Counseling at Arcadia University
Global Perspectives…Personal Attention…Real-World Integrative Learning Experiences

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Master’s Degrees and Certificates
Master of Arts in Counseling
Concentrations
Applied Behavior Analysis
Autism
Child/Family Therapy
Community Public Health
Mental Health Counseling
School Counseling (PreK-12)
Trauma: Clinical Bases of Treatment and Recovery

Dual Degrees:

Master of Science in Health Education and Master of Arts in Counseling (See separate listing.)

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

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

Pennsylvania Department of Education School Specialist Certification

Arcadia Graduate Certificate Programs
Child/Family Therapy
Trauma: Clinical Bases of Treatment and Recovery

Advanced Graduate Study in Counseling

About the Counseling Program
The graduate program in Counseling 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 seven specializations:
• Applied Behavior Analysis
• Autism
• Child/Family Therapy
• Community Public Health
• Mental Health Counseling
• School Counseling (PreK-12)
• Trauma: Clinical Bases of Treatment and Recovery

Arcadia’s Mental Health Counseling, Applied Behavior Analysis, Autism, Child/Family Therapy, Community Public Health 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 3,000 hours of supervised work experience. The program is accredited by the Master’s in Psychology and Counseling Accreditation Council (MPCAC) 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 school counselors. The program enables a graduate to apply for certification once that individual has passed the required Praxis exam.

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 freestanding 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 (or less if they graduated prior to June 30, 2009) master’s degree in counseling are able to apply for the Certificate of Advanced Graduate Study in Counseling and complete the state requirements for licensure as a licensed
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professional counselor in Pennsylvania (or other states with equivalent requirements). The Applied Behavior Analysis and Autism concentrations are also offered as post-baccalaureate certificates by the Education Department. (See separate listing.)

The Profession

Master’s-level counseling professionals 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.

Autism

This certificate program responds to the increased need for trained professionals to work with children with autism and their families. Living with autism generates many challenges and families often report high levels of stress as they learn to cope with a variety of issues, from personal relationships to supporting siblings and finding appropriate services throughout the person’s lifetime. Even though no single treatment has been identified to cure autism or other severe disability, a good therapeutic and educational program can effectively teach skills that will improve the person’s independence, as well as reduce the occurrence of challenging behaviors that frequently hinder the person’s participation in typical community activities.

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.

Community Public Health

Counselors are often asked to educate the public on mental health issues and implement wellness/recovery programs; however, counseling curricula usually offer minimal training in these areas. Public Health principles support both the prevention and advocacy missions of counselors as well as the Counseling program’s emphasis on evidence-based practice and assessment. Through this concentration, students will be able to learn about the systemic forces impacting mental as well as physical health, and how to intervene not simply with individuals, but also within communities to create health-promoting environments and practices.

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, addictive behaviors, and community perspectives on sexual assault counseling as well as Trauma, Child/Family Therapy, and Education 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 school counselors. The program is grounded in the American School Counselor Association (ASCA) model and 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
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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 evidence based treatments of trauma, strategies for treating grief and bereavement, as well as advocacy and social justice. Several Arcadia faculty members have firsthand experience in trauma counseling, having served over the years as volunteers with the Red Cross.

Admission to the Counseling 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 are not required of applicants with an earned master’s degree or who have a GPA greater than a 3.0. Test scores from the Graduate Record Examination (GRE) or the Miller Analogies Test (MAT), taken within the past five years are required for all other applicants
7. An in-person interview with administrators and faculty in the program by invitation only. 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: https://www.arcadia.edu/admissions/financial-aid-scholarships/graduate-students/graduate-tuition-fees

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 program, the Office of Enrollment Management, or the Office 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. The Director will meet with the Counseling 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. The Director will then meet with the Counseling 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.
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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 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 626 Assessment in Counseling
   - 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 660 Characteristics of Students with Autism Spectrum Disorders
   - ED 661 Applied Behavior Analysis I
   - ED 662 Teaching Methods for Students with Autism
   - ED 663 Special Topics in Autism
   One elective approved by the administrators of the program.

Autism

(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 626 Assessment in Counseling
   - 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 660 Characteristics of Students with Autism Spectrum Disorders
   - ED 661 Applied Behavior Analysis I
   - ED 662 Teaching Methods for Students with Autism
   - ED 663 Special Topics in Autism
   One elective 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.

