, socialization of difficult populations such as adult offenders, those addicted to substances, and children with conduct and oppositional behavior. This class explores how the basic principles of human behavior, such as schedules of reinforcement and response choice, were discovered and current research in the Experimental Analysis of Behavior.

681

ABAI: Procedures for Behavior Change

In the basic principles course, students learned how the principles of learning were discovered in the lab. In this course, students will focus on the methods of behavior analytic research. The topics to be covered are defining applied behavior analysis, selecting, defining and measuring behavior, constructing graphs to interpret behavior, analyze behavior change, research designs such as alternating treatments design, reversal designs, multiple baseline designs, changing criteria designs, and planning and evaluating behavior analytic research.

682

ABA III: Strategies for Youth with Emotional and Behavioral Disorders

Working or consulting in classrooms requires taking the scientific principles of human behavior and applying those principles to the socialization of children at risk for or with delinquency, conduct problems (such as those with serious emotional disturbance and social maladjustment- i.e., conduct disorder, oppositional defiant disorder, and attention deficit disorder), developmental and other disabilities. This course analyzes the basic process of behavior change. Topics to be covered are: basic principles of behavior analysis (reinforcement, schedules of reinforcement, punishment, motivating operations, stimulus control, imitation, shaping, chaining, extinction, differential reinforcement); behavioral assessment including functional analysis and behavior chain analysis; the application of those principles to children's behavior; intervention methodologies such as verbal behavior contingency management; development of behavioral objectives to build self control; programming for generalization; and working with parents and paraprofessionals to implement behaviorally-based treatments. Special attention is paid to comprehensive programming and the use of multiple intervention methods. Upon satisfactory completion of this course, the student will functionally analyze social behavior deficits and excesses of children and youth. In addition, students will design behavioral intervention plans based on functional behavioral assessments. Prerequisites: Satisfactory completion of ABA I and ABA II (B- or better)

683

ABA IV: Behavior Analysis of Child Development

Conceptualization of behavioral problems and the origins of behavioral disorders is critical to treatment and critical to the functioning of people through the life span. This course focuses on Basic Principles in Behavior Analysis (i.e., positive and negative reinforcement, shaping, stimulus equivalence, etc) and how they shape the development of typical and atypical children. The role of these principles in normal development and developmental problems such as language delays, motor

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developmental delays, conduct and oppositional defiant disorder, childhood depression, problems of attachment, and autism are explored. The course reviews field applications including direct observations of children's development (using frequency methods, duration methods, rate methods, ABC-event recording, running records), functional behavioral assessment, curriculum design, verbal behavior assessment and intervention, curriculum based-measures and interventions strategies that involve both the school and the family.

Prerequisites: A thorough understanding of the basic principles and procedures of applied behavior analysis, as demonstrated by a grade of A - B- in ABA I and ABA II.

A or B in basic principles or applied behavior analysis II.

684

ABA V: Behavioral Consultation in Homes, Schools, and Communities

This course uses on-line technology in combination with role plays and feedback to build behavior analytic case conceptualization and execute effective behavioral consultation. Behavioral case conceptualization is the

integration of information from a functional assessment, complete with skills and adaptive behavior assessment, as well as ecological assessment. This course focuses primarily on behavioral consultation skills needed to produce a strong behavior analytic case conceptualization and to link that conceptualization to intervention. The course thus attempts to reach the following goals: pinpointing target behavior, collaborative goal setting, setting up data collection procedures, identifying critical setting/situation for change (analysis of both antecedent variables and establishing operations), preliminary functional assessment, including descriptive analysis, experimental functional analysis, and behavior chain analysis; understanding graphic representation of data; setting up a competing-behaviors model; linking conceptualization to functional intervention; ensuring that intervention is comprehensive enough to get the job done and least restrictive; analyzing contingencies, treatment integrity checks and data analysis thorough single subject graphs. Special topics will include behavior analytic models of teacher and parent resistance, as well as interventions for resistance. This course is an intensive lab course that focuses on the practical aspects of "how to" consulting (i.e., what is done each session, each step of the way). It is critical that students participate in each class to engage in the role-plays and get feedback from other students.

Prerequisites: A thorough understanding of the basic principles and procedures of applied behavior analysis, as demonstrated by a grade of