

COUNSELING PROGRAM

MASTERS OF ARTS COUNSELING PROGRAMS

**ART THERAPY,
CLINICAL MENTAL HEALTH COUNSELING,
CLINICAL REHABILITATION COUNSELING
& CLINICAL MENTAL HEALTH COUNSELING,
COLLEGE COUNSELING/STUDENT AFFAIRS,
SCHOOL COUNSELING**

**ADVISEMENT GUIDE
JULY 2020**

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COUNSELING PROGRAM OVERVIEW

The Counseling Program provides courses of study leading to a Master of Arts degree in Counseling with emphases in the following areas: (a) Art Therapy, (b) Clinical Mental Health Counseling, (c) Clinical Rehabilitation Counseling and Clinical Mental Health Counseling (dual concentration), (d) College Counseling, and (e) School Counseling. The Clinical Mental Health Counseling, Clinical Rehabilitation Counseling and Clinical Mental Health Counseling, College Counseling, and School Counseling programs are all Council for Accreditation of Counseling and Related Educational Programs (CACREP) accredited. The Art Therapy program is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP) upon the recommendation for the Accreditation Council for Art Therapy Education (ACATE).

NOTE: For specific information on standards for CACREP-accredited programs, visit: <https://www.cacrep.org/>, and for CAAHEP-accredited programs, visit: <https://www.caahep.org/>

Program Mission Statement

The students and faculty of the Counseling program at Edinboro University are a diverse community of learners who engage in service, leadership, and scholarship. Faculty are committed to providing developmentally sound academic and field experiences to educate counselor to be effective learner-practitioners in a pluralistic society. Collectively, our mission is to prepare professional counselors who embody ethical and culturally responsive behavior, to enhance the well-being of families, groups, couples and individuals, and who advocate on behalf of both the counseling profession and those who are served.

Beliefs

- Our role is to be counselor educators
- We model a sound professional counselor identity
- Our counselors will respect differences and demonstrate knowledge of counseling best practices

Goals

1. To make significant contributions to the counseling and art therapy professions by integrating research, theory and practice.
2. To provide students an ethical foundation for decision making and application.
3. To provide learning opportunities for student development of awareness, knowledge and skills to work effectively in a pluralistic society.

4. To provide academic programs that will foster the development of a strong professional counselor or art therapist identity.
5. To provide high quality accredited programs.

Program Objective Outcomes

1. Provide developmentally sound academic and clinical experiences to students.
2. Prepare competent professional counselors and art therapists
3. Maintain accreditation.

Student Learning Outcomes (*Assessment indicators italicized in parentheses*)

1. Graduate students will demonstrate the knowledge and skills necessary for competence in the counseling profession. (*Counselor Preparation Comprehensive Exam, GPA, fieldwork/supervision rating form, and candidacy*)
2. Graduate students will demonstrate culturally responsive behavior across diverse situations. (*Introduction: Admissions Interview Rating Form, Introductory course. Reinforcement: Multicultural Counseling course. Mastery: Fieldwork/supervision rating form.*)
3. Graduate students will demonstrate ethical behaviors. (*Introduction: Introductory course, and in the admission interview. Reinforced: Ethics course and candidacy. Mastery: fieldwork/Knowledge, Skills, & Dispositions [KSD] form*)
4. Graduate students will demonstrate personal responsibility, integrity and professionalism. (*Introduction: Introductory course. Reinforcement: Supervised Counseling Practice [COUN 730] course. Mastery: Final paper in fieldwork/KSD form*)

FULL-TIME COUNSELING FACULTY

Adrienne Dixon, Assistant Professor, Program Head

Coordinator of the School Counseling program

B.A. in Psychology & Spanish Thiel College, 1988

M.A. in Community Health Counseling, Gannon University 1990

Post-graduate certificate in marriage and family therapy, Gannon University 1992

Ph.D. in Counseling Psychology, Gannon University 2007

Counseling psychologist with consultative practice, specializing in organization consultation, supervision and training.

Academic interests: Diversity, organizational culture, family therapy, childhood disorders and techniques of therapeutic change in the counseling process

Publications: Dr. Dixon had a book chapter (“Culturally Competent Practices with Children and Youth Who Have Serious Emotional Disturbance”) published in the *Handbook of Serious Emotional Disturbance in Children and Adolescents* (2002).

Hobbies: Traveling, crafts, reading, design, and biking

Julaine E. Field, Assistant Professor, CACREP Liaison, LPC, NCC

B.A. in Speech Language Pathology, Edinboro University of Pennsylvania, 1991

M.A. in Counseling (Focus: Secondary Guidance), Edinboro University of Pennsylvania, 1992

Ph.D. in Counselor Education and Supervision, North Carolina State University, 2002

Academic interests: Crisis and trauma counseling, wellness, clinical course work (practicum and internship), sexuality, individual and group theories and techniques

Publications: Dr. Field co-authored a book (*Understanding Girl Bulling and What to Do About it: Strategies to Help Heal the Divide*) and has contributed book chapters to four other books.

She has published in a variety of refereed journals: *Journal of Community Health, Journal of Physical Education Research, Preventive Medicine Reports, Journal of Asia Pacific Counseling, Journal of Aggression, Maltreatment and Trauma, American Journal of Family Therapy, The Family Journal, Identity: An International Journal of Theory and Research, Journal of School Counseling, Journal of School Violence, The School Psychologist, Journal of Psychoeducational Assessment, Counseling and Human Development, Journal of Emotional Abuse, Journal of Counseling and Development, and Professional School Counselor.*

Hobbies: Hiking and walking with canines, kayaking, travel, photography, attending concerts, plays, and movies, reading, gardening, spending time with family and friends

Sheila Lorenzo de la Peña, Assistant Professor

Program Director, Undergraduate Art Therapy Program

B.S. in Art Education, Florida International University, 2005

M.S. in Art Therapy, Florida State University, 2007

Ph.D. in Art Education, Florida State University, 2015

Academic interests: The cultivation of visual expression for art therapy resilience, building communities (in vivo and social media) through visual artifact making and sharing, application of mindfulness principles and practice to the use of materials and media, materials and media adaptations for complex populations (i.e., forensic settings, simplification of complex artistic processes to increase accessibility due to population or setting limitations)

Publications: Dr. Lorenzo had a book chapter (“2D Expression is Intrinsic”) published in *The Wiley Handbook of Art Therapy* (2015). She has an article published in the refereed journal *Australian and New Zealand Journal of Arts Therapy* (2018) and has a manuscript in progress.

Hobbies: Cooking (and eating), tea aficionado, gardening and anything to do with plants (e.g., paper dying), photography, maintaining a visual journal, materials and media exploration, snail mail art exchanges, and hand lettering

Penelope P. Orr, Professor, ATR-BC, ATCS

Clinical Coordinator for Art Therapy

B.A. in Art, Furman University, SC, 1986

M.A. in Art Therapy, School of the Art Institute of Chicago, 1993

Ph.D. in Curriculum and Instruction with a focus in Art Education and Special Needs, Purdue University, IN, 2003

Academic interests: Art therapy with digital media, film in art therapy, EH/BH students and art therapy, online education

Publications: Dr. Orr has published in a variety of refereed journals (*Arts in Psychotherapy, International Special Education, Journal of the American Art Therapy Association*), written several chapters for books and a book.

Hobbies: Art, travel, film

Susan H. Packard, Professor, CRC, NCC, MAC, LPC, Licensed Psychologist

Coordinator, Clinical Rehabilitation Counseling and Clinical Mental Health Counseling program

B.A. in Social Science with a focus in Criminal Justice, Edinboro University, 1975

M.A. in Rehabilitation Counseling, Edinboro University, 1977

Ph.D. in Counselor Education, specialization in Rehabilitation Counseling, State University of New York at Buffalo, 1994

Academic interests: Rehabilitation counseling, community-based mental health counseling, addictions treatment, integration of rehabilitation counseling with work in the corrections field, and the professional development of counselor education students.

Publications: Dr. Packard has published in a variety of refereed journals: *Rehabilitation Counseling Bulletin*; *The Journal of the Pennsylvania Counseling Association*; *Journal of Criminal Justice Education*; *The Prison Journal*; *The Journal of Criminal Justice Research*; *Criminal Justice Studies: A Critical Journal of Crime, Law and Society*; and *Corrections Compendium*.

Hobbies: Physical fitness, cycling, photography, genealogy, avid film buff

Everett Painter, Assistant Professor

Coordinator, Clinical Mental Health Counseling program

B.S. in Psychology (Sociology minor), Radford University, 1995

M.S. in Counseling and Human Development (Community Agency track), Radford University, 1998

Ph.D. in Counselor Education, University of Tennessee, 2017

Academic interests: Trauma, professional identity development, qualitative research, constructivist counseling practice.

Publications/scholarly activity: Dr. Painter has authored a variety of published works, co-authored a book chapter on ethical issues in multicultural counseling, and maintains a regular conference presentation schedule.

