



## ***GRADUATE PROGRAM IN COUNSELING***

### ***STUDENT MANUAL 2021-2022***

#### Master of Arts in Counseling

60-credit degree

48-credit degree (to be discontinued Fall 2022)

#### Specialty Concentrations

Autism

Child and Family Therapy

Community Public Health

Foundations of BCBA<sup>®</sup>

Mental Health Counseling

Mediation and Conflict Transformation

Trauma: Clinical Bases of Treatment and Recovery

#### Dual Degrees

Master of Arts in Counseling and Master of Arts in International Peace and Conflict Resolution

Master of Public Health and Master of Arts in Counseling

#### Advanced Graduate Study Programs

Child and Family Therapy Certificate

Trauma: Clinical Bases of Treatment and Recovery Certificate

Post-Master's Program in Counseling for Licensure Readiness

#### Early Entry MA Counseling Program

## **Snow Numbers**

If the University is closed because of snow, the closure will be announced on KYW (1060 a.m.). The University's snow numbers are: 338 (for courses scheduled before 4:00 p.m.) 2338 (for late afternoon and evening courses).

## **Phone Directory**

All 2900 numbers can be dialed from off campus by adding the exchange 572 in front of the number (area code 215).

### **Emergency Numbers**

|                                |                                   |
|--------------------------------|-----------------------------------|
| Public Safety                  | : 2800                            |
| EMERGENCY                      | : 2999                            |
| Campus switchboard             | : 0 (on campus)/2900 (off campus) |
| Student Health Services        | : 2966                            |
| Police & Fire                  | : 9-911                           |
| Local Police/Fire (Cheltenham) | : 215-379-2803                    |

### **Department**

|                                  |   |
|----------------------------------|---|
| Director: Michael Morrow, Ph. D. | : 4765 (on campus)/267-620-4765 (if dialing off campus) |
| Associate Director: Carol Lyman  | : 4693  |
| Psychology Department            | : 2988  |

### **General Information**

|                                  |        |
|----------------------------------|--------|
| Bookstore                        | : 2971 |
| Career Services                  | : 2939 |
| Counseling Services              | : 2967 |
| Dining Services                  | : 2096 |
| The CHAT                         | : 2311 |
| Computer Help Desk (IT Services) | : 2898 |
| Financial Aid                    | : 2980 |
| Enrollment Management            | : 2342 |
| Graduate Office: Taylor Hall     | : 2925 |
| Kuch Recreational Center         | : 2955 |
| Library                          | : 2975 |
| One-Stop-Shop                    | : 2339 |
| Registrar's Office               | : 2100 |
| Student Affairs                  | : 2933 |

## **E-mail**

All Arcadia students are provided with an Arcadia University Google Apps/Gmail account. The e-mail account is accessible from both on and off-campus from any standard Web browser. Instructions for configuring and using Google Apps/Gmail are found on [my.arcadia.edu](http://my.arcadia.edu) under the *Life at Arcadia* then *Campus Services* then *Information Technology Resources* tab.

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Please see the latest edition of the Arcadia University Graduate Catalog ([www.arcadia.edu/catalog](http://www.arcadia.edu/catalog)) for complete information on university policies and procedures.



# **Student Manual for the Graduate Program in Counseling**

## **Introduction**

Welcome to the Graduate Program in Counseling (GPC) at Arcadia University. This manual will give you an overview of our program, including the procedures and policies that govern it. It is supplemented by the Internship Manual, which is available on the program Canvas site (see next paragraph), and the Graduate Catalog and Graduate Student Handbook, both available on Arcadia's website.

The GPC has a Canvas site on my.arcadia.edu, called *Graduate Program in Counseling Community*. Upon matriculation, students are given access to this Canvas site, which contains the following information: program-wide curricula, course syllabi, links to professional associations, instructions for using the Arlene Snyder Professional Development Fund, training room schedules, program manuals, program updates, and more. There is also a LinkedIn page that includes information about job opportunities, volunteer positions, and professional development activities. The LinkedIn page remains available to all alum.

Students are expected to familiarize themselves with the Canvas site upon matriculation. During the academic year, students will be contacted via email about updates to Canvas. **IMPORTANT:** All email communications from the GPC Directors will be delivered to students' Arcadia email accounts. Therefore, all students are expected to check that account at least on a weekly basis.

## **The Profession**

Master's-level counseling professionals play a critical role in the mental health care field. They provide various clinical services (e.g., assessment, consultation, therapy, advocacy, program development and evaluation) across multiple settings (e.g., mental health agencies, hospitals, schools and colleges, private practices). Mental health care is a thriving field, and the challenges of today's society make this field one of continued growth. Arcadia's GPC is structured to help students develop competence in delivering therapeutic techniques, multicultural sensitivity and humility, use of diagnostic nomenclature, psychological assessment, consultation and educational strategies, and knowledge of and adherence to professional ethical standards.

## **Program Mission and Objectives**

The mission of Arcadia University's GPC is to provide students with opportunities to develop the knowledge, self-awareness, dispositions, and skills needed to become competent professional counselors trained to integrate evidenced-based and multicultural practices in their professional work. Students also receive instruction in career development and self-care to help them achieve their professional goals and sustain themselves in their professional careers over time. Our curriculum provides students with repeated opportunities to practice counseling skills, as well as receive and offer feedback to help them become advocates for social justice. Further, our curriculum provides students with the opportunities to fulfill all graduate educational requirements necessary to become Licensed Professional Counselors (LPC) in the state of Pennsylvania. Overall, the curriculum is designed to embody our motto, *Best Practices and Social Justice with Heart*, and meet the following objectives:

- Graduates will evidence competency in evidence-based practice in counseling.

- Graduates will demonstrate competency in multicultural practice in counseling.
- Graduates will display skills needed to pursue their specific careers in counseling.
- Graduates will exhibit skills needed to incorporate self-care into their counseling careers.

## **Program Accreditation**

Arcadia University is accredited by the Commission on Higher Education of the Middle States Association of Universities and Schools. The GPC is accredited by the Master's in Psychology and Counseling Accreditation Council (MPCAC). Of note, the GPC has suspended admissions to its School Counseling Program but remains approved for certification by the Pennsylvania Department of Education.

## **Programs**

The GPC offers a 48-credit Master of Arts in Counseling (MAC) and a 60-credit MAC. Both options require completion of 14 core courses and 4 multicultural laboratory experiences, comprising 45 total academic credits. Notably, the 48-credit MAC satisfies current Pennsylvania course and credit requirements to sit for the National Counselor's Examination (NCE). The 60-credit MAC satisfies current Pennsylvania course and credit requirements to sit for the NCE and to apply for licensure in Pennsylvania, after passing the NCE and after accumulating 3,000 hours of supervised work experience. Of note, due to foreseeable changes in licensure expectations, the GPC intends to remove the 48-credit MAC starting Fall 2022. There are currently no students enrolled in the 48-credit MAC program.

Certain combinations of elective courses comprise specialty concentrations in our curriculum. Notably, the number of total required credits varies across concentrations. Students can complete more than one concentration. The GPC offers the following seven concentrations:

- Autism
- Child and Family Therapy
- Community Public Health
- Foundations in BCBA®
- Mediation and Conflict Transformation
- Mental Health Counseling
- Trauma: Clinical Bases of Treatment and Recovery

In addition, the GPC offers dual degrees with Arcadia's Department of Public Health and with International Peace and Conflict Resolution program.

The GPC also offers three advanced educational options for practicing counselors and related mental health providers looking for further their knowledge, skills, and career opportunities, including two certificates: Child and Family Therapy Graduate Certificate and Trauma: Clinical Bases of Treatment and Recovery Graduate Certificate. In addition, the Post-Master's Program in Counseling for Licensure Readiness is designed for individuals who have completed Masters degrees in Counseling and wish to pursue further systematic study to qualify to sit for the National Counselor's Examination (NCE) or licensure in Pennsylvania (or other states with equivalent requirements).

Finally, the GPC's Early Entry MA Counseling Program allows undergraduate students to take up to three graduate counseling courses during their senior year.

Please see our Graduate Catalog ([www.arcadia.edu/catalog](http://www.arcadia.edu/catalog)) for detailed information about our core and elective courses, specialty concentrations, dual degrees, advanced study and early entry programs.

## **Program Curricula**

Arcadia's GPC includes four curricula integrated throughout the MAC coursework: evidence-based, multicultural, self-care, and career development curricula. Please see the Supplemental forms in this manual for more information about each curriculum. Of note, the evidence-based curriculum form is currently in development and will be added to this manual a later time. The goal of these curricula align with our program's mission statement (see section 3 of this manual).

### **Personal Counseling Requirement**

As part of the self-care curriculum, students who entered the program in Fall 2017 or later, are required to complete six sessions of individual counseling before starting their internship (PY630). For all students who matriculated prior to Fall 2017, the option of pursuing individual counseling is not required but highly recommended. The six sessions of counseling may not be done with more than two separate counselors. Proof of completing these sessions must be documented by the counselor who should mail a letter to the Associate Director. Students who complete their six sessions with two separate counselors should ask each provider to mail a letter documenting the number of sessions attended. **IMPORTANT:** Emails should NOT be sent by counselors because they are not considered secure communication.

Students may select a therapist through their own health insurance, referral networks, or by accessing Arcadia's Counseling Services. Counseling Services (located in Heinz Hall, lower level) is a free, confidential resource whose mission is to help students manage their stress and anxiety. To make an appointment, you can call (215) 572-2967. Full-time graduate students taking 9 credits or more receive 16 free sessions per academic year. Part-time students taking less than 9 credits are eligible for 2 free sessions, with subsequent sessions at \$30 per session. Hours are Monday-Friday, 9:00 am to 6:00 pm. Additional hours are offered by appointment. Walk-in hours are daily from 1-2pm.

Notably, Counseling Services might refer students to local providers outside of the university after completing an initial intake. If this occurs (at Counseling services or at any other site), this intake counts as one counseling session. Counseling Services also provides a comprehensive referral list of local providers, which can be found at: <https://www.arcadia.edu/life-arcadia/campus-services/health-wellness-arcadia/counseling-services/referral-list>.

## **Advising and Mentoring**

### **Advising and Professional Development**

Advising and professional development are cornerstones of the GPC. All students are assigned two advisors: a program advisor (Associate Director) and one faculty mentor. The program advisor meets with all new students to craft a program plan as soon as they matriculate into the program. All program plan meetings and all subsequent changes to program plans are managed by the program advisor. The faculty mentor functions as the student's academic and professional mentor throughout the program.