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
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PY 626  Assessment in Counseling
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.

Community Public Health
(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 626  Assessment in Counseling
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)
PBH 501 Social Determinants of Health and Disease
PBH 530 Theories and Principles of Health Behavior and Health Education
PBH 600 Introduction to Epidemiology
PBH 630 Program Planning and Evaluation for Health Professionals

One elective 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 626  Assessment in Counseling
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.

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.

School Counseling Concentration:
PreK-12
(48 credits)

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

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PY 572 Concepts of Mental Health and Mental Illness
PY 586 Theories and Techniques of Counseling
PY 626 Assessment in Counseling
PY 688 Cultural Bases of Counseling
PY 630C Internship (3 credits, 210 hours)
PY 631C Internship (3 credits, 210 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

PY 574 Clinical Psychopharmacology
PY 586 Theories and Techniques of Counseling
PY 610 Group Counseling
PY 620 Advanced Counseling Techniques
PY 626 Assessment in Counseling
PY 688 Cultural Bases of Counseling
PY 630B Internship (6 credits, 300 hours)
PY 631B Internship (6 credits, 300 hours)

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 PreK-12
a) Satisfactory completion of all coursework for the school counseling program
b) Satisfactory completion of Practicum and Internship at both levels of certification. (Note: Students must be admitted successfully to candidacy before beginning internship.)
c) Completion of forms required by the University and the Pennsylvania Department of Education (available in the College of Graduate Studies).
d) In addition to the required courses in the School Counseling program, all students must take the Praxis II test in School Guidance and Counseling (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 Research Design, Methods and Evaluation
PY 570 Professional Issues in Counseling
PY 572 Concepts of Mental Health and Mental Illness
PY 586 Theories and Techniques of Counseling
PY 610 Group Counseling
PY 620 Advanced Counseling Techniques
PY 626 Assessment in Counseling
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)
PY 618 Evidence-Based Treatments of Trauma
PY 622 Trauma, Advocacy and Social Justice
PY 623 Strategies for Treating Grief and Bereavement
Two electives 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)

PY 618 Evidenced-Based Treatments of Trauma
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PY 622 Trauma, Advocacy and Social Justice
PY 623 Strategies for Treating Grief and Bereavement
PY 630A/631A Internship (one semester, 3 credits, 150 hours)

One elective course approved by the administrators of the program.

Certificate: Child/Family Therapy
(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
PY 630A/631A Internship (one semester, 3 credits, 150 hours)

One elective course approved by the administrators of the program.

Requirements for the Certificate of Advanced Graduate Study in Counseling

The Certificate of Advanced Graduate Study in Counseling 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 in 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 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 practice of professional counseling from an accredited college or university. Test scores are not required.

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 is required for individuals with a 48-credit master’s degree in counseling.

Approved electives include the following:

Education Courses offered under the ABA, Autism, or School Counseling programs with approval of program adviser.
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 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 Counseling (one semester, 3 credits)
PY 698 Master’s Thesis in Counseling (one semester, 3 credits)
OR PY 699 Master’s Thesis in Counseling (6 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. The petition process should include a statement on course relevance to the student’s academic program and career goals.

Counseling Courses (PY)

430 Seminar in Theories of Cognitive Behavioral Therapy
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
Spring
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
Spring
This course provides a comprehensive overview of school counseling and guidance services in the educational system PreK-12. 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. 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, even years
This course analyzes selected theories of career development with application to school counseling programs PreK–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, Spring
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
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. Non-matriculated student enrollment requires approval from Associate Director of Counseling Program.

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. Non-matriculated student enrollment requires approval from Associate Director of Counseling Program.

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 the DSM. Includes an introduction to selected psychotherapies. Non-matriculated student enrollment requires approval from Associate Director of Counseling Program.

572L Multicultural Lab: Self-Awareness I
Fall, Spring
This series of multicultural labs aims to foster the introspection and self-awareness needed to allow students to excel in their roles as counselors, by expanding their ability to reflect on cross-cultural dynamics as they pertain to their professional roles. Students will be asked to reflect on different aspects of their socio-political identities, including religion, gender, race, ability, class, and sexuality. This lab will focus on non-violent communication, the dynamics of mainstreams and margins/privilege and oppression, and unconscious bias. Prerequisite: Matriculated students only.