Hobbies: Listening to/collecting music, hi-fi enthusiast, technology

Carolyn Brown Treadon, Assistant Professor, ATR-BC, ATCS

Program Director, Art Therapy Program

B.F.A. in Painting & B.A. in Psychology, Ohio University, 1998

M.A. in Expressive Therapy University of Louisville, 2000

Ph.D. in Art Education (concentration in Art Therapy), Florida State University, 2005

Academic interests: Research, assessment, clinical practice and techniques

Publications: Dr. Treadon had a book chapter (“Bringing Art Therapy into Museums”) published in *The Wiley Handbook of Art Therapy* (2016). Additionally, she has an article submitted for publication and a book chapter in progress.

Hobbies: Cooking, reading, and building/constructing

Katherine Wardi-Zonna, Assistant Professor, Licensed Psychologist

B.A. in Business Administration, Mercyhurst College, 1986

M.A. in Educational Psychology, Edinboro University of Pennsylvania, 1989

Ph.D. in Counseling Psychology, State University of New York at Buffalo, 1998

Academic interests: Women’s issues and trauma treatment.

Publications: Dr. Wardi-Zonna has published in a variety of refereed journals: *Journal of the Motherhood Initiative for Research and Community Involvement*, *The Journal of Individual Psychology*, *Ethnic Studies Review*, *The Clinical Neuropsychologist*, and the *Journal of the Pennsylvania Counseling Association*.

Hobbies: Kayaking, trail walking, drawing, painting, meditation, cooking/baking

COUNSELING PROGRAM – ASSESSMENT PLAN

As stated in the Counseling Program Overview on page 3, all five counseling concentrations are accredited. The Clinical Mental Health Counseling, Clinical Rehabilitation Counseling and Clinical Mental Health Counseling, College Counseling, and School Counseling programs are all Council for Accreditation of Counseling and Related Educational Programs (CACREP) accredited. The Art Therapy program is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP) upon the recommendation for the Accreditation Council for Art Therapy Education (ACATE).

To maintain excellence in counselor training and meet the accrediting bodies' rigorous demands for assessment, the Counseling Program, counseling concentrations, and students are all involved in systematic assessment to evaluate strengths, areas for improvement, and satisfaction of accreditation standards. Data is consistently collected, analyzed, and disaggregated to inform counseling program and student advancement decisions. Assessment feedback is provided to students during the Degree Candidacy application process, in *Supervised Counseling Practice* (COUN 730), in *Counseling Practicum* (COUN 735), and in *Internship in Counseling* (COUN 795). Students and other stakeholders are able to access the Counseling Program Assessment Report through the Edinboro University School of Education accreditation page:

<https://www.edinboro.edu/academics/schools-and-departments/soe/accreditation/caep-resources/>
Reports are published each September.

ART THERAPY

Program Mission

Edinboro University's Art Therapy Counseling track centers upon preparing counselors to meet the academic, career, and social/emotional needs of diverse student populations. The Art Therapy program recognizes that Art Therapists work with a variety of clients in a variety of settings in a variety of ways including: community, group, family, and individual counseling/art therapy. Students in the art therapy counseling track experience a variety of educational and practicum/internship opportunities to learn and practice skills in counseling/art therapy. The mission of the Master of Arts in Counseling with a concentration in art therapy is to prepare competent entry-level art therapists in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains by combining sound theoretical and ethical foundation in art therapy counseling and the studio arts.

Program Vision

Empowering the artist and clinician within the art therapist through an accessible, interpersonal educational experience designed to meet the diverse needs of an evolving student population.

Master's in Counseling with a concentration in Art Therapy Program Goals

The graduate school experience is one that should reach beyond academic learning. Students will

participate in activities that will help them become more aware of themselves in art therapy counseling relationships and in relationships with others.

Program Goals

1. Graduate students will demonstrate knowledge and skills necessary for competence in the art therapy profession.
2. Graduate students will demonstrate culturally responsive behaviors across diverse situations.
3. Graduate students will demonstrate ethical decision making and behavior.
4. Graduate students will demonstrate personal responsibility, integrity and professionalism.

Program Objectives

Graduate students will:

1. Understand the historical development of art therapy as a profession, art therapy theories and techniques, as a foundation for contemporary art therapy professional practice. (ACATE SLO a.)
2. Distinguish among the therapeutic benefits of a variety of art processes and media, strategies and interventions, and their applicability to the treatment process for individuals, groups, and families. (ACATE SLO b.)
3. Apply principles of human development, artistic and creative development, human sexuality, gender identity development, family life cycle, and psychopathology, to the assessment and treatment of clients. (ACATE SLO j.)
4. Select culturally and developmentally appropriate assessment and evaluation methods and administer and interpret results to identify challenges, strengths, resilience, and resources for art therapy treatment planning. (ACATE SLO d.)
5. Recognize clients' use of imagery, creativity, symbolism, and metaphor as a valuable means for communicating challenges and strengths and support clients' use of art-making for promoting growth and well-being. (ACATE SLO h.)
6. Understand the basic diagnostic process and the major categories and criteria of mental disorders, corresponding treatments, and commonly prescribed psychopharmacological medications. (ACATE SLO o.)
7. Develop culturally appropriate, collaborative, and productive therapeutic relationships with clients. (ACATE SLO e.)
8. Recognize that art therapy, from a multicultural perspective, takes into consideration the specific values, beliefs, and actions influenced by a client's race, ethnicity, nationality, gender, religion, socioeconomic status, political views, sexual orientation, geographic region, physical capacity or disability, and historical or current experiences within the dominant culture. (ACATE SLO c.)
9. Recognize the impact of oppression, prejudice, discrimination, and privilege on access to mental health care, and develop responsive practices that include collaboration, empowerment, advocacy, and social justice action. (ACATE SLO n.)
10. Know federal and state laws and professional ethics as they apply to the practice of art therapy. (ACATE SLO f.)
11. Recognize and respond appropriately to ethical and legal dilemmas using ethical decision-making models, supervision, and professional and legal consultation when necessary. (ACATE SLO g.)
12. Recognize the legal, ethical, and cultural considerations necessary when conducting art therapy research. (ACATE SLO i.)
13. Understand professional role and responsibility to engage in advocacy endeavors as they relate to involvement in professional organizations and advancement of the profession. (ACATE SLO k.)
14. Continuously deepen self-understanding through personal growth experiences, reflective practice, and personal art-making to strengthen a personal connection to the creative process, assist in self-awareness, promote well-being, and guide professional practice. (ACATE SLO l.)
15. Pursue professional development through supervision, accessing current art therapy literature, research, best practices, and continuing educational activities to inform clinical practice. (ACATE SLO m.)

CLINICAL MENTAL HEALTH COUNSELING

Program Mission

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

Program Goals

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

Program Objectives

1. To provide networking opportunities for Clinical Mental Health counseling students with mental health professionals in the field of counseling.
2. To provide diverse training experiences for Clinical Mental Health counseling students with experts on a variety of mental health topics via video conferencing.
3. To increase awareness of, and facilitate critical thinking related to, new treatment interventions, current trends and controversial issues related to Clinical Mental Health counseling.
4. To demonstrate an enthusiasm for learning, ongoing professional development and scholarly work via faculty participation in research, writing and presentation at local and national conferences.

CLINICAL REHABILITATION COUNSELING AND CLINICAL MENTAL HEALTH COUNSELING

Clinical Rehabilitation Counseling and Clinical Mental Health Counseling Program Mission. The mission of the Clinical Rehabilitation Counseling and Clinical Mental Health Counseling Program is to prepare graduates with the professional knowledge and skills necessary to address a wide variety of circumstances within the context of rehabilitation counseling and clinical mental health counseling. The program is CACREP accredited. A primary part of the mission of the Clinical Rehabilitation and Clinical Mental Health Counseling Program is to prepare graduates to become ethically competent Licensed Professional Counselors (LPCs). Students who complete the program meet the educational and clinical training requirements for certification as a Certified Rehabilitation Counselor (CRC) and licensure as a Licensed Professional Counselor (LPC). Students are eligible to take the CRC Exam administered by the Commission on Rehabilitation Counselor Certification (CRCC) and/or the National Counselor Examination for Licensure and Certification (NCE) administered by the National Board for Certified

Counselors (NBCC) within their final semester of study or post-graduation. Either the CRC Exam or the NCE may be used as the counselor licensure exam in Pennsylvania.