Students meet with their faculty mentors for a brief check-in during their first semester. During students' second semester, they meet with their faculty mentors for a formal advising meeting. This mandatory

meeting is designed to provide students with detailed feedback about their performance in the program, to gather feedback from students about their experience of the program, and to support students' professional development (through membership in professional organizations, networking, and other opportunities). After that, students are required to meet with their faculty mentor on a yearly basis to continue this mentoring process. Please note that these meetings are mandatory, and students will not be allowed to continue in the program if they are missed. Both students and advisors may request more frequent meetings at any point should additional needs or concerns arise.

### Peer Mentoring Program

All new students are invited to participate in the GPC's peer mentoring program. This program connects new students to more advanced students who are further along in the program. Peer mentors are available to share their experience of the GPC and the counseling field. During internship, students will also be connected to a recent Alum mentor through our Distinguished Alum Program.

### Student Feedback Guidelines

During program advising, all students entering the program will be asked to review and sign the GPC's Student Feedback Guidelines (see Appendices) that also appears in the syllabi or documents for all GPC courses. These guidelines serve to help students practice offering feedback in a professional manner and help prepare them to develop their confidence and skill in advocacy.

## **Practicum and Internship Requirements**

### Practicum Requirements

PY587 Practicum is typically taken during students' first summer semester and consists of a minimum of 100 hours of applied experience designed to introduce students to clinical observation, interviewing, assessment, and therapy. Placements vary, with some for beginning clinicians and others for students with more experience. PY587 include off-site supervision, in which students will receive one hour of online group supervision per month from an Arcadia faculty member, while completing their practicum training. Students may seek to complete an additional Practicum each year of the program. Practicum is graded as a pass/fail experience. To pass, students must complete their hours, receive a satisfactory final evaluation from their site supervisor (see Practicum Manual available on Canvas), and complete all expectations of the online supervision group (e.g., completing journals and submitting hour logs).

Though not required, students may complete additional practica (one per academic year). Students pursuing additional practica should register again for PY587 and will be required to complete Off-site Practicum Supervision while completing their additional practicum experience.

Of note, students in the Foundations in BCBA® concentration MUST complete a practicum at a site where ABA work is done. If a student switches to this concentration after completing a practicum that does not involve ABA, they must complete a second practicum at a site where ABA work is done

### Internship Requirements

Internship (PY630 & PY631) must be taken during the final year of course work. To be eligible for Internship, students must be admitted to candidacy and have successfully completed the following courses: PY587, PY610, PY620, and PY626 (unless permission is given to take concurrently). All students enrolled in our MAC program must accumulate a minimum of 300 clock hours at their internship site during the fall and spring semesters, for a total of 600 clock hours, including at least 240



direct contact hours. Although admission is currently suspended, students enrolled in the School Counseling program must accumulate a minimum of 210 clock hours at their site during the fall and spring semesters, for a total of 420 clock hours. These hour requirements meet current standards for Pennsylvania Department of Education certification as a school counselor. These hour requirements do not meet MPCAC standards. While completing Internship, students attend a weekly seminar led by an Arcadia faculty member. Seminar groups are kept relatively small (e.g., 6 to 7 students) to provide students with individualized support.

Internship is designated as a culminating experience by the University (see [www.arcadia.edu/catalog](http://www.arcadia.edu/catalog)), for which students must earn a B or better in both PY630 and PY631 to pass. Further, students must receive satisfactory evaluations from their site supervisor each semester (see Internship Manual available on Canvas), and meet all expectations of Internship seminar. Being dismissed from an internship site or failing to remediate significantly problematic behaviors will automatically result in failing internship seminar, regardless of performance in other course requirements.

**IMPORTANT:** Internship paperwork is due no later than **June 1** to be eligible to complete internship (PY630 and PY631) for the following academic year.

#### Student Liability Insurance/Affiliation Agreement

Arcadia University provides professional medical malpractice liability insurance coverage through the University's general liability policy to its graduate counseling students participating in Practicum (PY587) or Internship (PY630 and PY631) within the scope of Arcadia's curriculum and assignments. Please let the Associate Director know if your site requires a copy of the insurance certificate.

Some sites require an affiliation agreement prior to the start of practicum or internship. Please let the Associate Director know immediately if your site requires this agreement. Please note that this agreement often requires multiple signatures from both parties and may take several weeks or longer to complete.

#### Health Screenings, FBI, Criminal and Child Abuse Clearances

Child agencies and schools require clearance on FBI, PA Criminal, and PA Child Abuse records. Sites may also require additional health screenings, such as medical clearances and/or immunizations. Make sure you discuss these procedures with your potential site. Clearances may also be required for additional fieldwork in education courses, so students must have all clearances completed prior to the start of all education courses.

For Fall 2022, students are also expected to complete the COVID-19 Student Acknowledgement Form prior to starting practicum or internship, as well as the COVID-19 Training Site Information Form prior to starting practicum or internship for both the fall and spring semesters (see Appendices for forms).

#### **Leave of Absence and Deferred Admission Policy**

##### Students Who Have Been Admitted but Have Not Started

After students are admitted, they are expected to enroll for the semester indicated on the acceptance letter. If they do not enroll for classes at the expected time and have not provided notification (to the GPC, the Office of Enrollment Management, or the Office of Graduate Studies) by the end of the

semester indicated in the acceptance letter, admitted students will be placed automatically on inactive status. Students placed on inactive status must meet with the GPC Director to become reactivated and able to take classes. The Director will meet with the GPC Committee (all core faculty) to establish the criteria for students to return to active status, which could require full reapplication, depending on the case.

### Students Who Started but Are Not Currently Enrolled

Students must file a temporary withdrawal by completing the online form (Temporary Withdraw from a Graduate Program-Counseling; available at <https://www.arcadia.edu/academics/colleges-schools/graduate-undergraduate-studies/graduate-forms>) anytime they take a break in continuous enrollment (not including summer). Students who do not file a temporary withdrawal or an extension of leave could be placed on inactive status. Students placed on inactive status must meet with the GPC Director to become reactivated and able to take classes. The Director will meet with the GPC Committee (all core faculty) to establish the criteria for students to return to active status, which could require full reapplication, depending on the case.

### **Graduation**

Graduation occurs after students have completed all of the course requirements in their particular program plan and have successfully completed the Internship. Students are responsible for notifying the Office of Graduate Studies in writing of their expectation of completing degree requirements. Notification of Degree Completion forms are available at <https://www.arcadia.edu/academics/colleges-schools/graduate-undergraduate-studies>. Students receive an official statement of completion as soon as final grades are released.

### **Research Opportunities**

As an applied program, the GPC does not require students to produce original research. However, we provide multiple opportunities for interested students to become involved in research. Students are able to conduct their own original research studies by completing a Master's Thesis research project (PY697-699; see Appendices for requirements). For these projects, students are mentored by a primary and a secondary faculty adviser. We typically encourage students to complete a Master's Thesis if they are considering pursuing doctoral-level training in the future. Students can also complete smaller-scale research via Independent Research (PY589) and assist with ongoing faculty research through Special Projects (PY686). Students should consult with their faculty mentor early in the program to find out how research experience might complement their interests, their concentration, and their career goals.

### **Arlene Snyder Professional Development Fund**

All students enrolled in an MAC degree program are awarded the Arlene Snyder Professional Development Fund (\$500.00). This fund is aimed to support students' professional development outside of the program and can be used to pay for conference expenses (e.g., registrations and transportation), professional development workshops, professional association dues, and more. All expenses must be approved by students' faculty mentors or the faculty member requiring attendance at a professional development event at least one week prior to the event. If using money for a counseling course assignment, approval should come from the course instructor. Students will not be reimbursed for expenses beyond their allotted amount. Please see the supplemental forms for more information.

## **Student Evaluation, Remediation, and Retention Policies**

Our curriculum is designed to carefully assess students' progress, as well as identify students in need of remediation or at risk of dismissal. Students are evaluated by faculty throughout the academic year in terms of meeting academic and behavioral expectations.

Academic progress is assessed via exams, written papers, written journals, activity logs, oral presentations, and other assignments. A grade point average of *B* is required for admission to degree candidacy, internship, and for graduation. Only 6 credits of *C* or *C+* grades will count toward students' degree. Any grade below *C* is considered failing and may not be applied toward a degree. Failed courses may be repeated one time only with the Director's permission. No more than two core courses may be repeated. As noted, a grade of *B* or above is required for Internship (PY630 & PY631) because this is the culminating activity for the program curriculum. Students who do not meet these expectations could be dismissed or asked to complete a Support Plan designed by the GPC.

Remediation and dismissal is also possible when students do not meet the behavioral expectations of the GPC. These expectations are clearly delineated in our Essential Qualifications of Professional Counseling form (see Appendices), which include a combination of cognitive, affective, and social skills. These essential qualifications are necessary to ensure the security and safety of clients, fellow students, faculty, and other professionals and staff. Essential qualifications are assessed by faculty and on-site supervisors using the criteria included on their respective evaluation forms. These behavioral skills are evaluated by observing students' interactions during class, their behavior at Practicum and Internship sites, and in other interactions with students, faculty, and staff (on or off campus). These interactions include in-person exchanges, as well as electronic communication, including social media. When students fall short of meeting the GPC's behavioral expectations, they may be subject to mentoring, formal remediation, or dismissal.

Faculty mentoring meetings are scheduled for all matriculated students once each academic year. Additional faculty mentoring meetings could be scheduled to address significant skills deficits or problematic behaviors. During these meetings, faculty mentors will discuss the results of students' evaluation forms completed for the previous academic year and any significant skills deficits or problematic behaviors observed (but not yet documented in evaluation forms). Students will be asked to complete and sign a form (see Appendices) on which they document their understanding of the results of their evaluations and list concrete ways to achieve further growth or address significant skills deficits or problematic behaviors.

When significant skills deficits or problematic behaviors are observed, efforts will be made to share these concerns with students as soon as possible. In most cases, the faculty instructor who has become aware of the problem will meet with the student to share the concerns and offer suggestions for remediation. These concerns will also be addressed in a faculty mentoring meeting, which might include the Program Director (or another faculty member).

The following are possible outcomes of these ongoing evaluations:

1. The student shows Adequate to Exceptional Skill Development with some additional room for growth. Strengths and needs are discussed with the student during their annual faculty mentoring meeting and a plan to achieve further progress is developed.