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

586L  
**Multicultural Lab: Self-Awareness II**  
Fall, Spring

This series of multicultural labs aims to foster the introspection and self-awareness needed to allow students to excel in their roles as counselors, by expanding their ability to reflect on cross-cultural dynamics as they pertain to their professional roles. Students will be asked to reflect on different aspects of their socio-political identities, including religion, gender, race, ability, class, and sexuality. This lab focuses on learning and managing triggers, gaining awareness of our impact on others and of our self-images, and taking action.  
**Prerequisite:** Matriculated students only.

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 research is carried out under the guidance of a faculty member in the psychology department. It involves doing a small scale research project or an extensive literature review culminating in a paper prepared in APA publication style and suitable for publication in a professional journal.  
**Prerequisites:** Grade of B or better in PY521 and agreement from a faculty member to advise the project. 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.

601  
**Community Perspectives on Sexual Assault Counseling**

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.  
(Not regularly scheduled)

605  
**Addictive Behaviors: Substance Abuse and Eating Disorder Counseling**  
Summer, even 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**  
Spring, odd years

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**  
Fall, 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, PY 572 and PY 586.
618  
**Evidenced-Based Treatments of Trauma**  
Fall, even years  
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 586.

620  
**Advanced Counseling Techniques**  
Fall, Spring  
This study of advanced micro-skills and techniques of counseling, with a specific focus on cognitive and behavioral techniques, addresses 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:** PY 516, 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).  
**Prerequisites:** PY 572 and PY 586.

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.

626  
**Assessment in Counseling**  
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  
**Internship in Counseling**  
Fall Semester  
Option A = Mental Health Counseling, 150 hours; Option B = Mental Health Counseling, 300 hours; Option C = School, 210 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, PY 574, PY 586, PY 587, PY 626 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.

630L  
**Multicultural Lab: Knowledge I**  
Fall  
This multicultural lab aims at expanding students’ knowledge of working with various populations. These labs complement the material presented in PY688. Topics will include three of the following: disability, gender and intersectionality, Native Americans populations, Middle Eastern/Arab populations, religion and spirituality, socioeconomic status.  
**Prerequisite:** Matriculated students only.

631A/B/C  
**Internship in Counseling**  
Spring Semester (Option A = Mental Health Counseling, 150 hours; Option B = Mental Health Counseling, 300 hours; Option C = School, 210 hours)  
Students must complete PY 521, PY 572, PY 574, PY 586, PY 587, PY 626 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.
**Counseling** at Arcadia University

hours; Option C = School, 210 hours)
(Second part of a yearlong internship)
See description and prerequisites for PY 630.

631L
**Multicultural Lab: Knowledge II**
Spring
This multicultural lab aims at expanding students’
knowledge of working with various populations. These
labs complement the material presented in PY688. Topics
will include three of the following: disability, gender and
intersectionality, Native Americans populations, Middle
Eastern/Arab populations, religion and spirituality,
socioeconomic status.
**Prerequisite:** Matriculated students only.

686
**Special Project**
Fall, Spring, Summer
This is an opportunity for students to complete a project
(e.g., research, outreach, literature review) or to assist a
faculty member with a project relevant to their area of
interest. The project, carried out under the supervision of a
psychology department faculty member, should be of a
substantial nature and yield a manuscript, professional
presentation, or other tangible outcome.
**Prerequisites:** Agreement of the supervising faculty
member. Matriculated students only.

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, 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 Counseling**
(3-credit option)

698*
**Master’s Thesis in Counseling**
(3-credit option)

699*
**Master’s Thesis in Counseling**
(6 credits)
This individually initiated and directed set of experiences
involves writing an acceptable proposal, carrying out a
comprehensive project (e.g., a research project, a
program development project, a community service
project, or a social advocacy project) that includes the
collection and evaluation of quantitative or qualitative data,
and writing a professional quality manuscript in APA
format. It could also involve presenting the project at an
open forum to faculty and students or at a professional
conference. The thesis normally requires two semesters (6
credits) and is usually done over the fall and spring
semesters. It is designed especially for students who wish
to pursue advanced study beyond the master’s level or
who plan to make program development and evaluation
part of their careers in counseling.
**Prerequisites:** At least 12 credits, including PY521; grade
of A- or better in PY521; overall GPA of at least 3.5; no
grade below a B; agreement of the supervising faculty
member. Matriculated students only.

*Changed from Master’s Thesis in Psychology