Graduates are prepared for employment in a variety of public and private employment settings, including, but not limited to, the following:

- ❖ State-federal rehabilitation agencies (e.g., Bureau of Vocational Rehabilitation Services or Bureau of Blindness and Visual Services)
- ❖ Private rehabilitation organizations
- ❖ Centers for Independent Living (CILs)
- ❖ Community-based mental health agencies
- ❖ Private mental health counseling practices
- ❖ Substance abuse treatment programs
- ❖ Employee assistance programs (EAPs)
- ❖ Veterans Affairs Medical Centers
- ❖ Community-based corrections
- ❖ State correctional institutions
- ❖ Hospital-based programs
- ❖ Group homes
- ❖ Developmental disability agencies
- ❖ Geriatric counseling and rehabilitation programs
- ❖ Head injury programs
- ❖ Educational settings

Clinical Rehabilitation Counseling and Clinical Mental Health Counseling Program Goals. The Clinical Rehabilitation Counseling and Clinical Mental Health Counseling program equips students with the knowledge necessary to become highly skilled professionals in rehabilitation counseling and mental health counseling. The program provides students with CACREP and CORE standards-based learning experiences in the following content areas:

- ❖ Professional counseling orientation and ethical practice
- ❖ Social and cultural diversity
- ❖ Human growth and development
- ❖ Career development
- ❖ Counseling and helping relationships
- ❖ Group counseling and group work
- ❖ Assessment and diagnosis
- ❖ Research and program evaluation
- ❖ Prevention and intervention
- ❖ Family dynamics
- ❖ Medical and psychosocial aspects of disability, including functional and environmental aspects
- ❖ Rehabilitation services and related services
- ❖ Case management
- ❖ Advocacy and accommodation
- ❖ Principles of crisis intervention during crises, disasters, and other trauma-causing events

Clinical Rehabilitation Counseling and Clinical Mental Health Counseling Program Objectives. The standards-based program objectives focus on the following student learning outcomes:

1. Students will actively identify with the counseling profession by participating in professional counseling organizations, such as the American Counseling Association, and by participating in seminars, workshops, or other activities that contribute to personal and professional growth.

2. Students will meet criteria for professional credentialing, certification and licensure through learning activities during their course work and in their practicum and internship experiences.
3. Students will demonstrate functional knowledge of ethical standards applicable to Clinical Rehabilitation Counseling and Clinical Mental Health Counseling during their course work activities and practicum and internship experiences.
4. Students will understand multicultural and pluralistic characteristics within and among diverse groups and apply multicultural counseling competencies throughout their course work activities and field experiences.
5. Students will demonstrate knowledge of theories of individual and family development across the life span in their course work and field experiences.
6. Students will demonstrate knowledge of the effects of crisis, disasters, and trauma on diverse individual across the life span through their course work activities and field experiences.
7. Students will apply theories and models of career development, counseling, and decision making throughout their course work activities and field experiences.
8. Students will practice evidence-based counseling strategies and techniques for prevention and intervention as well as demonstrate essential interviewing, counseling, and case conceptualization skills throughout their course work and field experiences.
9. Students will demonstrate an understanding of the theoretical foundations of group counseling and group work by functioning as an effective group leader/facilitator throughout their course work and field experiences.
10. Students will demonstrate an ability to use assessments for diagnostic and intervention planning as well as apply ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results throughout their course work.
11. Students will understand designs and statistical methods used in conducting research and program evaluation through their course work activities.
12. Students will demonstrate knowledge of the foundations and contextual dimensions of clinical mental health counseling practice through their course work activities and field experiences.
13. Students will demonstrate knowledge of the foundations and contextual dimensions of clinical rehabilitation counseling through their course work activities and field experiences.
14. Students will engage in advocacy activity for the counseling profession as well as for the individuals with whom they work.

COLLEGE COUNSELING/STUDENT AFFAIRS

Program Mission

In addition to addressing the overall mission for all counseling programs, the College Counseling/Student Affairs program provides a high-quality learning experience that prepares graduate students to work in a variety of collegiate/academic settings.

Program Goals

The goals of the College Counseling/Student Affairs program include providing students:

1. Functional knowledge of developmental processes appropriate to college students and the academic community.
2. Functional knowledge and application of processes related to the “common language” of diagnosis, assessment, treatment planning, and relevant psychopharmacology within the collegiate/academic environment.
3. Ability to communicate effectively with and appropriately advocate for diverse communities within the collegiate/academic environment.
4. Ability to plan preventive, interventive, and postvention processes as appropriate for the client and/or the collegiate/academic environment, including research and evaluative applications that assist in refining those processes.
5. Functional knowledge of ethical and legal issues impacting college counseling, including application of that knowledge.
6. Ability to effectively advocate for College Counseling, with emphasis upon a standards-based “best practice” model.

Program Objectives

Program-specific objectives center upon core counseling areas, as well as specific learning outcomes as follows:

1. Students in College Counseling will demonstrate knowledge and application of skills that evidence a solid foundation in the historical and contemporary significance of their work in collegiate/academic settings, as well as fundamental and functional knowledge and application of developmental theory.
2. Students in College Counseling will demonstrate functional knowledge and application of processes related to diagnosis, assessment, treatment planning, and related psychopharmacology throughout their coursework and fieldwork experiences.
3. Students in College Counseling will evidence their ability to communicate effectively with and advocate for diverse populations within a collegiate/academic environment throughout their coursework and related field experiences.
4. Students in College Counseling will demonstrate their ability to plan preventive, interventive, and postvention processes during coursework, research, and planning-related activities, as well as within the context of their field activities.
5. Students in College Counseling will demonstrate their skill in assessment throughout their coursework experiences, as well as during their field experiences.
6. Students in College Counseling will evidence functional knowledge of ethical and legal issues impacting College Counseling, including application of that knowledge, during their coursework activities and at field sites.
7. Students in College Counseling will evidence advocacy for College Counseling through their class discussions, field work, and community/professional activities.

SCHOOL COUNSELING

Program Mission

Edinboro University of Pennsylvania’s School Counseling program centers upon preparing counselors to meet the academic, career, and social/emotional needs of diverse student populations. The school counseling program recognizes that school counselors work with students in a variety of ways including: individual and small group counseling, classroom guidance, educational/career planning, and as consultants to teachers, parents, families and other professionals. Students in the school counseling program experience a variety of educational opportunities to learn and practice skills in these areas.

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

Program Goals

It is expected that graduates of Edinboro University of Pennsylvania school counseling program will:

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

Program Objectives

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

Plan of Study

Masters in Counseling with a Concentration in Art Therapy

Course	Credits	Term Expected	Grade
COUN 710 Appraisal Techniques in the Helping Profession	3		
COUN 712 Human Development Across the Life Span	3		
COUN 715 Career Development & Life Planning	3		
COUN 720 Counseling Consultation and Theories	3		
COUN 730 Supervised Counseling Practice Must pass COUN 720 B- or better	3		
COUN 735 Practicum Must pass COUN 720 and 730 with a B- or better	3		
COUN 745 Multicultural Counseling	3		
COUN 755 Psychopathology and Interventions	3		
COUN 791 Addictions Counseling	3		
COUN 795 Internship I Must pass COUN 720, 730, and 735 with a B- or better	3		
COUN 795 Internship II	3		
COUN 797 Crisis and Trauma Counseling	3		
ARTT 710 History & Theory of AT	3		
ARTT 720 Media & Techniques in AT Counseling	3		
ARTT 730 Art Therapy Practice and Assessment in Counseling	3		
ARTT 735 Group Art Therapy Counseling	3		
ARTT 740 Professional Orientation for AT in Counseling	3		
ARTT 790 Intro to AT Research	3		
ARTT 791 Advanced Research Project in AT	3		
Electives: Must Take 3 for 6 credits			
ARTT 750 Current Trends Art Therapy	2		
ARTT 751 Trauma-Informed Art Therapy Must pass ARTT 710, 720 with B- or better	2		
ARTT 752 Metaphor and Creativity in Art Therapy Must pass ARTT 710, 720 with B- or better	2		
ARTT 753 Clinical Art Therapy Approaches Must pass ARTT 710, 720 with B- or better	2		
ARTT 754 Digital Media in Art Therapy Must pass ARTT 710, 720 with B- or better	2		
ARTT 760 International Art Therapy	2		
Total hours	63		

Plan of Study
Post Master's Certificate in Art Therapy

ARTT 710 History & Theory of AT	3		
ARTT 720 Media & Techniques in AT Counseling	3		
ARTT 730 Art Therapy Practice and Assessment in Counseling	3		
ARTT 735 Group Art Therapy Counseling	3		
ARTT 740 Professional Orientation for AT in Counseling	3		
COUN 795 Internship I Must complete a total of 350 hours	3		
COUN 795 Internship II Must complete a total of 350 hours	3		
ARTT 790 Intro to AT Research	3		
ARTT 791 Advanced Research Project in AT	3		
Electives: Must Take 2 for 4 credits			
ARTT 750 Current Trends Art Therapy	2		
ARTT 751 Trauma-Informed Art Therapy Must pass ARTT 710, 720 with B- or better	2		
ARTT 752 Metaphor and Creativity in Art Therapy Must pass ARTT 710, 720 with B- or better	2		
ARTT 753 Clinical Art Therapy Approaches Must pass ARTT 710, 720 with B- or better	2		
ARTT 754 Digital Media in Art Therapy Must pass ARTT 710, 720 with B- or better	2		
ARTT 760 International Art Therapy	2		
Total hours	31		