2. The student shows Limited or Problematic Skill Development that interferes with counseling relationships and efficacy. However, the GPC Committee determines that the student could develop an appropriate level of competency in these areas of concern with concerted effort. The GPC Committee will then meet to discuss these concerns and appropriate options for the student. The GPC committee could allow the student to continue completing courses under a Support Plan. Support Plans are designed to help students address significant skills deficits and include (1) a set of recommendations aimed to promote competency and (2) a list of expectations used to evaluate whether students have demonstrated the expected level of competency by specific deadlines. Students who meet the expectations of their Support Plans by their deadlines are permitted to continue in the program. When a student does not meet these expectations, the GPC Committee will again meet to determine whether the student should be given additional time for remediation or be dismissed from the program. In some circumstances, the GPC Committee could place a student on Temporary Withdrawal from a Graduate Program or modify the student's program plans, both to afford the student additional time to address skills deficits.

When a Support Plan is needed, the Program Director and faculty mentor (or another faculty member) will make an effort to meet with the student. The student will also receive a copy of their Support Plan by email. The Support Plan will include a section for the student to consent to the conditions by signing and returning a copy by a given date. Should the student wish to appeal their Support Plan, they may do so by not signing the letter and communicating their reservations in writing to the Program Director or Associate Dean of Graduate Studies by the same date. The appeal must contain specific information about extenuating circumstances that was not previously available to the GPC Committee. The GPC committee will consider the appeal and make their final determination, which will be communicated to the student via email. At that point, if the student believes that unfair actions have taken place, the student may submit an appeal to the Graduate Academic Standings and Petition Committee for review through the Office of Graduate Studies. (See online Graduate Catalog under *Policies, Regulations, Requirements*):

- <https://www.arcadia.edu/academics/colleges-schools/graduate-undergraduate-studies>

3. The student shows Problematic Skill Development that interferes with counseling relationships and efficacy. The GPC Committee determines that the student will not be able to develop the necessary skills or address the problematic behaviors in the time allowed by the graduate program. In this case, the student will not be offered a Support Plan and will be dismissed from the program.

When a student is dismissed from the program, the Program Director and faculty mentor (or another faculty member) will make an effort to meet with the student to communicate the GPC Committee's decision. The student will also receive a letter documenting their dismissal by email. Should the student wish to appeal their dismissal, they may do so by communicating their reservations in writing to the Program Director or the Associate Dean of Graduate Studies by the date provided in their dismissal letter. The appeal must contain specific information about extenuating circumstances that was not previously available to the GPC Committee. The GPC committee will consider the appeal and make their final determination, which will be communicated to the student by email. At that point, if the student believes that unfair actions have taken place, the student may submit an appeal to the Graduate

Academic Standings and Petition Committee for review through the Office of Graduate Studies:

- <https://www.arcadia.edu/academics/colleges-schools/graduate-undergraduate-studies>.

## **Academic and Professional Conduct**

In addition to the GPC's expectations for students, a code of academic responsibility guides the academic life of Arcadia University students. It is expected that each student will uphold the concept of academic integrity and will accept the responsibility for acting in accord with this concept. Students are expected to familiarize themselves with Arcadia's code of academic responsibility, including violations of the code such as plagiarism and other forms of academic misconduct; please see:

- <https://www.arcadia.edu/student-handbook/university-regulations-and-policies/code-academic-responsibility/violations-code>

Counseling students are also expected to conduct themselves as professionals-in-training while completing on- and off-campus clinical training. Counseling students are expected to adhere to the established standards of behavior and ethics of the counseling profession. Please see the American Counseling Association's Code of Ethics (<https://www.counseling.org/resources/aca-code-of-ethics.pdf>). Behavior in violation of ethical or professional standards of the field and/or Arcadia University could constitute grounds for dismissal from the program; for more information, please see the Graduate Student Handbook at [www.arcadia.edu/studenthandbook](http://www.arcadia.edu/studenthandbook).

The University also reserves the right to dismiss a student at any time for unsatisfactory academic performance or for conduct detrimental to the University or to the welfare of other students. A student who is dismissed may appeal the decision through the program's appeal process (if applicable) or by contacting the Associate Dean of Graduate Studies. Specific information about the appeal process is included in the dismissal letter.

A student may be dismissed from a program for the following reasons:

1. A grade below *C* in a didactic course.
2. A grade of *U* or below *C* in a clinical education experience.
3. A grade below *B* in an Education Practicum, Fieldwork, or culminating activity (e.g., PY630/1).
4. Conduct detrimental to the University or to the welfare of other students.
5. Conduct that violates the code of academic and/or professional ethics.
6. Unsatisfactory GPA
7. In addition to GPA, students also must be making adequate progress toward the degree to have satisfactory academic standing. Therefore, students who have an excessive number of course withdrawals for two consecutive semesters will have their records reviewed by the Committee on Academic Standing and Petition. Excessive number of course withdrawals is defined as 50 percent or greater of the student's course load. After review, a student may be dismissed from the University if it is determined that he or she is not making adequate progress.

## **Documentation of Concerns**

Concerns about student's progress or behavior in the program will be documented in multiple ways, and all documentation will be included in students' individual program folders. All matriculated students have their own digital folders that include important program documents. Of note, students who matriculated into the GPC prior to Fall 2021 may also have physical folders kept in a locked file cabinet.

When student concerns emerge in the context of a Counseling course, they will be documented on Individual Student Evaluation forms completed by faculty at the end of each semester and filed in students' program folders, along with students' Practicum and Internship Supervisor Evaluation forms.

When student concerns emerge in the program but outside of the context of courses (e.g., via meetings or communication with GPC administrators, faculty, or staff), a brief Concern Note detailing the concerns will be prepared and filed in students' program folders. Concern Notes describe the concerning behavior and document when and where the behavior occurred.

Practicum and internship supervisors occasionally contact the GPC to share concerns about students' progress or behavior. When supervisors share concerns in writing, these communications will be filed in students' folders. When supervisors communicate concerns during calls or meetings, a brief Meeting Note will be prepared and filed in students' folders. Meeting Notes indicate who was present at the meeting, describe the concerning behavior, and document when and where the behavior occurred.

If other members of the University community (e.g., faculty from other programs, University administrators, staff members) share student concerns with the GPC, the core faculty will document these concerns via a Concern or Meeting Note and file it in students' program folders.

When student concerns emerge via other written communication in the program (e.g., emails, assignments, discussion boards, social media postings, etc.), the original communication may also be filed in students' program folders.

#### Documentation regarding Remediation and Dismissal

When students are placed on remediation, all email exchanges and other documents related to remediation (e.g., Support Plans) will be filed in students' program folders. In addition, after students meet with administrators to discuss remediation, a brief Meeting Note will be prepared to detail the meeting and will be filed in students' program folders.

When students are dismissed from the program (for academic and/or behavioral reasons), all emails and other documents related to dismissal (e.g., Dismissal Letters) will be filed in students' program folders. In many (but not all) cases, students who are dismissed will have previously met with faculty and/or administrators to discuss the concerns that eventually led to their dismissal. All of these meetings will be documented with a brief Meeting Note and filed in students' program folders.

#### **Financial Assistance**

Graduate students who have been accepted into a degree program and are enrolled for at least 6 credits per semester are eligible to apply for financial aid. Please visit [www.arcadia.edu/finaid](http://www.arcadia.edu/finaid) for information regarding available aid options and visit [www.arcadia.edu/gradfinaidapply](http://www.arcadia.edu/gradfinaidapply) to complete required forms.

#### Graduate Assistantships

The GPC offers several paid Graduate Assistantship (GA) positions each academic year, pending the availability of funding and open positions. GA positions are typically sustained each fall and spring semester that a student is enrolled in the GPC; however, we occasionally offer summer GA positions and time-limited GA positions (e.g., a special appointment assisting faculty scholarship). Students are

encouraged to share their interest in pursuing GA positions during in-person interviews. Decisions about GA positions within the GPC are based on merit (e.g., academic record and previous work experiences), as well as students' interests. Prospective students should contact the Associate Director for more information about GA opportunities.

### Other Graduate Student Employment

Other forms of employment may be also available to graduate students across the University. Students may apply for employment upon acceptance and registration. Questions regarding graduate employment should be directed to the Office of Graduate Studies (see <https://www.arcadia.edu/academics/colleges-schools/graduate-undergraduate-studies>).

### Federal Loans

Graduate students are eligible to borrow through the Federal Direct Stafford Loan and Federal Direct Graduate PLUS Loan programs provided they are taking at least 6 credits per semester (in the summer, 6 credits over all summer sessions combined satisfies this requirement). For more information, visit [www.arcadia.edu/finaid](http://www.arcadia.edu/finaid).

### **Graduate Students Awards & Honors**

The University honors students with various awards to recognize their work. These awards include: Richard A. Polis Award, Molly Haas Valentine Award, and the Golden Disc Alum Award. The Counseling program also offers the Samuel Cameron Award, as well as the newly established Gillem-Bartoli Alum Award for Social Justice. Graduate students from all disciplines are also eligible to apply for the Ellington Beavers Fund for Intellectual Inquiry. The award program offers students both scholarship assistance and stipends to cover research expenses. Normally awards are about \$500.

The College of Graduate Studies sponsors a chapter of Alpha Epsilon Lambda, the national honor society for the promotion of academic excellence for graduate professional students. The mission of the organization is to confer distinction for high achievement, promote scholarly leadership development, promote scholarship and encourage intellectual development, enrich the intellectual environment of graduate institutions, and encourage high standards of ethical behavior. Graduate students seeking membership must have completed a minimum of 15 graduate semester hours and have been placed on the Graduate Dean's Distinguished Honor List for the previous semester, attain a quality point average in the upper 10 percent of all graduate students currently enrolled in their department, and provide a record of leadership and service to the campus and to the community. For more information, please see <https://www.arcadia.edu/academics/colleges-schools/graduate-undergraduate-studies>.

### **Support Services for Students with Disabilities**

Arcadia University students are eligible for reasonable accommodations pursuant to Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. Arcadia University provides reasonable accommodations for students with documented disabilities. It is the student's responsibility to initiate academic accommodations and services and to provide appropriate documentation to qualify for academic accommodations. If you require accommodations or other academic supports due to a physical, psychological, psychiatric or learning disability, you should contact Disability Support Services at 215-572-4033 (<https://www.arcadia.edu/academics/academic-support/disability-support-services>). Graduate students



should work with Disability Support Services at the start of each semester that they require accommodations. Ideally this should occur after a student registers for classes and at least three weeks before classes begin.

### **Additional Information**

Please see the Graduate Catalog ([www.arcadia.edu/catalog](http://www.arcadia.edu/catalog)) for information on:

- Academic Calendar
- Course Descriptions
- Academic Policies & Regulations
- Course Registration
- University Accreditation
- Awards & Scholarships
- Campus Map
- Dean's List
- Disabilities Support Services
- Financial Aid Policies
- Mission Statement
- Past Catalogs
- Graduate Student Handbook

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### **Core Faculty**

**Michael Morrow**, Ph.D., Professor, Program Director, and coordinator of the Child and Family concentration. Dr. Morrow, earned his B.A in Psychology at Washington and Lee University and his Ph.D. in Clinical Psychology from the University of Delaware, where he specialized in Clinical Child and Adolescent Psychology. He completed a clinical residency and two postdoctoral fellowships at Nemours Alfred I. duPont Hospital for Children. Dr. Morrow is committed to training graduate Counseling students in evidence-based practices for youth and families. He has clinical expertise in the



treatment of conduct problems and specialized experience providing psychological services in integrated primary care. Dr. Morrow has developed a niche in working with youth who are involved in serious bullying and piloted a group intervention for children who have suffered chronic peer victimization. His research interests are broadly centered on youth's peer relations with specific focus on the psychosocial effects of bullying. He is currently using daily diary methods to explore the day-to-day processes through which bullying experiences contribute to emotional and academic difficulties in preadolescents. Dr. Morrow was awarded the 2016 Lindback Award for Distinguished Teaching. He also runs a small private practice in the community, where he offers therapy and evaluation services.

**Lauren Cain-Baxter**, M.A., LPC, is the Associate Director of the graduate program in counseling. Professor Cain-Baxter holds a bachelor's degree in Education from Temple University and a master's degree in Mental Health Counseling with a Dual Concentration in Child and Family and Applied Behavior Analysis from Arcadia University. She is a Pennsylvania Certified Education, Nationally Certified Licensed Professional Counselor, and a Licensed Behavior Specialist. Professor Cain-Baxter is the Owner and Lead Clinician of Resilience Community Counseling, a private mental health counseling practice in Elkins Park, PA. She specializes in providing culturally sensitive therapeutic mental health treatment to preteens, adolescents, adults and families. Lauren is also a wife, and mother of three children (a teen, preteen, and toddler). All of these pieces of her personal and professionally journey help to create a unique therapeutic and educational perspective in her work with others.

**Hsin-Hua (Cathy) Lee**, Ph.D., Associate Professor, graduated from University of California, Los Angeles with a B.S. in Psychobiology, and received a M.S. in Marriage and Family Therapy from San Diego State University. In 2013, Dr. Lee obtained a Ph.D. in Counseling Psychology from the University at Albany, State University of New York. Her dissertation examined perceived cultural value incongruence, communication problems, family conflict, and depression among adult Taiwanese parachute kids. Dr. Lee's current clinical and research interests include: immigration/acclimation-related issues, international students' adjustment and career development, and application of systems theories to Asian-American families. Prior to joining Arcadia, Dr. Lee acquired post-doctoral clinical training at the Vassar College Counseling Services; she has also received specialized training in family and couples therapy, and in treating individuals struggling with eating disorders and body images issues. In addition, Dr. Lee is passionate about counselor training and supervision. She currently teaches theories and techniques, couples counseling, career counseling, professional issues in counseling, and internship seminar. Dr. Lee is a member of American Psychological Association (Division 17, Counseling Psychology), Asian American Psychological Association, and Pennsylvania Counseling Association.

**Lauren Reid**, Ph.D., Assistant Professor of Psychology, is a licensed psychologist. Dr. Reid earned her B.A. in psychology from Loyola University in Maryland, Ed.M. and M.A. in Psychological Counseling from Teachers College, Columbia University, and Ph.D. in Counseling Psychology from University of Miami. She completed her pre-doctoral internship and her postdoctoral fellowship at the University of Pennsylvania's Counseling and Psychological Services. Prior to coming to Arcadia, she worked for two years as an Assistant Professor of Instruction in Counseling Psychology at Temple University, where she was also the program coordinator for the M.Ed. program. Her clinical and research expertise focuses upon working with biracial/multiracial people, intersecting identities, and cultural factors in mental health and counseling. Dr. Reid is committed to supporting and advising graduate counseling students.

## **Emeritus Faculty**

**Samuel M. Cameron, Ph.D.**, Professor Emeritus, received his B.A. degree with honors in Psychology and a Ph.D. in Clinical Psychology from the University of Pennsylvania. His clinical experience includes 25 years as a staff psychologist at Norristown State Hospital (specializing in therapy of families that included a schizophrenic member and in individual and family therapy of adolescents who were adjudicated to the Hospital's Forensic Unit). He also served for over 25 years as the Counseling Psychologist at Arcadia University. Dr. Cameron is the founder of the Master of Arts in Counseling Program at Arcadia University. Dr. Cameron is a Fellow of the American Psychological Association, Past President of that Association's Division on the Teaching of Psychology, and a past member of the Board of Directors and Treasurer of the Eastern Psychological Association. He has had several grants from the National Science Foundation. He was Chief Faculty Consultant in Psychology for the College Board's Advanced Placement Program and Chairman of the AP Psychology Examination Development Committee. He currently serves as Arcadia University's Faculty Archivist and as a Consultant to its Psychology Department.

**Angela Gillem, Ph.D.**, Professor Emerita, is a licensed psychologist. She received her B.S. in psychology from Michigan State University and her Ph.D. in Clinical/Community Psychology from Boston University. Her current research is on multicultural counseling competence. In 2008, she received a Steinbrucker Fund financial award to support her research. Her clinical interests are in racial, sexual, and gender identity; grief and bereavement; aging; and multicultural and evidence based practice. Along with her research team, she is doing research on a Multicultural Counseling and Psychotherapy Test (MCPT) that they developed to assess cultural competence in graduate students in counseling and clinical psychology programs. She is a member, past officer (twice), and 2004 conference co-coordinator of the Association for Women in Psychology (AWP). She is also a member of the Pennsylvania Psychological Association and the divisions on psychological study of ethnic minority issues, and psychological study of lesbian, gay, bisexual, and transgender issues of the American Psychological Association (APA). In 2001, she received the APA Division 44 Distinguished Racial/Ethnic Diversity Contribution Award for outstanding scientific, educational, and professional contributions to LGB Issues; in 2004, she received the Christine Ladd-Franklin Award for Distinguished Contributions to AWP and to Feminist Psychology; in 2006, she received the Arcadia University Cultural Ally Award for dedication to students of color and LGBT students and dedication to multiculturalism on and off campus; in 2007, she received the Florence Denmark Distinguished Mentoring Award; in 2014, she received the Arcadia University Professor of the Year Award; and in 2015, she became the first recipient of the Provost's Award for Outstanding Advising and Mentoring. Dr. Gillem has also served on the steering committee of the 2005 APA National Multicultural Summit and for her service she received the APA Presidential Citation.

***Part-time Faculty:***

**Hue-Sun Ahn, Ph.D.** is an assistant director at The College of New Jersey's Mental Health Services. She also has a private practice in Princeton, NJ, specializing in the treatment of eating disorders and multicultural issues. She received her undergraduate degree in Biology and Psychology from Johns Hopkins University and her masters and doctoral degrees in counseling psychology from the University of Pennsylvania. She has worked at several university counseling centers in the region, including University of Pennsylvania, Princeton University, and Temple University. She has been a member of multidisciplinary eating disorders treatment teams at these university counseling centers. She has also

presented at several local and national conferences on the topic of eating disorders among people of color.

**Jessica Cuttic**, LPC, received her Master of Arts degree in Counseling with a concentration in Child/Family Therapy from Arcadia University in 2013. Jess has committed her career to expanding mental healthcare to children and adolescents in need. She has been working directly in the field in clinical and supervisory roles at various outpatient mental health care facilities. Jess has presented as a co-panelist at GPCP's private practice panels, and served as an adjunct professor teaching PY 615 Child and Adolescent Counseling in 2018, and currently teaches PY631 Internship Seminar. She was also a research partner and mentor for a group of students developing a mental health workshop for foster parents. She co-presented the research at the Pennsylvania Counseling Association's annual conference and had a collaboration with Dr. Morrow published in the *Journal of the Pennsylvania Counseling Association*.

**Patrick Ryan**, M.Ed., graduated with his masters in College Student Personnel Administration in 2011 and his B.A. in Art History in 2008, both from the University of West Florida. Patrick is also a graduate of the National Association for Colleges and Employers (NACE) Career Coaching Intensive. He has served in the Career Services office as an advisor and counselor to students and alumni at the University of West Florida, Philadelphia University, now Thomas Jefferson University. He is also an instructor for the National Council of Behavioral Health. Patrick was awarded the Southern Association of Colleges and Employers (SoACE) new professional of the year award in 2011 for his work with technology integration into career services practices. He also served as the Chair for the SoACE Technology Knowledge Group. He is an adjunct faculty member for PY500 Educational and Career Counseling.

**Nicole Warren**, Psy.D./MBA., Adjunct Professor, is a certified school psychologist in the Cheltenham School District. Nicole earned her BA in Psychology and at The University of Pittsburgh, her MS in Counseling Psychology from Chestnut Hill College and her Psy.D and MBA from Widener University. In addition to her school psychologist position at Cheltenham High School, she holds the position of the Cultural Proficiency Leader in the building. Nicole is also a part-time lecturer at the University of Pennsylvania in the Graduate School of Education program. She teaches Counseling Interventions, Assessment, Sociocultural Issues in Counseling, and Wellness and Addictions. She is also a certified instructor for the Youth Mental Health First Aide course.

**Matthew Wexler**, Ph.D., Adjunct Professor, received his B.A. in Psychology from SUNY Albany in 1992. He received his M.Ed. and Ph.D. in School Psychology from Temple University in 1995 and 2000, respectively. He currently works at Abington Junior High School as the Coordinator of Student Support Services. Through this position, Dr. Wexler supervises all of the pupil service staff and clinical teams associated with the school. His research interests are cognitive and personality assessment.

**Jerome A. Farrell**, Ph.D., Adjunct Professor of Psychology, is a licensed psychologist. Dr. Farrell earned his B.Sc. in psychology and M.A. in Counseling Psychology from McGill University, and Ph.D. in Counseling Psychology from University at Albany, State University of New York. He completed her pre-doctoral internship at the University of Pennsylvania's Counseling and Psychological Services and his postdoctoral fellowship at the Stratton VA Medical Center. Dr. Farrell worked at the Stratton VA for several years as a staff psychologist and assistant training director. Most recently he worked as Professor of Practice and Clinical Coordinator at For the Counseling Psychology program at Lehigh University. Dr. Farrell is currently in full-time private practice. His clinical expertise is in trauma, clinical

supervision, couples counseling, and identity concerns. His current research interests are multicultural and social justice training, supervision, and education.