Plan of Study – Clinical Mental Health Counseling

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

I. Core Counseling Courses (33 Semester Hours)

	Course Name	Semester Hours	Semester Scheduled	Grade
COUN 705	Group Processes	3		
COUN 707	Ethical and Legal Issues in Counseling	3		
COUN 710	Appraisal Techniques in the Helping Professions	3		
COUN 712	Human Development Across the Life Span	3		
COUN 715	Career Development and Life Planning	3		
COUN 720	Counseling and Consultation Theories	3		
COUN 730	Supervised Counseling Practice	3		
COUN 745	Multicultural Counseling	3		
COUN 791	Addictions Counseling	3		
COUN 794	Research and Program Evaluation	3		
COUN 797	Crisis and Trauma Counseling	3		

II. Specialty Clinical Mental Health Counseling Courses (12 Semester Hours)

	Course Name	Semester Hours	Semester Scheduled	Grade
COUN 704	Clinical Mental Health Counseling	3		
COUN 754	Family Counseling	3		
COUN 755	Psychopathology and Intervention	3		
COUN 757	Child and Adolescent Counseling	3		

III. Elective Courses (6 Semester Hours)

	Course Name	Semester Hours	Semester Scheduled	Grade
COUN		3		
COUN		3		

IV. Fieldwork Courses (9 Semester Hours)

	Course Name	Semester Hours	Semester Scheduled	Grade
COUN 735	Counseling Practicum	3		
COUN 795	Internship in Counseling	6		

Total:.....60 semester hours

Student Name:

Student Signature: _____ Date: _____

Advisor Signature: _____ Date: _____

Plan of Study – Clinical Rehabilitation Counseling and Clinical Mental Health Counseling

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

I. Core Counseling Courses (33 Semester Hours)

	Course Name	Sem. hours	Semester scheduled	Grade
COUN705	Group Processes	3		
COUN707	Ethical and Legal Issues in Counseling	3		
COUN710	Appraisal Techniques	3		
COUN712	Human Development Across the Life Span	3		
COUN715	Career Development and Life Planning	3		
COUN720	Counseling and Consultation Theories	3		
COUN730	Supervised Counseling Practice	3		
COUN745	Multicultural Counseling	3		
COUN791	Addictions Counseling	3		
COUN794	Research and Program Evaluation	3		
COUN797	Crisis and Trauma Counseling	3		

II. Specialty Clinical Rehabilitation and Clinical Mental Health Counseling Courses (21 Semester Hours)

	Course Name	Sem. hours	Semester scheduled	Grade
COUN 702	Introduction to Rehabilitation Counseling	3		
COUN 780	Medical Information for the Helping Professions	3		
COUN 782	Vocational Development in Rehabilitation	3		
COUN784	Psychosocial Aspects of Disabilities	3		
COUN 788	Case Management	3		
COUN 754	Family Counseling Theory and Practice	3		
COUN 755	Psychopathology and Intervention	3		

III. Fieldwork Courses (9 Semester Hours)

	Course Name	Sem. hours	Semester Scheduled	Grade
COUN 735	Counseling Practicum	3		
COUN 795	Internship in Counseling	6		

Total:.....63 semester hours

Student’s Name

Student’s Signature Date

Advisor’s Signature Date

Plan of Study – College Counseling/Student Affairs

Students are strongly encouraged to contact their advisor immediately upon acceptance into the program, prior to initial registration for classes. The advisor and student together will devise a plan of study. It is also recommended that students meet with their advisors each semester before registering for the next semester. Advisors will assist students in determining an appropriate sequence of courses. The Plan of Study must be developed prior to or the semester in which the student will be completing his or her twelfth semester hour degree credit at Edinboro. It is the student's responsibility to obtain the advisor's prior approval for changes in the approved Plan of Study.

I. Core Counseling Courses (33 Semester Hours)

	Course Name	Semester Hours	Semester Scheduled	Grade
COUN 705	Group Processes	3		
COUN 707	Ethical and Legal Issues in Counseling	3		
COUN 710	Appraisal Techniques in the Helping Professions	3		
COUN 712	Human Development Across the Life Span	3		
COUN 715	Career Development and Life Planning	3		
COUN 720	Counseling and Consultation Theories	3		
COUN 730	Supervised Counseling Practice	3		
COUN 745	Multicultural Counseling	3		
COUN 791	Addictions Counseling	3		
COUN 794	Research and Program Evaluation	3		
COUN 797	Crisis and Trauma Counseling	3		

II. Specialty College Counseling Courses (15 Semester Hours)

	Course Name	Semester Hours	Semester Scheduled	Grade
COUN 700	Introduction to the Helping Professions	3		
COUN 750	College Student Development	3		
COUN 752	Law in Postsecondary Higher Education	3		
COUN 753	Student Affairs Practice and Administration	3		
COUN 756 or COUN 755	Counseling the College Student (COUN 756) or Psychopathology and Intervention (COUN 755)	3		

III. Elective Courses (3 Semester Hours)

	Course Name	Semester Hours	Semester Scheduled	Grade
COUN		3		

IV. Fieldwork Courses (9 Semester Hours)

	Course Name	Semester Hours	Semester Scheduled	Grade
COUN 735	Counseling Practicum	3		
COUN 795	Internship in Counseling	6		

Total.....60 semester hours

Student Name:

Student Signature: _____ Date: _____

Advisor Signature: _____ Date: _____

Plan of Study – School Counseling

Students are strongly encouraged to contact their advisor immediately upon acceptance into the program, prior to initial registration for classes. The advisor and student together will devise a plan of study. It is also recommended that students meet with their advisors each semester before registering for the next semester. Advisors will assist students in determining an appropriate sequence of courses. The Plan of Study must be developed prior to or the semester in which the student will be completing his or her twelfth semester hour degree credit at Edinboro. It is the student's responsibility to obtain the advisor's prior approval for changes in the approved Plan of Study.

I. Core Counseling Courses (33 Semester Hours)

	Course Name	Semester Hours	Semester Scheduled	Grade
COUN 705	Group Processes	3		
COUN 707	Ethical and Legal Issues in Counseling	3		
COUN 710	Appraisal Techniques in the Helping Professions	3		
COUN 712	Human Development Across the Life Span	3		
COUN 715	Career Development and Life Planning	3		
COUN 720	Counseling and Consultation Theories	3		
COUN 730	Supervised Counseling Practice	3		
COUN 745	Multicultural Counseling	3		
COUN 791	Addictions Counseling	3		
COUN 794	Research and Program Evaluation	3		
COUN 797	Crisis and Trauma Counseling	3		

II. Specialty School Counseling Courses (12 Semester Hours)

	Course Name	Semester Hours	Semester Scheduled	Grade
COUN 700	Introduction to the Helping Professions	3		
COUN 740	Individual Development: Childhood through Adolescence	3		
COUN 742	Developmental Counseling in Schools	3		
COUN 744	Techniques for Counseling Students with Disabilities	3		

III. Elective Courses (6 Semester Hours)

	Course Name	Semester Hours	Semester Scheduled	Grade
COUN		3		
COUN		3		

IV. Fieldwork Courses (9 Semester Hours)

	Course Name	Semester Hours	Semester Scheduled	Grade
COUN 735	Counseling Practicum	3		
COUN 795	Internship in Counseling	6		

Total.....60 semester hours

Student Name:

Student Signature: _____ Date: _____

Advisor Signature: _____ Date: _____

DEGREE REQUIREMENTS FOR ALL COUNSELING PROGRAMS

ADMISSION TO CANDIDACY

Admission to graduate study as a degree student does not automatically mean that the student has been accepted as a candidate for the master's degree in counseling at Edinboro University Pennsylvania. It is the student's responsibility to submit the application for Candidacy to her or his advisor (please find this application in D2L). This completed application must be submitted prior to the end of the first month of the semester following the completion of her or his 12th semester hour of credit. Courses taken following the semester in which the student has completed 12 semester hours may not be accepted towards meeting the minimum number of semester hours of credit required for the degree unless a written statement has been received from the appropriate academic dean authorizing an exception to this policy.

The academic and performance record of each degree student is during the semester in which the student has completed her or his 12th semester hour of degree credit at the University. Students will apply for Degree Candidacy by completing: (1) the Degree Candidacy Application, (2) the Counseling Program Knowledge, Skills, and Dispositions form, and (3) the Multicultural Awareness, Knowledge, and Skills Survey (MAKSS), and (4) finalizing a Plan of Study. Counseling faculty will hold a meeting to review all students who are applying for Degree Candidacy. Students who have made satisfactory progress in acquiring counseling knowledge, skills, and professional dispositions will be admitted to Candidacy for the master's degree in counseling.

Because of the nature of the role of the professional counselor, degree candidates of the programs must demonstrate personal responsibility, integrity, and professionalism. The Counseling Program Knowledge, Skills, and Dispositions form outlines five requirements for each of these three core professional areas. During the Degree Candidacy review meeting, each student's advisor presents the candidacy application for program staff recommendation.

Students will be evaluated on Knowledge, Skills, and Dispositions necessary for professionals at various transition points through the program. Candidacy is the first point where these qualities will be formally evaluated. Both the individual student and faculty will have input into this evaluation (the faculty evaluation form is on page 48; students complete the KSD in D2L (Counseling Program shell).