**Erin Hipple**, MSW, MA, LCSW, Doctoral Candidate (they/them), is a professor, activist, and a LGBTQ+, poly(am), and kink-affirming trauma therapist. Their therapy practice is informed by liberation-based, intersectional therapeutic frameworks. Erin is an Assistant Professor for the Graduate Department of Social Work at West Chester University. Erin earned their B.A. in Psychology and Pre-Medical Studies and their MA in Psychology at West Chester University, where the focus of their thesis was human sexuality. Erin also earned their MSW and is currently completing their PhD in Social Work at Widener University. Erin is currently working on their Body Trust certification, an interdisciplinary certification for therapists, dietitians, and other helpers who seek to promote body liberation. Erin's current research focuses on examining the tensions between activist and clinical therapist/social worker identity as well as exploring the relationships between systemic oppression and individual psychology.

**Lois Keller**, MS, LPC, is the Executive Director of the Crime Victims Council of the Lehigh Valley. Lois previously served as the Associate Director of the Philadelphia Children's Alliance. In addition, she maintains a small private practice. Lois earned her M.S. in Counseling Psychology from Holy Family University in Philadelphia. Much of Lois's early clinical experience was providing crisis and trauma counseling to overseas humanitarian workers, enabling her to witness both the incredible commitment of humanitarian work and the toll that it takes on those who do it. Later Lois worked at Women Organized Against Rape, providing sexual assault counseling to women, men, and children who were survivors of sexual violence. She has a passion for providing culturally competent care to trauma survivors. Lois is trained in several evidence-based treatments for trauma including Prolonged Exposure and Trauma-Focused CBT. Lois has a special interest in Developmental Psychology and enjoys working with clients throughout the lifespan. From the beginning of her work in trauma, Lois has taken an interest in Vicarious Trauma and is a frequent presenter and trainer on this topic. Lois teaches graduate counseling courses at Arcadia University. Lois considers teaching at Arcadia a "best of many worlds" assignment as it brings together her passion for teaching, counseling, and mentoring a new generation of clinicians.

**Allison Rozovsky**, M.S., Adjunct psychology instructor, is completing her 5<sup>th</sup> year as a PsyD student. Allison earned her B.A. in psychology from the University of Delaware, and M.S. in Psychological Counseling from Chestnut Hill College. Currently, she is completing her PsyD requirements at Chestnut Hill College. Prior to coming to Arcadia, she worked with forensic populations, working with both adolescent and adult populations. Her clinical and research expertise focuses on working with returning citizens reintegrating into communities, adolescents convicted of sexually problematic behaviors, and family functioning in fragile families. Allison is committed to integrating psychological interventions to best support clients in need and helping graduate students find evidence-based tools that work best for them in supporting the populations they serve.

## **Directors and Coordinators of Interdisciplinary Programs**

### Public Health

**Margaret Longacre**, Ph.D., is the Chair of the Department of Public Health and MPH Director. Dr. Longacre has a doctoral degree in Health Policy from the University of the Sciences (Philadelphia, PA). Dr. Longacre also received an M.S. in Health Education from Arcadia University and a B.A. in

Psychology from Wake Forest University. She teaches courses in health care systems and public health policy as well as research methods and capstone advising. Her research interest revolves around informal or family caregiving, including understanding health system impacts. She is currently funded by the American Cancer Society for a project assessing the feasibility of an integrated-caregiver portal system with colleagues at Fox Chase Cancer Center. She has also been involved in collaboration with the National Alliance for Caregiving for various projects, including a recent report on "Sandwich Generation Caregivers" (those providing care to an adult and have children in the home).

#### International Peace & Conflict Resolution

**Warren Haffar**, Ph.D., is Professor and Director of the International Peace and Conflict Resolution graduate program at Arcadia University in Glenside, Pennsylvania. Warren received his Ph.D in Conflict Analysis and Peace Science from the University of Pennsylvania. His research focuses on the intersection of conflict resolution and international development, with special focus on the relationship between regional planning, sustainable development and participatory conflict resolution practices. He served as Dean of International Affairs for the University from 2013-2018, working to expand the university preview program that takes first year students to Oman, Cuba, Korea and West Africa through experiential learning. He co-founded the Nyerere Center for Peace Research in Arusha, Tanzania in partnership with the East African Community. The Nyerere Center focuses on capacity building, regional cooperation and mediation and conflict resolution.

## Student Feedback Guidelines

Arcadia University's graduate program in Counseling recognizes that feedback is an essential tool of growth. Therefore, not only do we offer students feedback about their progress in the program, but we also ask students to provide feedback to us (as administrators and faculty in the program) about their experience with all of the aspects of the program (in addition to course evaluations, which are administered/regulated by the registrar's office).

Our policy of welcoming students' feedback (both formally and informally) is intentional and strategic. Through the very process of providing us with feedback, students will:

1. **Learn advocacy skills**
2. **Practice professionalism**
3. **Develop self-awareness**
4. **Gain confidence**
5. **Take ownership of, and play an active role in, their learning process**
6. **Become effective team players**
7. **Build an inclusive "beloved community"**

**We consider all of these to be essential counseling skills.** In turn, students' feedback allows us to gain insight into the ways in which the structure of our program impacts our students and the effectiveness of our pedagogical strategies. Just as we have high expectations of our students, we have high expectation of ourselves. We aspire to grow alongside our students and to provide them with best possible training.

That said, we know that **perfection is both not possible and not the aim.** The professional world that students are entering is not a perfect world, but one that students will have to learn to navigate, grow in, and impact in positive ways. Further, just as we recognize that students come into the program with diverse counseling styles, personal characteristics, and levels of experience, faculty and administrators also have diverse teaching styles, personal characteristics, and professional experiences. Collectively, we can learn to expand our ability to respond to each other, thereby serving more effectively a wider range of clients and students.

**Speaking kindly, openly, and honestly also allows for a "beloved community"<sup>1</sup> to emerge.** All of us (students, faculty, and administrators alike) benefit when students let us know how we can make our program more responsive to the entirety of who they are, to the people they hope to serve, and to the ramifications of what we witness daily in our world. Our ability to fully *see* each other is bound by our individual experiences and identities; therefore, we need each other's perspectives to grow in our capacity to welcome and make space for one another.

**The beloved community is a *process* (not a destination) enabled by a set of commitments and practices.** We commit to learn from and affirm each other, to believe and honor each other's experiences, and to acknowledge what we can't see or feel directly. We practice sitting with discomfort, believing in one's own and others' fundamental goodness, and daring to be transformed by one another.

What does this feedback process look like in practice? Whenever possible, **students are expected to address their concerns directly with the relevant/interested parties first.** Outside of the program's formal advising meetings, students should direct their feedback to:

- The course Faculty, for any concerns pertaining to a specific course
- The Director of the program, for any concerns pertaining to the structure of the program

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<sup>1</sup> This term was coined by Josiah Royce, popularized by Dr. Rev. Martin Luther King Jr., elaborated by bell hooks, and has been used often by John Lewis.

- The Chair of the department, for any concerns pertaining to the Director of the program or the Associate Director (while the Director of the program oversees the adjunct faculty, the Chair of the department oversees all full-time faculty and staff)

As we firmly believe that every student, every administrator, and every faculty in the program is dedicated to, and well intentioned in, their learning/administering/teaching process, we hope that **the feedback process to and from students will reflect this assumption**. In this light, students should consider the following principles of effective feedback when addressing faculty and administrators:

- **BEFORE providing feedback**
  - Remember that not all matters can be resolved quickly, either for logistical reasons or because they require a structural/stylistic change that might take time to achieve (system change is often not fast even when necessary—stay the course and be patient)
  - Identify what is an actual course/program concern vs. a stylistic preference (i.e., are there skills you might be able to develop by working outside of your comfort zone with a particular faculty or within a particular structure? Are there ways in which your own background/preferences make the concern more acute?)
  - Focus your feedback on what will enhance your learning process rather than on a grade
  - Think about specific ways in which you might be able to support the resolution of the problem, as well as specific ways in which the faculty/administrator may be able to address the concern
  - Schedule enough time with the faculty/administrator to allow the two of you to begin to address the concern **AS SOON AS POSSIBLE** after a concern arises
  - Seek support/advice from peers or your program advisor/faculty mentor as you assess and consider all of the above (when you seek peer support/advice, try to avoid building upon each other's anxiety but rather focus on building self-awareness and on problem solving; graduate school can be a stressful process and it is important to sort through the various sources of stress mindfully)
- **DURING the feedback process**
  - Make sure to direct the feedback to the appropriate party (see directions above)
  - Speak professionally and respectfully (be mindful not simply of what you say but also of how you say it)
  - Adopt a calm and neutral tone
  - Use "I" statements
  - Describe your experience and **DO NOT** speak for other students in the class/program
  - Start with positive feedback before you express areas of concern (i.e., think about how **you** would be able to hear and appreciate the feedback most readily if you were in the faculty/administrator's shoes; as it is true for many people, knowing the areas in which we are effective helps us find ways to address what doesn't work)
  - Offer concrete solutions whenever possible
  - **Use your counseling skills ☺!**

Again, **the program advisor, all faculty mentors**, and (if necessary) the Chair of the department **are available to students** should they wish to receive **coaching** on how to best approach the relevant/interested party. Students should also learn to support and coach each other in the process of developing advocacy skills. **Let's learn from each other and build a supportive, inclusive, beloved community!**





## Essential Qualifications of Professional Counseling

Arcadia University's Master of Arts degree in Counseling signifies that holders of this degree have been educated and trained to competently practice in professional counseling settings by their graduation. A combination of knowledge and skills is required for competent practice in professional counseling. The skills required for this degree are referred to as the *essential qualifications of professional counseling*.

In addition to students' course grades, these qualifications are used to determine whether students have acquired the skills needed to provide effective ethical care to clients of diverse backgrounds and to successfully collaborate with other professionals and staff. These qualifications are also necessary to ensure the safety of clients, fellow students, faculty, supervisors, other professionals, and staff.

To earn this degree, students must demonstrate competence in the following essential qualifications (in addition to the standards of behavior and conduct set forth by Arcadia University's Code of Conduct) during their time in this program in all of their academic and professional settings. Students are repeatedly assessed in these qualifications via Individual Student Evaluations completed by their instructors for all courses in the program. Students are also assessed via communications and interactions (in person, phone, email, other electronic communication, etc.) with faculty and peers outside of the classroom.