A degree student may not be admitted to Candidacy until: (1) at least 12 semester hours of degree credit have been completed at the University, (2) an Application for Admission to Candidacy has been filed with the office of the academic dean, and (3) the student has made satisfactory progress in her or his degree program.

A student is judged to have made satisfactory progress in the degree program if: (1) she or he has had a personal meeting with the advisor and together with the advisor has completed a Plan of Study for the Master's degree, (2) a "B" or better has been earned in the courses completed as part of the degree program, (3) she or he has completed a Knowledge, Skills, and Dispositions

self-evaluation, and (4) the Counseling Program faculty agree that there is no objection to the student's admission to Candidacy .

Students whose progress in the degree program is judged not to be satisfactory will either be denied permission to continue as a degree student or will be given the opportunity to participate in a Student Success Plan and one additional semester of credit to attempt to achieve a satisfactory level of progress in their degree program to warrant admission to Candidacy. An immediate denial of permission to continue as a degree student will be made if it is judged the student could not possibly achieve a satisfactory level of progress by completing an additional semester of credit. When evaluations indicate a student's inappropriateness for the program, faculty assist in facilitating the student's transition out of the program and, if possible, into a more appropriate field of study.

TRANSFER OF CREDITS

A maximum of 9 semester hours of graduate credit may be accepted for transfer from a regionally accredited or state approved college or university. Transfer credit must be part of a planned program of study (refer to the most current Edinboro University Graduate Catalog for specific university regulations). In addition, students may petition to substitute one graduate course for another. This request must be done through the advisor and must be part of a planned program of study with a justifiable rationale. Students who are transferring from non-CACREP accredited programs may be at risk for not being able to transfer courses that do not meet CACREP standards.

GRADUATION REQUIREMENTS

Individuals must comply with the degree requirements for the master of arts degree described in this manual. The student must also satisfactorily complete the CPCE (standardized comprehensive exam) and a Keystone Performance Indicator (KPI) Project.

SPECIALTY OR CONCENTRATION KEY PERFORMANCE INDICATOR (KPI) PROJECTS

Students in each program will complete a KPI Project in one designated class demonstrating their ability to analyze, synthesize and apply theory in the specific counseling concentration for which they are studying. Courses identified for the KPI are as follows:

Program	Course	KPI Project
College Counseling/Student Affairs	COUN 750 College Student Development	Case Study Presentation
Clinical Mental Health Counseling	COUN 755 Psychopathology and Intervention	Case Study Presentation
Clinical Rehabilitation Counseling and Clinical Mental Health Counseling	COUN 782 Vocational Development, Services and Resources in Rehabilitation	Job Development/Employment Marketing Kit

School Counseling	COUN 742 Developmental Counseling in Schools	Comprehensive Developmental School Counseling Project
Art Therapy	ARTT 791 Advanced Research in Art Therapy	Research Project

COUNSELOR PREPARATION COMPREHENSIVE EXAM

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

The CPCE is administered via the Internet using a secure browser. The Counseling Program faculty decide the date, time and location for the administration(s). Students who take the CPCE must have completed the following eight core courses that coincide with the CACREP core areas: *Group Processes, Ethics and Legal Issues in Counseling, Appraisal Techniques, Human Development Across the Life Span, Career Development and Life Planning, Counseling and Consultation Theories, Multicultural Counseling, and Research and Program Evaluation*. Students must also complete the *Introduction* course in their specialty area (i.e., either COUN 700, COUN 702, or COUN 704) before taking the CPCE. The examination cost per student is \$75.00 for Internet-based testing (IBT) on campus and \$150.00 for computer-based testing (CBT) off campus.

When students have completed all eight courses outlined in the preceding paragraph, they should notify their advisor of their intent to take the CPCE in a given term. It is the student's responsibility to communicate with the advisor and ensure that this requirement is completed. A passing score on the CPCE is among the requirements to earn the Master of Arts in Counseling.

The CPCE covers the eight CACREP common-core areas as defined by their Standards of Preparation:

- *Assessment and Testing*
- *Career Development*
- *Counseling and Helping Relationships*
- *Group Counseling and Group Work*
- *Human Growth and Development*
- *Professional Counseling Orientation and Ethical Practice*
- *Research and Program Evaluation*
- *Social and Cultural Diversity*

The CPCE is based on the same eight content areas as the National Counselor Examination for Licensure and Certification (NCE) and contains 20 questions in each of the eight sections. Three

questions in each area are field test questions, so students will only be graded on 17 of the questions.

ART THERAPY COMPREHENSIVE EXAM

Students in the MA in Counseling, Art Therapy, and the Post-Master's Certificate in Art Therapy must take and pass the Art Therapy Comprehensive Exam. The exam is broken into two content areas, knowledge and application, and is a summative assessment in which students demonstrate their learning and knowledge in art therapy. Students are given 48 hours to complete the exam and are required to answer, in essay format, 10 knowledge questions and 6 application questions that relate to a case study. The art therapy comprehensive exam should be taken in the second to last or final semester in the program. Arrangements are made with the student's advisor.

FIELDWORK REQUIREMENTS

PRACTICUM

Students in all the CACREP-accredited counseling programs must complete a practicum as part of their graduation requirements. Students will spend approximately 8 hours per week (112 hours total) at the practicum site. Of this hourly total, a minimum of 40 hours (or 56 hours for art therapy students) must involve direct services to clients/students (at least 10 hours of the direct service hours must involve group work unless this experience is not available at the site). In addition, students will attend weekly practicum classes on campus or online. A minimum of 1 ½ hours of synchronous group supervision (i.e., practicum class) is required each week. Students are also required to engage in 1 hour a week of on-site supervision and 1 hour a week of individual or triadic supervision with the university supervisor. *Note:* Art therapy students are required to meet for group supervision 2 hours per week for a minimum of 22.5 hours per semester.

Assignments for the practicum course include weekly written narratives, weekly time logs, three (3) audio/video recordings, and a final paper. Other requirements may be included in some practicum sections (e.g., case presentation). The *Counseling Practicum Manual* contains additional information regarding the practicum experience. The *Counseling Practicum Manual* is available on the Department of Counseling, School Psychology, and Special Education Web site under "Manuals and Guides." Students should download and read a copy of the manual prior to their practicum experience.

INTERNSHIP

All degree seeking students must complete an internship. All students are expected to have completed all core required courses in the area of their counseling specialty unless otherwise approved by the advisor and instructor. *Counseling Practicum* (COUN 735) must be completed before enrolling for internship. The six (6) credit internship requires 600 clock hours of on-site experience. Generally speaking, the internship hours must be completed within the time frame of the 15-week semester. Thus, the interns would be on-site 40 hours per week ($15 \times 40 = 600$) for one semester or 20-25 hours per week over two semesters ($15 \times 20 = 300$). Students are also

required to enroll in an internship course that has weekly (1 ½ hours) or biweekly (3 hours) synchronous or face-to-face group supervision. Individual or triadic supervision with the university supervisor may also be required.

The student must make the necessary plans and arrangements in order to complete an internship. The *Internship Manual* contains much more information regarding the internship experience. Students can access the internship manual for their particular program online on the Counseling webpage under Manuals and Guides. NOTE: Graduate assistantships are NOT available during 6-credit internship semesters. Students may opt to complete two 3-credit internships (300 clock hours each) over two terms. Students should discuss this option with their advisors. Additional information on 300 hours internships can be found in the *Internship Manual*.

INFORMATION REGARDING LIABILITY INSURANCE

Students enrolled in *Practicum* or *Internship* must secure professional liability coverage prior to their field experience (proof of liability insurance is required as part of the practicum and internship application).

A number of professional organizations offer liability insurance (either part of the student membership fee or at a nominal cost). Check the applicable organization(s) regarding liability insurance.

American Art Therapy Association (AATA)

4875 Eisenhower Avenue, Suite 240

Alexandria, VA 22304

1-888-290-0878

(703) 548-5860

<https://arttherapy.org/>

<https://arttherapy.org/why-become-a-member/>

<https://arttherapy.org/career-center/#StudentBenefits>

American Counseling Association (ACA)

6101 Stevenson Avenue, Suite 600

Alexandria, VA 22304

Telephone: 1-800-347-6647

<https://www.counseling.org/membership/membership-savings/liability-insurance>

Note: Applicant must hold membership in the American Counseling Association. Liability insurance is complimentary to ACA master's-level students.

American School Counselor Association (ASCA)

1101 King Street, Suite 310

Alexandria, VA 22314

Telephone: 1-800-306-4722

(703) 683-ASCA (2722)

<https://www.schoolcounselor.org/school-counselors-members/member-benefits-info/liability-insurance>

American College Personnel Association (ACPA) – College Student Educators International

One Dupont Circle, NW Suite 300
 Washington, DC 20036
 Telephone: (202) 835-2272
<http://www.myacpa.org/>

For further information, consult with your campus practicum, internship supervisor and/or the internship manual for your respective program.

NATIONAL EXAMS AND STATE CERTIFICATIONS

National Examinations/State Licensure

It is recommended that students complete national examinations for which they qualify. These exams include the National Counselor Examination for Licensure and Certification (NCE) and the National Clinical Mental Health Counseling Examination (NCMHCE). Additionally, the Certified Rehabilitation Counselor (CRC) Exam is an option for the licensure exam for students in the Clinical Rehabilitation Counseling and Clinical Mental Health Counseling Program. Students in the Art Therapy program are eligible to take the Art Therapy Credentials Board Exam (ATCBE). The ATCBE can be taken at designated computer-authorized exam sites. In most states, students are unable to be licensed as professional counselors without completing the NCE or a similar, standardized exam. Please review the counseling licensure requirements for the state in which you live and talk with your advisor about any questions.

National Counselor Examination for Licensure and Certification (NCE)

National Board for Certified Counselors, Inc.
 3 Terrace Way
 Greensboro, NC 27403
 Telephone: (336) 547-0607
 Web site: <https://www.nbcc.org/exams/nce>
 E-mail: nbcc@nbcc.org

Certified Rehabilitation Counselor (CRC) Exam

Commission on Rehabilitation Counselor Certification (CRCC)
 1699 East Woodfield Road, Suite 300
 Schaumburg, IL 60173
 Telephone: (847) 944-1325
 Web site: <https://www.crcrcertification.com/>
 Administered in March, July, and October.

Art Therapy Credentials Board Exam (ATCBE)

Art Therapy Credentials Board, Inc. (ATCB)
 7 Terrace Way
 Greensboro, NC 27403
 Toll Free: (877) 213-2822
 Telephone: (336) 482-2858

Web site: <https://www.atcb.org/Examinations>

E-mail: atcbinfo@atcb.org

Note: Check the application deadlines on the aforementioned Web sites.

State School Counseling Certification/Exams

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

Students seeking school counselor certification 22 Pa. Code § 49.18 (Assessment) are required to be assessed in the subject matter knowledge or content test indicated for the certification area. It is the student's responsibility to register for and pass the required exam for school counselor certification in the Commonwealth of Pennsylvania. The exam test name is "Professional School Counselor," Test Code 5421 (computer version). The Praxis™ Study Companion for the Professional School Counselor test (5421) is available at:

<https://www.ets.org/s/praxis/pdf/5421.pdf>

The Pennsylvania Department of Education (PDE) is requiring all applications for certification to be completed and submitted through the new Teacher Information Management System (TIMS). The Dean of the School of Education is the certification officer for Edinboro University.

Students must apply for certification through the Dean's Office as well as online. Application for such certificates must be made and the certificate issued before graduates may counsel in the public schools of Pennsylvania. Application for local testing is to be made online at:

<https://www.ets.org/praxis/pa>

You may also contact the Bureau of Teacher Certification and Preparation for an application at:

PDE

333 Market Street

Harrisburg, PA 17126

Web site: <https://www.education.pa.gov/Pages/Contact-Us.aspx>

Telephone: (717) 783-3750

POLICIES AND PROCEDURES

COUNSELING PROGRAM DISPOSITIONS POLICY

Students enrolled in graduate programs in Counseling at Edinboro University, offered by the Department of Counseling, School Psychology, and Special Education, are evaluated throughout their graduate experience on professional knowledge, skills, and professional dispositions.

Students are informed of these expectations through a number of venues, including new student orientation, the Graduate Student Informed Consent form, course syllabi, advisement, Graduate Catalog, Degree Candidacy Application, course assignments, and clinical experiences.

The Counseling Program recognizes that effective counselors use their interpersonal skills and personhood to develop a trusting, working alliance with the diverse clients and/or students they serve. This service-oriented profession requires that counselors know their interpersonal strengths and areas for development. Graduate students in the Counseling program will participate in an ongoing evaluation process related to the development of effective professional dispositions. The Counseling Disposition form is used for students to self-evaluate and for faculty to evaluate student professional dispositions. The form includes the three key areas of Personal Responsibility, Integrity, and Professionalism. Each area consists of five specific components for assessment. Assessment of these dispositions is also part of the Counseling Program Knowledge, Skills, and Dispositions form. Students will engage in self-assessment and faculty will engage in student assessment to determine student eligibility for degree candidacy, readiness for fieldwork, and completion of the degree program.

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

1. Faculty teaching the course or who witness the professional disposition concern will discuss these concerns with the student.
2. Faculty will complete a Counseling Disposition form.
3. Faculty will discuss student dispositional concerns with the program committee (i.e., all full-time program faculty).
4. The program committee will review the concern and select one or more of the following options to address the concern(s).
 - A. The student will meet with the advisor to discuss concerns aimed at improving student behavior. This meeting will occur when there are minor concerns that do not rise to the level of involving all faculty in the Counseling Program.
 - B. The student will meet with the advisor to develop a Success Plan approved by the Counseling Program faculty. The Dean (or Executive Director) of the School of Education will also review and approve the Student Success Plan. The student must sign off on the plan indicating a commitment to follow the Success Plan.
 - C. The student will meet with the Counseling Program committee and the program committee will develop a Success Plan. The student must sign off on the plan indicating a commitment to follow the Success Plan.
 - D. In the event of egregious behavior, the Counseling Program faculty may vote to dismiss a student from the program. This recommendation will be made to the Dean of the School of Education. Students have the right to appeal such a decision as outlined in the Graduate Catalog.

5. Students who have a Success Plan must comply with the plan. In the event that student behavior does not comply with the Success Plan, the program faculty may develop a second Success Plan or ask the Dean of the School of Education to remove the student from the program. Students have the right to appeal such a decision as outlined in the Graduate Catalog.

Professional Dispositions and Degree Candidacy

While enrolled in the first 12 credit hours, students will complete the Counseling Program Knowledge, Skills, and Dispositions (KSD) form to self-evaluate counseling knowledge, skills, and dispositions. This form is completed as part of the Degree Candidacy application process. Student and advisor evaluations will be used to determine a student's acceptance for degree candidacy. Students who have excessive professional dispositions that are Developing and/or Unacceptable will not be approved for Degree Candidacy. Students may be asked to complete a Student Success Plan or may be counseled out of the program and offered support while making alternative educational or career plans.

Professional Dispositions and Approval for Practicum

While enrolled in *Supervised Counseling Practice* (COUN 730), students will complete the Counseling Program KSD Counseling Program form to self-evaluate counseling knowledge, skills, and dispositions. Faculty who teach COUN 730 will complete a KSD form for each student. Upon completion, full-time faculty in the Counseling Program will review each student's self-evaluation and discuss student performance in all courses, including COUN 730. Student and faculty evaluations will be used to determine a student's readiness for practicum or the first fieldwork course. Students who have any professional dispositions that are "Unacceptable" will not be approved for practicum. Students who are denied entry to practicum may be offered the opportunity to complete a Student Success Plan or may be counseled out of the program and offered support while making alternative educational or career plans.

Clinical Skills Policy

The following procedure applies specifically to students who do not demonstrate satisfactory knowledge or clinical skills while enrolled in *Counseling Practicum* (COUN 735) and/or *Internship in Counseling* (COUN 795).

Although program faculty will provide professional assistance, the student is expected to take ownership of her or his professional conduct. Should a student demonstrate a lack of satisfactory knowledge or clinical skills or demonstrate behaviors that are deemed by faculty to be unacceptable during practicum or internship, the following procedure will be enacted:

1. Faculty will discuss concerns with the student and, if appropriate, the site supervisor.
2. Faculty will discuss concerns with the Counseling Program faculty and may complete a Counseling Program Dispositions form, if applicable.

3. The Counseling Program may direct the advisor and appropriate faculty to meet with the student to address concerns and specific recommendations aimed at improving the student's knowledge, clinical skills, or behavior.
4. If necessary, the Counseling Program may require the student to meet with the Counseling Program faculty to discuss concerns and develop a Student Success Plan to assist the student with interpersonal and professional growth.
5. The advisor will meet with the student and, if appropriate, the site supervisor to develop a specific plan of action. This Student Success Plan will include a detailed monitoring and reporting process.
6. In the event that the student's knowledge, clinical skills or behaviors do not comply with the Success Plan, the program faculty may ask the Dean of Education to remove the student from the program. Students have the right to appeal such a decision as outlined in the Graduate Catalog.

Clearances Requirement Policy

All practicum students and interns must obtain ACT 151 (child abuse) and ACT 34 (criminal) clearances prior to placement. Students are required to submit ACT 151 (child abuse) and ACT 34 (criminal) clearances prior to field placement. Additionally, all students are required to complete the "Recognizing and Reporting Child Abuse: Mandated and Permissive Reporting in Pennsylvania" training that meets both the ACT 31 of 2014 and ACT 126 of 2013 training requirements. The Mandated and Permissive Reporting training online training link is: https://www.reportabusepa.pitt.edu/webapps/portal/execute/tabs/tabAction?tab_tab_group_id=91_1 (this online training is free of charge).