### **1) WRITTEN COMMUNICATION**

- *Desired qualities: clear, concise, organized, respectful, with appropriate detail and depth*
- *Considered for assessment: written papers, exams, emails, etc.*

### **2) PUBLIC SPEAKING**

- *Qualities: clear, concise, organized, respectful, with appropriate detail and depth*
- *Consider: presentations, engagement with audience, informal conversation, etc.*

### **3) PARTICIPATION**

- *Qualities: frequency and quality of oral and written contributions (e.g., online message boards)*
- *Consider: class questions, comments, discussion, other participatory activities, etc.*

### **4) ANALYTICAL SKILLS**

- *Qualities: integrating information, making connections across topics, flexibility in thinking*
- *Consider: assignments and activities that call for analytical reasoning, particularly case conceptualization and treatment planning assignments, etc.*

### **5) COUNSELING SKILLS**

- *Qualities: effective display of relational skills and delivery of specific treatments with fidelity*
- *Consider: role-plays (in-class and videotaped), evaluations from site supervisors, etc.*

### **6) SELF-AWARENESS**

- *Qualities: recognition of own strengths and weaknesses and need for training and supervision*
- *Consider: assignments and activities that call for self-reflection, questions and comments, etc.*

### **7) RECEIVING & UTILIZING FEEDBACK**

- *Qualities: receiving feedback non-defensively, effectively integrating feedback into work, generalizing feedback to new situations or tasks*
- *Consider: how student utilized informal and structured feedback throughout course, etc.*

### **8) PROFESSIONAL BEHAVIOR**

- *Qualities: professional and respectful demeanor; appropriate attire for graduate school, punctual for class, follows instructions, meets deadlines, timely response to email*
- *Consider: attendance, late arrivals, early dismissals, submission of assignments on time, etc.*

### **9) INTERPERSONAL SKILLS**

- *Qualities: social-emotional maturity, stability, self-control; sensitive communication and interaction, appropriate interpersonal boundaries, good social judgment*
- *Consider: communication (verbal and nonverbal) and interaction with instructor and peers, etc.*



# Counseling Career Development Curriculum

Our Career Development Curriculum is designed to assist students in bridging the gap between content knowledge and real world applications. The strategic and intentional nature of this integrated career education also enables students to develop skills to market themselves effectively. These marketing skills are developed through networking, interviewing, job shadowing, and other professional activities yielding a robust portfolio.

Items that might be included in a career portfolio:

- Awards and recognitions
- Case reports (PY630/631)
- Conference presentations
- Copy of undergraduate and graduate transcripts
- Cover letter
- Create your own website
- Criminal background check, child abuse clearance and FBI background check
- Final conceptualization paper (PY586)
- Treatment plans in various clinical courses
- Internship evaluation from site (PY630/631)
- Intake (PY615, PY611, PY572)
- Lesson plans for classroom guidance
- List of references for letters of recommendation
- Overview of performed activities/highlights of internship experience
- Practicum evaluation (PY587)
- Praxis scores
- Professional activity reports and certificates of specialized training
- Publications
- Resume
- Summary of counseling beliefs and philosophy (1-2 pages)
- Two professional letters of reference
- Video clips of role play (posted on YouTube)



Who are you and where do you thrive (the "Self-Aware" Counselor-in-Training)

- Exposure to the Career Development Office and its services (PY570, PY500)
- Students' multicultural self-assessment and its impact on career choices and professional engagement (general curriculum and faculty mentoring meetings)
- MBTI assessment completion and interpretation (PY500)
  - Discuss career implications of assessment with faculty mentor, if/as needed
- Specialization/concentration (matriculation, faculty mentoring meetings)

What will your dream job entail and where will you find it (Counseling-Related Occupational Knowledge)

- ONET, Occupational Outlook Handbook, The Big Guide to Living and Working Overseas (GPC Canvas site, Career Services)
- American Counseling Association Online Career Center (e.g., ASCA, PSCA, PCA), Arcadia University's KnightLink, Career Search, Internships.com, College Central Network (GPC Canvas site, Career Services, Practicum/Internship workshops and search process)
- Informational interviewing and professional identity development (PY570, PY500)

What skills will you bring to your job (Skills Acquisition)

- Core and elective courses
- Practicum and Internship
  - students who are not working in the field are encouraged to pursue a Practicum for every year they attend the program prior to Internship
- Research/professional writing
- Specialized trainings from conferences/workshops
- Professional oral presentation/teaching skills

Self-Marketing

- Resume writing and interviewing (PY570, Career Services, Practicum/Internship workshops and search process)
- Career portfolios (on the front page) in collaboration with faculty mentors (as you move through the program, collect your best work to operationalize your resume)
- Professional Networking (Practicum/Internship, faculty mentoring meetings, PY631 alumnae/i mentors)
- Membership in professional associations (faculty mentoring meetings)
- Attendance at professional conferences/development activities (PY570, PY630, faculty mentoring meetings)
- Professionalism (Practicum/Internship)

Get licensed/certified

- Save all of your syllabi for all of the classes you have taken
- Save an electronic or hard copy of the Graduate Catalog for the year in which you entered the program
- Save a blank copy of the hour log you have used to count your hours during your internship year (you will need to keep track of your supervised experience before licensure)

# Arcadia Graduate Program in Counseling

## Self-care Curriculum

Master's-level trainees experience demands from multiple domains (i.e., school, family, work, social life). Without appropriate self-care strategies, the cumulative stress can negatively affect your academic performance and ability to act as competent clinicians. To promote better self-care, we have developed a self-care curriculum that will be integrated throughout the program. This curriculum is based on Wolf, Thompson, and Smith-Adcock's (2012) wellness promoting program for counselors, which was derived from the *Indivisible Self* model of wellness (IS-Wel; Myers & Sweeney, 2005). Wolf et al.'s (2012) program emphasizes five areas of personal wellness (see below). Under each domain, you will find a list of self-care promoting activities or assignments that are integrated into the program. Because some activities simultaneously tap into different domains of wellness, you may find them being repeated on the list.

### **Creative Self: Being creative!**

- All courses are designed to foster students' creativity, as well as their ability to think critically
- PY570: design and implement a self-care plan

### **Coping Self: Being able to manage daily stress!**

- 6 sessions of personal counseling (for master's students matriculated in Fall 2017 and beyond)
- PY516: discuss resiliency
- PY570: design and implement a self-care plan
- PY586: apply counseling techniques to oneself and practice mindfulness strategies
- PY610: practice mindfulness strategies
- PY618: discuss compassion fatigue
- PY620: use self-management project to make personal changes
- PY623: discuss compassion fatigue
- PY630/631: discuss compassion fatigue and journal about coping strategies
- PY688: discuss impact of racism and other isms and how to manage the stress
- OPTIONAL: attend Mindfulness Based Stress Reduction groups offered by Arcadia Counseling Center

### **Social Self: Knowing how to most effectively interact with others!**

- "Preview: A Taste of Counseling..." New Student Orientation
- 6 sessions of personal counseling (for students matriculated in Fall 2017 and beyond)
- PY610: learn about interpersonal tendencies and how to improve interpersonal skills
- PY631: Alumnae(i) Mentoring Program
- PY688: discuss how to use allies to combat racism and other isms
- PY572L/688L Multicultural Self-awareness labs: learn how to build community and allies

### **Essential Self: Understanding your own identities and their impact!**

- Most courses have a built-in component of self-awareness
- 6 sessions of personal counseling (for students matriculated in Fall 2017 and beyond)
- PY572L/688L Multicultural Self-awareness labs: understand the impact of oppressions on self and others

### **Physical Self: Being physically healthy!**

- PY570: design and implement a self-care plan

Adapted from Wolf, Thompson, and Smith-Adcock's (2012) wellness program; last revised September 2019  
Rev. 9/9/19.

## Independent Research Course Descriptions

### **PY589 Independent Research (See Independent Research)**

In this course, a faculty member advises a student in completing a small-scale research project or an extensive literature review culminating in a paper prepared in APA publication style and suitable for publication.

Prerequisites: Grade of B or better in PY521 and agreement from a faculty member to advise the project. Matriculated students only.

### **PY686 Special Project Fall, Spring, Summer**

In this course, a faculty member advises a student in completing a small-scale project (e.g., pilot study, community outreach, brief literature review) or assisting with ongoing faculty scholarship.

Prerequisites: Agreement of the supervising faculty member. Matriculated students only.

### **PY697, 698, 699 Master's Thesis**

This is a 6-credit experience in which students are advised by two faculty members to develop, propose, and execute a comprehensive project (e.g., a research study, a program development project, a community service project, or a social advocacy project) that includes the collection and evaluation of quantitative or qualitative data. To complete this experience, students are expected to prepare a manuscript in APA publication style that is suitable for publication and present their project at an open forum to faculty and students or at a professional conference. The thesis is designed 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. Please see the Master's Thesis Guideline and the Intent to Complete Master's Thesis forms for more information about the criteria and steps necessary for qualifying to complete a Master's Thesis.

**Master's Thesis Guidelines**  
**Arcadia University's Graduate Program in Counseling**

**What is a Master's Thesis in Counseling?**

The Graduate Program in Counseling (GPC) offers a Master's Thesis (PY697-699) designed for students who wish to pursue advanced research training, particularly students who plan to pursue doctoral study or intend to conduct program development and evaluation in their careers.

**What is expected for a Master's Thesis project?**

Through this educational experience, students propose and carry out an independent project under the supervision of primary and secondary faculty advisors from the GPC. The nature of students' Master's Thesis projects is flexible (e.g., research, program development/evaluation, community service, or social advocacy) but must include the following:

- Collection and evaluation of quantitative and/or qualitative data
  - In most cases, this requires the completion of an approved IRB proposal
- Completion of a professional quality written manuscript in APA format
- Presentation of the project to GPC faculty and students or at a professional conference

**Is Master's Thesis a course?**

The Master's Thesis requires 6 course credits (one 6-credit course or two 3-credit courses) and is typically completed over two consecutive fall and spring semesters. The Master's Thesis is an elective course that requires students to proactively communicate their interest in pursuing this educational experience to the GPC's Program Adviser (Lauren Cain-Baxter) and their Faculty Mentor and meet several specific prerequisite requirements. The Program Adviser will help students to determine if and when a Master's Thesis could be added to their program plans.

**Are there prerequisite requirements?**

To complete a Master's Thesis, students must first qualify by meeting all of the following prerequisite requirements:

- Completed at least 12 credits in the GPC, including PY521 (Research)
- Earned a final grade of A- or better in PY521
- Hold an overall GPA of at least 3.5
- Have no grade in any GPC course below a B
- Completed a satisfactory Preliminary Research Proposal

Once these requirements are met, students must secure primary and secondary faculty advisers from the GPC and submit their *Intention to Do Master's Thesis* form, prior to their tentative starting semester of Master's Thesis.