All required student clearances are to be submitted with the practicum and internship applications. Application forms for these clearances can be obtained online. The School of Education clearance requirements can be found at: https://www.edinboro.edu/academics/schools-and-departments/soe/clearances-certifications-candidacy/clearance-requirements/CLEARANCE_SUBMISSION_FORM_REVISIED_January_2018fillable.pdf

For students in Pennsylvania

Act 24 (Reporting Arrests and Convictions). Student who enroll in *Practicum* and *Internship* students are asked to complete Act 24 forms and submit with their paperwork. These forms are available in the Department office.

Act 34 (Criminal History Record Request Form):

<https://www.education.pa.gov/Educators/Clearances/PATCH/Pages/default.aspx> or <https://epatch.state.pa.us/Home.jsp?sessionMessage=Your%20session%20has>

The Criminal History Request Form can be filled out online with a credit card. Your state representative can facilitate requests if you are short on time.

Act 126 (Recognizing and Reporting Child Abuse Recognition: Mandated and Permissive Reporting in Pennsylvania Online Training):

https://www.reportabusepa.pitt.edu/webapps/portal/execute/tabs/tabAction?tab_tab_group_id=911

Act 151 (Child Abuse History Clearance):

<https://www.education.pa.gov/Educators/Clearances/DHS/Pages/default.aspx>

Child abuse history clearance must be downloaded and sent in (also refer to:

<http://www.dhs.pa.gov/publications/findaform/childabusehistoryclearanceforms/index.htm>).

Also, the form can be downloaded from:

http://www.dhs.pa.gov/cs/groups/webcontent/documents/form/s_001762.pdf

Some internship sites require other types of clearance, such as tuberculosis (TB) check and FBI Fingerprinting. If your site requires either of these clearances, please include the applicable clearances with your application. Any practicum student or intern who will be working in the public school system must have Act 114 FBI fingerprint clearances and tuberculosis (TB) test results. FBI clearance:

<https://www.education.pa.gov/Educators/Clearances/CHRI/Pages/default.aspx>

For students outside of Pennsylvania

- Child Abuse History Clearance form used by the state in which the internship occurs
- Criminal Record Check (usually through police) used by the state in which the internship occurs
- A Child Abuse Mandated Reporting training by the state in which the internship occurs
- ACT 24 attached to application

For international students

- Child abuse clearance for the country in which the internship occurs (if none exists, complete the clearance for your home state, if U.S. citizen, or equivalent)
- Criminal records in which the internship occurs (if none exists, complete clearances for your home state, if U.S. citizen, or equivalent)
- Child abuse mandated reporting training if it exists in the country in which the internship occurs, otherwise complete the Pennsylvania training (Act 126)

If a student has a previous offense that shows up on any of the clearances, this record may impact permission to complete a practicum or internship. In the event that a student has a previous record, the following procedure will be followed:

1. The course instructor (practicum) or the advisor (internship) will instruct the student to make an appointment with the Dean of Education to discuss this issue.
2. The instructor or advisor will contact the Department Chair and will provide the Chair with documentation.
3. The Chair will inform the Dean and provide the Dean with the documentation.
4. The Dean will meet with the student and determine a course of action.

Documented Charges, Arrests, or Convictions

All counseling students will submit clearances currently required before enrolling in practicum or internship. Should a charge, arrest, or conviction be found on any of the clearances, the student will be required to meet with the Dean or his/her designee. The Dean or his/her designee will review the clearances, offer the student an opportunity to clarify or present further information, explain to the student that the information must be shared with prospective sites, and describe potential hindrances to seeking counseling certification or licensure. The Dean or his/her designee may assign remediation dependent upon the nature of the offense before the student is permitted to complete practicum or internship.

Recording Policy

It is the policy of Edinboro University that student trainees must submit recordings for clinical review and supervision. Further, CACREP requires that students make recordings or participate in live supervision as part of their fieldwork experience. To ensure confidentiality of clients when being taped (video/audio) for the purpose of internship or practicum, the following procedures must be followed.

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

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

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

Security: Videos or audio recordings of counseling sessions must meet HIPAA standards for security. A video or audio recording must, at all times, be in a double-lock security situation. For example, if you store a tape in a locked file cabinet (lock 1) in a room that has a locked door (lock 2), you have met the double-lock requirement.

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

Recording Elimination Procedures: At the conclusion of each semester or summer term, all video and audio recordings will be erased.

Grade Appeals Policy

Grade Appeals can be directed to the chair of the Grade Appeals Committee.

Endorsement Policy

Faculty members endorse or recommend students only for positions in the area of specialization for which they have training and professional experience. Faculty members will review appropriate credentials to make judgments about student recommendations which are consistent with professional and ethical obligations.

PROFESSIONAL DEVELOPMENT

Professional Clubs

Students have the opportunity to participate in a university-sponsored club as members of the Counseling Program. Leadership opportunities, speakers, professional development, and social activities are offered through participation in the Counseling Club. In addition, Edinboro has a Chi Sigma Iota chapter: the Epsilon Chi Chapter. Invited, eligible students have the opportunity to join Chi Sigma Iota, the international honor society for students, professional counselors, and counselor educators.

Professional Organizations

Students are also encouraged to join professional organizations such as the American Counseling Association (ACA) as student members. Through memberships in professional organizations, graduate students may experience enhanced networking opportunities, attend regional, state, and local conferences, develop career connections, and the possibility of presenting programs or research results.

Graduate Student Council

The Graduate Student Council serves as a student council to graduate studies. Of specific concern are issues related to responsiveness of graduate programming to student needs and policies and practices in the presentation of graduate education at Edinboro University. Membership on the Graduate Student Council consists of one representative of each graduate program nominated by the head of each graduate program for a term of office not to exceed two years. However all graduate students are invited to participate in Graduate Student Council. When deemed appropriate, the president of the Graduate Student Council may be invited to attend Graduate Council meetings.

THE SUCCESSFUL STUDENT CHECKLIST

- Complete a Plan of Study – Develop with and submit to the faculty advisor
- Complete a Candidacy Application
- Start the search for an appropriate practicum site early in the degree program
- Completion of Courses with a 3.0 GPA or better
- Completion of Counseling Practicum
 - Access Counseling Practicum Manual
 - Attend mandatory Fieldwork meeting the semester prior to your practicum
 - Contact site supervisor
 - Complete contracts
 - Obtain necessary clearances and liability insurance
 - Register (Intent to Register)
 - Turn in packet by due date
- Plan for Internship (consult the Internship Manual for more specific information)
 - Access Internship Manual
 - Attend mandatory Fieldwork meeting the semester prior to your internship
 - Contact site supervisor
 - Complete contracts
 - Obtain necessary clearances and liability insurance
 - Register (Intent to Register)
 - Turn in packet by due date
- Complete the CPCE
- Order cap, gown, master's hood from bookstore
- Complete PDE certification materials (school counseling students only)
- Complete NTE (PRAXIS) exam (school counseling students only)
- Obtain CRC Examination material from CRC Web site:
<https://www.crccertification.com/>
 (Clinical Rehabilitation Counseling and Clinical Mental Health Counseling program majors) and/or NCE materials from department coordinator
- Submit Graduation Card (within the first week of the semester in which you intend to graduate).

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

COUNSELING COURSES

COUN 700 INTRODUCTION TO THE HELPING PROFESSIONS 3 semester hrs.

This introductory class is a core experience for students enrolled in the MA in Counseling program. It exposes students to the generic components of counseling across settings and enables students to examine in-depth their personal fitness for pursuing a career as a professional helper. It also provides a background for specialized study in each curriculum.

COUN 702 INTRODUCTION TO REHABILITATION COUNSELING 3 semester hrs.

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

COUN 703 INTRODUCTION TO HIGHER EDUCATION 3 semester hrs.

This course is designed to provide a comprehensive overview of the foundations of higher education in the United States. The course will examine philosophical assumptions that guide higher education and student affairs, the unfolding of the history of higher education and student services, and how philosophy and history have shaped higher education practices today.

COUN 704 CLINICAL MENTAL HEALTH COUNSELING 3 semester hrs.

Students will identify the roles and responsibilities of a clinical mental health counselor, types of settings in which clinical mental health counselors work, and the skills required for diagnostic interviews and treatment planning. Students will become familiar with CACREP standards, certification, and licensure in the field of counseling.

COUN 705 GROUP PROCESSES 3 semester hrs.

This course teaches students to understand group processes and their application. Instruction uses both a didactic approach and a laboratory approach wherein students learn through observing their own group experience.

COUN 707 ETHICAL AND PROFESSIONAL ISSUES IN COUNSELING 3 semester hrs.

Although counselors operate under a professional code of ethics, these guidelines often leave questions unanswered as no single universal “right” answer exists for most ethical dilemmas. It is important for counselors to be familiar with current professional, ethical and legal issues. Understanding professional codes and applying ethical and legal decision-making processes when faced with challenging situations are necessary in order to be a competent professional. This course familiarizes students with the professional code of ethics. This course also presents the opportunity for students to consider the legal context of a counselor’s work across the various specialty areas. Legal topics include professional risks, procedural processes, and conflicts between laws and ethics.