**What is expected for the Preliminary Research Proposal?**

Students must prepare a typed project proposal (5 pages total, double spaced, not including title page or references) in APA format, addressing the following:

- A. What type of project do you plan to complete (research, program development/evaluation, community service, or social advocacy)?
- B. What specific topic(s) do you hope to explore in your project?
- C. Provide a brief literature review (at least 3 pages, double spaced) related to your topic(s) listed for part B.
- D. Briefly explain how your project could potentially advance the existing research literature or

counseling field.

Preliminary Research Proposals should be submitted to the Program Director at least one semester prior to the semester that Master's Thesis is tentatively scheduled to start for the student. The Director will review the proposal and either approve it or request a secondary review by at least one other GPC faculty member. Successful proposals must be well written (e.g., clear, concise, well organized, proper grammar, etc.), clearly identify a topic(s) of interest, and effectively summarize and synthesize some previous research. In addition to the other prerequisites, proposals must be approved for a student to start their Master's Thesis. Students can revise and resubmit their proposals (but not within the same semester), which might make it necessary to adjust the tentative starting semester for their Master's Thesis.

### **Who advises students on their projects?**

Once students have met all of the required pre-requisites, they are expected to find primary and secondary faculty advisers. Students are encouraged to meet with their Faculty Mentors (and share their proposals with them) to discuss potential advisors for their project. Students should then meet with potential advisors (core and adjunct faculty from the GPC) to discuss their topic(s) and proposed timeline for their project. The GPC will work to advise all students who qualify to complete a Master's Thesis, pending faculty availability across semesters.

Primary and secondary advisors must agree to assist with students' projects and can then be listed on students' *Intention to Do Master's Thesis* form. Students must submit this form to the Program Advisor at least one semester prior to their starting semester of Master's Thesis. Once this form is submitted and verified, students can then register for Master's Thesis (PY697-699).

### **How are students graded for Master's Thesis?**

As noted, the nature of these projects are somewhat flexible, so precise grading criteria will vary and should be established by the primary advisor at the start of this educational experience.

Typically, within the first half/semester of this experience, students are expected to complete a literature review with a typed Introduction to their manuscript that includes an overview of existing theory and previous research, as well as a clear research question(s), and specific hypothesis(es). In most cases, an IRB proposal is needed to collect data, and this proposal is also commonly due during the first half/semester of Master's Thesis. In the second half/semester of this experience, students typically collect and analyze their data, complete their typed manuscript, and present their final project to the GPC community or at a professional conference. Final letter grades are based on the timely completion of these types of tasks and the quality of the work (e.g., literature review, IRB proposal, final manuscript, and final presentation).

Students who earn lower than a B in their first semester of Master's Thesis will not be permitted to continue their project (or pursue a new Master's Thesis) during their time in the program.

### **What if I have additional questions?**

Contact your Program Director, Dr. Michael Morrow, if you have questions about this process.



**Intent to Complete Master's Thesis Form**  
**Arcadia University's Graduate Program in Counseling**

Please review the Master's Thesis Guidelines before completing this form, verify the following information, and submit this form to your Program Adviser.

|                        |  |
|------------------------|--|
| <b>Student's Name:</b> |  |
|------------------------|--|

| <b>Prerequisite Requirements</b>                                 | <b>Student's Initials</b> |
|--|---------------------------|
| I have completed at least 12 credits in the GPC, including PY521 |                           |
| I earned a final grade of A- or better in PY521                  |                           |
| I currently hold an overall GPA of at least 3.5                  |                           |
| I have no grade in any GPC course below a B                      |                           |
| I completed a satisfactory Preliminary Research Proposal         |                           |

Please attach the Feedback Form from the Program Director confirming that your Preliminary Research Proposal was satisfactory. This form will not be accepted without the Feedback Form.

| <b>GPC Faculty Advisors</b>  | <b>Adviser's Name</b> | <b>Student's Initials</b> |
|--|-----------------------|---------------------------|
| Please indicate your <u>primary</u> adviser and have them initial to confirm their role.   |                       |                           |
| Please indicate your <u>secondary</u> adviser and have them initial to confirm their role. |                       |                           |

|  |                            |             |
|--|----------------------------|-------------|
| By signing, you verify that all information reported on this form is accurate. | <b>Student's Signature</b> | <b>Date</b> |
| Please sign here:  |                            |             |

---

For administrative purposes:

| Decision (Approved or Denied?) | <b>Administrator Initials</b> | <b>Date</b> |
|--------------------------------|-------------------------------|-------------|
|                                |                               |             |

|                               |  |
|-------------------------------|--|
| If denied, reason for denial: |  |
|-------------------------------|--|

## **Arlene Snyder Professional Development Fund Information**

All students who begin a counseling Masters degree program beginning in Fall 2017, are allotted a \$500.00 per student Arlene Snyder Professional Development Fund. Please see table below for Masters degree students who began prior to Fall 2017 for the amount of your fund\*\*. This money can be used to pay for conference registrations and transportation, professional development workshops, professional association dues and more. **ALL expenses must be approved** by your faculty mentor or the faculty requiring attendance at a professional development event at **least one week prior** to the event. If using money for a course assignment, approval should come from that faculty member. Students will not be reimbursed for expenses beyond their allotted amount.

Here is how to get your expense approved and reimbursed:

1. Discuss your plan with your faculty mentor. Your faculty mentor or the faculty requiring attendance at a professional development event must approve the expense **at least one week prior** to the date of the event or expenditure. Proof of your faculty approval can be a forwarded email sent to Carol OR flyer/registration materials that are signed by your faculty mentor.
2. Fill out the Professional Development Reimbursement Form (one form per event) found on Canvas under the Arlene Snyder Professional Development Fund module and deliver it to Carol after the event or expense has occurred. All expenses for the same date/event **MUST be submitted together** or will not be reimbursed.
3. Payment occurs **only after an event is complete** and only with **original receipts with name of the student on it**. The receipt must be a **proof of payment not just a confirmation** of registration. If a hotel room or car is in one person's name, only that student can be reimbursed.
4. Any unused money will **not** be given back to the student upon graduation or withdrawal from the university.
5. Please allow several weeks for reimbursements to happen. Once paperwork is received and processed by Carol, it must be submitted to the university business office for final processing.

Items that are generally approved (with mentor okay!):

1. Conference registration
2. Professional development workshop registration (in person, online or DVD's)
3. Professional membership in an organization
4. Lodging for a conference or professional development workshop
5. Transportation for conference or professional development workshop (includes mileage for personal vehicle use, tolls, car rental, parking, train/plane)

Items that are not approved:

1. Food or beverages
2. Books
3. Non- continuing education bearing videos
4. Training resources (manuals, testing materials)
5. Tuition

| <u>**Credits (as of 5/17)</u> | <u>Award Amount</u> |
|-------------------------------|---------------------|
| 0-20                          | \$500               |
| 21-39                         | \$320               |

40 or more

\$150

Arlene Snyder Professional Development Fund Reimbursement Form

*(Only one event per form)*

**Student Name:** \_\_\_\_\_ **Event Date(s):** \_\_\_\_\_

**Address for check to be mailed to-REQUIRED**

\_\_\_\_\_  
(Street address)

\_\_\_\_\_  
(City)

\_\_\_\_\_  
(State)

\_\_\_\_\_  
(Zip code)

| <b>Approved Items*</b>  | <b>Specifics</b> | <b>Amount</b> |
|---|------------------|---------------|
| <b>Conference Registration</b> <i>(show proof of payment not registration)</i>  |                  |               |
| <b>Workshop Registration (in person, online or DVD's)</b> <i>(show proof of payment not registration)</i>   |                  |               |
| <b>Professional Membership in an Organization</b>   |                  |               |
| <b>Lodging for a conference or professional development</b> <i>(only in one student's name)</i>   |                  |               |
| <b>Mileage</b> <i>(attach printout of mileage from starting point to event-use Google or Rand McNally to calculate-must include to/from complete addresses)</i> |                  |               |
| <b>Tolls</b> <i>(physical receipt or EZ pass printout)</i>  |                  |               |
| <b>Car rental</b> <i>(only in one student's name)</i>   |                  |               |
| <b>Parking</b> <i>(physical receipt needed)</i>   |                  |               |
| <b>Train/Plane</b> <i>(insurance and first class not permitted)</i>   |                  |               |
| <b>Other</b>  |                  |               |

**Total Expenses:** \_\_\_\_\_

**\*Attach all receipts to this form and return to Carol's office (Boyer 121) or her mailbox (Boyer 119).**



**Arcadia University's Graduate Program in Counseling  
Individual Student Evaluation LONG Form**

|                          |          |           |
|--------------------------|----------|-----------|
| Student:                 | Faculty: | Semester: |
| Course Number and Title: |          |           |
| Faculty Signature:       | Date:    |           |

*Typing your full name on the faculty signature line above, indicates your electronic signature.*

**Skill development ratings:** *Please insert a number rating for the areas below using the following scale.*

- 1 = Problematic:** unacceptable performance, several major problems identified
  - *Student showed very little or no potential to develop in this area*
- 2 = Limited:** minimally acceptable work, one major problem or several minor problems identified
  - *Student showed potential to develop in this area*
- 3 = Adequate:** fulfilled requirements with no problems
- 4 = Very good:** performed above peers or expectations for stage of training
- 5 = Exceptional:** performed far above peers or expectations for stage of training

**Please give ratings of whole numbers and NOT decimals.**

**1) WRITTEN COMMUNICATION**

- *Qualities: clear, concise, organized, respectful, with appropriate detail and depth*
- *Consider: written papers, exams, emails, etc.*

**Rating (1-5):**

Please explain any rating below or above 3:

If you gave a rating less than 3, do you have significant clinical concerns (inability to provide effective clinical care) in this area? **Yes** or **No**:

**2) PUBLIC SPEAKING**

- *Qualities: clear, concise, organized, respectful, with appropriate detail and depth*
- *Consider: presentations, engagement with audience, informal conversation, etc.*

**Rating (1-5):**

Please explain any rating below or above 3:

If you gave a rating less than 3, do you have significant clinical concerns (inability to provide effective clinical care) in this area? **Yes** or **No**:

**3) PARTICIPATION**

- *Qualities: frequency and quality of oral and written contributions (e.g., online message boards)*
- *Consider: class questions, comments, discussion, other participatory activities, etc.*

**Rating (1-5):**

Please explain any rating below or above 3:

If you gave a rating less than 3, do you have significant clinical concerns (inability to provide effective clinical care) in this area? **Yes** or **No**:

#### 4) ANALYTICAL SKILLS

- *Qualities: integrating information, making connections across topics, flexibility in thinking*
- *Consider: assignments and activities that call for analytical reasoning, particularly case conceptualization and treatment planning assignments, as well as understanding of dynamics of privilege and oppression, etc.*

#### Rating (1-5):

Please explain any rating below or above 3:

If you gave a rating less than 3, do you have significant clinical concerns (inability to provide effective clinical care) in this area? **Yes** or **No**:

#### 5) COUNSELING SKILLS

- *Qualities: effective display of relational skills and delivery of specific treatments with fidelity*
- *Consider: role-plays (in-class and videotaped), evaluations from site supervisors, etc.*

#### Rating (1-5):

Please explain any rating below or above 3:

If you gave a rating less than 3, do you have significant clinical concerns (inability to provide effective clinical care) in this area? **Yes** or **No**:

#### 6) SELF-AWARENESS

- *Qualities: recognition of own strengths and barriers and need for training and supervision*
- *Consider: assignments and activities that call for self-reflection, questions and comments, etc.*

#### Rating (1-5):

Please explain any rating below or above 3:

If you gave a rating less than 3, do you have significant clinical concerns (inability to provide effective clinical care) in this area? **Yes** or **No**:

#### 7) RECEIVING & UTILIZING FEEDBACK

- *Qualities: receiving feedback non-defensively, effectively integrating feedback into work, generalizing feedback to new situations or tasks*
- *Consider: how student utilized informal and structured feedback throughout course, etc.*

#### Rating (1-5):

Please explain any rating below or above 3:



If you gave a rating less than 3, do you have significant clinical concerns (inability to provide effective clinical care) in this area? **Yes** or **No**:

### 8) PROFESSIONAL BEHAVIOR

- *Qualities: professional and respectful demeanor, appropriate attire for graduate school, punctual for class, follows instructions, meets deadlines, timely response to email*
- *Consider: attendance, late arrivals, early dismissals, submission of assignments on time, etc.*

#### Rating (1-5):

Please explain any rating below or above 3:

If you gave a rating less than 3, do you have significant clinical concerns (inability to provide effective clinical care) in this area? **Yes** or **No**:

### 9) INTERPERSONAL SKILLS

- *Qualities: social-emotional maturity, stability, self-control; sensitive communication and interaction, appropriate interpersonal boundaries, good social judgment*
- *Consider: communication (verbal and nonverbal) and interaction with instructor and peers, etc.*

#### Rating (1-5):

Please explain any rating below or above 3:

If you gave a rating less than 3, do you have significant clinical concerns (inability to provide effective clinical care) in this area? **Yes** or **No**:

### 10) PROBLEMATIC BEHAVIOR

Did the student demonstrate any problematic behavior (e.g., unethical actions) or skill deficits (inability to provide effective clinical care) not documented above? **Yes** or **No**:

If Yes, please explain:

**Thank you for your time and care in completing this evaluation!**



**Arcadia University's Graduate Program in Counseling**  
**Individual Student Evaluation SHORT Form**

|                          |          |           |
|--------------------------|----------|-----------|
| Student:                 | Faculty: | Semester: |
| Course Number and Title: |          |           |
| Faculty Signature:       |          | Date:     |

*Typing your full name on the faculty signature line above, indicates your electronic signature.*

**1) Do you have any concerns about this student in any of the following areas? Yes or No**

**WRITTEN COMMUNICATION**

- *Qualities: clear, concise, organized, respectful, with appropriate detail and depth*
- *Consider: written papers, exams, emails, etc.*

**PUBLIC SPEAKING**

- *Qualities: clear, concise, organized, respectful, with appropriate detail and depth*
- *Consider: presentations, engagement with audience, informal conversation, etc.*

**PARTICIPATION**

- *Qualities: frequency and quality of oral and written contributions (e.g., online message boards)*
- *Consider: class questions, comments, discussion, other participatory activities, etc.*

**ANALYTICAL SKILLS**

- *Qualities: integrating information, making connections across topics, flexibility in thinking*
- *Consider: assignments and activities that call for analytical reasoning, particularly case conceptualization and treatment planning assignments, as well as understanding dynamics of privilege and oppression, etc.*

**COUNSELING SKILLS**

- *Qualities: effective display of relational skills and delivery of specific treatments with fidelity*
- *Consider: role-plays (in-class and videotaped), evaluations from site supervisors, etc.*

**SELF-AWARENESS**

- *Qualities: recognition of own strengths and barriers and need for training and supervision*
- *Consider: assignments and activities that call for self-reflection, questions and comments, etc.*

**RECEIVING & UTILIZING FEEDBACK**

- *Qualities: receiving feedback non-defensively, effectively integrating feedback into work, generalizing feedback to new situations or tasks*
- *Consider: how student utilized informal and structured feedback throughout course, etc.*

**PROFESSIONAL BEHAVIOR**

- *Qualities: professional and respectful demeanor, appropriate attire for graduate school, punctual for class, follows instructions, meets deadlines, timely response to email*
- *Consider: attendance, late arrivals, early dismissals, submission of assignments on time, etc.*

**INTERPERSONAL SKILLS**

- *Qualities: social-emotional maturity, stability, self-control; sensitive communication and interaction, appropriate interpersonal boundaries, good social judgment*
- *Consider: communication (verbal and nonverbal) and interaction with instructor and peers, etc.*

**1A) If Yes: Please check all areas for which you have concerns about this student.**

**1B) For each endorsed area: Please give ratings of whole numbers and NOT decimals.**

**Skill development ratings:** *Please insert a number rating for the areas below using the following scale.*

**1 = Problematic:** unacceptable performance, several major problems identified

- *Student showed very little or no potential to develop in this area*

**2 = Limited:** minimally acceptable work, one major problem or several minor problems identified

- *Student showed potential to develop in this area*

**3 = Adequate:** fulfilled requirements with no problems

**For all areas with ratings of 1 or 2:**

**1C) Please explain your rating by describing your specific concerns.**

**2) Did the student demonstrate any problematic behavior (e.g., unethical actions) or skill deficits (inability to provide effective clinical care) not documented above? Yes or No**

**2) If Yes, please explain with specific examples of the problematic behavior(s).**

**Thank you for your time and care in completing this evaluation!**



## *Graduate Program in Counseling*

### **COVID-19 Student Acknowledgement Form**

While completing your education in the Graduate Program in Counseling (GPC) for the current Academic Year, it is your voluntary decision to attend any in-person or other onsite activities at Practicum or Internship training sites on and off campus.

This form is aimed to communicate the GPC's expectations for you in order to protect our community members, the clients that you serve, and the individuals you work with through your Practicum and Internship (e.g., support staff, clinical staff, supervisors, fellow trainees, etc.).

You are expected to follow any and all guidelines established by the Centers for Disease Control (<https://www.cdc.gov/coronavirus/2019-ncov/index.html>); the local, state, or federal governments; Arcadia University; and your off-campus training sites.

At this time, general guidelines include (but are not limited to):

- Limiting travel, especially internationally or to other “hotspots”
- Maintaining physical distancing of 6 feet and avoiding large group gatherings
- Using appropriate personal protective equipment (PPE), including face coverings
- Rigorous handwashing and cleaning of high-touch surfaces
- Monitoring your own health for signs or symptoms of illness
- Self-isolating, for a minimum of 14 days or longer if recommended by your physician, if any signs or symptoms of illness are present
- Notifying your instructors and site supervisors immediately if you experience signs or symptoms of illness
- Notifying your instructors and site supervisors immediately if you feel that you are experiencing an unacceptable risk for yourself or family
- Directing questions about these guidelines or your health and safety while completing your clinical training to your instructors and site supervisors

Throughout the current Academic Year, Arcadia University reserves the right to implement new procedures to ensure the health and safety of students, faculty, and staff. The GPC also reserves the right to modify program requirements and procedures. Students should also follow any new procedures required by their Practicum and Internship training sites.

By signing below, you indicate that you understand and agree to follow the guidelines included in this form. You also understand and agree that there are inherent risks (including, but not limited to, pandemic-related illness, injury, or even death) associated with participation in any in-person educational activities on and off campus. You also understand that the decision to participate in any in-person or other onsite activities at Practicum or Internship training sites for the Academic Year 2020-21 is entirely voluntary.

Student name (printed): \_\_\_\_\_

Student signature: \_\_\_\_\_

Date: \_\_\_\_\_

Please know that the GPC will work with you as needed to mitigate barriers to your training on Practicum and Internship (e.g., helping you identify alternate training sites) in a manner that prevents delay of graduation as much as possible. With that said, you are expected to communicate your needs regarding program completion to the Counseling faculty so that the program is able to support you in a timely manner.



**Graduate Program in Counseling**

**COVID-19 Training Site Information**

A student from Arcadia University’s Graduate Program in Counseling (GPC) intends to complete a clinical education experience (Practicum or Internship) at your site during the current semester. In light of the COVID-19 pandemic, this form is aimed to document your current training expectations for our student, as well as your site’s current policies and procedures for mitigating risk from coronavirus. Please answer the following:

1) Please briefly describe the patient/client population (e.g., age range, primary presenting concerns, any common medical conditions, etc.) that you serve at your site.

2) Will the student be expected to complete any in-person or other onsite activities at your site for the current semester? Yes No Possibly

*If you answered No above, this indicates that the student will only be expected to perform telehealth services remotely (not physically at your site) and will not be expected to perform any in-person or other onsite activities for the full duration of the current semester.*

*If you answered Yes or Possibly above, please answer the remaining questions.*

3) Is personal protective equipment (PPE) necessary for student participation? Yes No

A) If PPE is necessary, what specific equipment is needed?

B) If PPE is necessary, will your site provide students with the needed PPE? Yes No

C) If your site does not require PPE of any kind (e.g., cloth masks or face shields), will you allow students to wear PPE at your site if they choose to do so? Yes No

4) Please describe any other safety protocols (e.g., cleaning practices) that your site has enacted to reduce exposure to coronavirus AND who is responsible for carrying out these protocols.

5) If the student experiences signs or symptoms of illness or feels their work at your site creates unacceptable risk for themselves or their family, will the student be allowed to complete their clinical experience via telehealth remotely? Yes No

**If you have not done so already, please discuss with our student all safety protocols to reduce risk of coronavirus AND who is responsible for carrying them out.**

**Also, please be sure to communicate with our student any changes made to your expectations for in-person/onsite activities, as well as changes in your safety protocols.**

\_\_\_\_\_  
Site representative (print name)

\_\_\_\_\_  
Site Name & Address

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

*Thank you for your time!*