COUN 710 APPRAISAL TECHNIQUES IN THE HELPING PROFESSIONS 3 semester hrs.

This course is designed as an overview of assessing individual differences through the usage of group tests and measurements. Competencies will be developed in the areas of selecting, administering, and interpreting group intelligence, aptitude, achievement, interest and personality instruments. Current research involving assessment relative to educational, social, and industrial settings will be examined.

COUN 712 HUMAN DEVELOPMENT ACROSS THE LIFE SPAN 3 semester hrs.

This graduate-level course traces human development over the life span. Issues for each stage of development in the arenas of physical, cognitive and psychosocial growth are explored. Culture and systemic influences on development are emphasized. Theories and research that have applicability to the counseling profession are examined.

COUN 715 CAREER DEVELOPMENT AND LIFE PLANNING 3 semester hrs.

This course allows graduate counseling students to explore, in depth, selected aspects related to vocational psychology, occupational sociology, career development, career choice, career decision making, career counseling and guidance, and other career-related issues and behaviors. The course is designed to acquaint students with the basic theories and constructs that are essential to the understanding and implementation of career development through the life span. Systems of career education, occupational information, decision-making strategies, and life-work planning for special populations are examined.

COUN 720 COUNSELING AND CONSULTATION THEORIES 3 semester hrs.

This course involves the study of selected theories and techniques of individual counseling. Also covered are various models of the consultation process focusing on the rationale of why consultation has emerged as an important adjunct to personal counseling.

COUN 730 SUPERVISED COUNSELING PRACTICE 3 semester hrs.

This course assists students in identifying and developing skills of an effective helper. Students participate in counseling experiences using role-playing and “real-life” clients and critique in class audio and video tapes of counseling sessions conducted by students. **Prerequisite:** COUN 720 Counseling and Consultation Theories.

COUN 735 COUNSELING PRACTICUM 3 semester hrs.

The practicum provides an arranged, supervised experience in a specialized area of counseling. It requires prerequisite training and sufficient experience to allow the beginning of autonomous functioning.

Prerequisite: COUN730 Supervised Counseling Practice.

COUN 740 INDIVIDUAL DEVELOPMENT: CHILDHOOD THROUGH ADOLESCENCE 3 semester hrs.

This course enables significant adults (primarily persons whose professions involve them directly in formal education) to base their interactions/interventions with children, adolescents and parents on an understanding of the process of growth and development. Students have the opportunity to engage in a use-oriented project related to their individual interests/needs.

COUN 742 DEVELOPMENTAL COUNSELING IN SCHOOLS 3 semester hrs.

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

COUN 744 TECHNIQUES FOR COUNSELING STUDENTS WITH DISABILITIES 3 semester hrs.

This course provides a foundation for graduate students in school guidance to effectively counsel the student with a disability. It emphasizes cultural, historical, and socioeconomic issues facing the adjustment of this student, as well as specific counseling procedures for assisting him/her in a school setting.

COUN 745 MULTICULTURAL COUNSELING 3 semester hrs.

This course enables students to develop knowledge and understanding regarding characteristics and concerns of multiculturally diverse groups, the attitudes and behaviors affected by dominant group membership, and individual and group approaches/interventions appropriate with diverse populations.

COUN 750 COLLEGE STUDENT DEVELOPMENT 3 semester hrs.

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

COUN 751 CONTEMPORARY COLLEGE STUDENTS 3 semester hrs.

This course provides a comprehensive overview of how college affects students. Using research to inform practice, graduate students will explore the interaction between person and environment. The course examines the manner in which student learning is impacted by student characteristics, by the college environment, and by the interaction of the student with the environment.

COUN 752 LAW IN POSTSECONDARY HIGHER EDUCATION 3 semester hrs.

This course serves as a legal foundation for graduate students in counseling student personnel services, or related professions in higher education. It emphasizes the legal history in higher education, institutional relationship with administrators, students, faculty, the community; procedural processes; and basic concepts of civil rights, criminal, tort, and contractual law.

COUN 753 STUDENT AFFAIRS PRACTICE AND ADMINISTRATION 3 semester hrs.

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

COUN 754 FAMILY COUNSELING THEORY AND PRACTICE 3 semester hrs.

This course prepares students to counsel families. Students also learn how to use the *Diagnostic and Statistical Manual of Mental Disorders* for diagnosing and planning treatment with families and individuals.

COUN 755 PSYCHOPATHOLOGY AND INTERVENTION 3 semester hrs.

This course enables students to recognize the diagnostic features of major mental disorders, such as anxiety disorders, bipolar and related disorders, schizophrenia spectrum and other psychotic disorders, personality disorders, neurodevelopmental disorders, and trauma- and stressor-related disorders. Students will demonstrate knowledge of assessments utilized in diagnosis, medications, and therapeutic interventions used in the treatment of mental disorders.

COUN 756 COUNSELING THE COLLEGE STUDENT 3 semester hrs.

This course provides an historical perspective and overview of contemporary issues impacting counseling services for students in higher education. College counselors will learn about factors that place postsecondary students at-risk, including related DSM diagnoses and psychopharmacology, life experiences, and personal characteristics. Challenges associated with developmental theories within a diagnostic framework will be addressed. Current issues related to accreditation, credentialing, evaluation and future directions in college counseling will be discussed. **Prerequisite:** a graduate development course (COUN 712, COUN 740 or COUN 750, or the equivalent).

COUN 757 CHILD AND ADOLESCENT COUNSELING 3 semester hrs.

This course covers a variety of models and theories related to clinical mental health counseling, specifically applicable to working with children and adolescents. Diagnostic procedures, assessment techniques and evidence-based intervention strategies will be presented. Students will learn how to modify techniques based on developmental age and culture of the client.

COUN 758 INTERVENTION SKILLS 3 semester hrs.

This course provides an overview of the knowledge and skills necessary for student affairs professionals to design and evaluate educational interventions for individuals and groups. The course examines basic counseling principles and practices to assist student affairs staff in helping and advising students. In addition, it assists practitioners in identifying and referring students who need more comprehensive mental health services.

COUN 780 MEDICAL INFORMATION FOR THE HELPING PROFESSIONS 3 semester hrs.

This course is designed to provide students with a working knowledge of disabilities and an understanding of basic medical terminology associated with a variety of conditions found in general rehabilitation settings. Areas of focus include: types of conditions; diagnostic and treatment methods; functional issues; arranging physical restoration services; psychosocial and vocational implications of various conditions; the principles of crisis intervention of people with disabilities during crises, disasters, and other trauma-causing events; and the role of the rehabilitation counselor.

COUN 782 VOCATIONAL DEVELOPMENT, SERVICES AND RESOURCES IN REHABILITATION 3 semester hrs.

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

COUN 784 PSYCHOSOCIAL ASPECTS OF DISABILITIES 3 semester hrs.

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

COUN 785 TRAUMA-INFORMED CARE FOR HELPING PROFESSIONALS 3 semester hrs.

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

COUN 786 PROFESSIONAL ISSUES FOR DIRECT SERVICE PROVIDERS 3 semester hrs.

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

COUN 788 CASE MANAGEMENT 3 semester hrs.

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

COUN 790 SPECIAL TOPICS IN COUNSELOR EDUCATION 3 semester hrs.

Students in this course will explore in depth specific counselor education topics.

COUN 791 ADDICTIONS COUNSELING 3 semester hrs.

This course provides counselors with an overview of various types of addiction, treatment modalities, and an understanding of the addictive personality of the addictive process. Theories of addiction counseling and application of these theories will comprise a significant part of this course, particularly with how they apply to work with individuals, couples, families, and groups. Co-occurring disorders, such as process addictions and mental illnesses will also be addressed. Students will develop conceptual knowledge, practical skills, and self-awareness concerning the etiology of addiction, assessment strategies, wellness strategies for facilitating optimal development, and diagnosis and treatment planning.

COUN 792 GERONTOLOGICAL COUNSELING 3 semester hrs.

This course introduces students to the gerontology specialty area and provides a foundation for effectively counseling older persons. It provides the student with an overview of the physiological, psychological, sociological and political processes related to older persons and aging. The course includes an examination of the impact of aging on the individual, the family and society; the implications of living longer; societal attitudes toward old age; and inherent medical and social problems encountered by older persons (including the dynamics of Alzheimer's disease and elder abuse). Issues related to the economics of aging; work, retirement and leisure; living environments in later life; social policies, programs and services for older Americans; and the topic of death and dying are also explored.

COUN 793 INDEPENDENT STUDY IN GUIDANCE AND COUNSELING 3 semester hrs.

This experience is designed to meet the needs of students who wish to prepare, under the direction of a member of the graduate faculty, individual studies or projects in the field of guidance and counseling. Prerequisite: Consent of the Department Chairperson. (Former course number: GC 793.)

COUN 794 RESEARCH AND PROGRAM EVALUATION 3 semester hrs.

This research course introduces graduate students to various topics related to understanding, critically analyzing, and using research to inform counseling practice. Students will critique research, understand and apply research design, and explore practical application of research and assessment strategies. This will include measuring counseling outcomes, conducting needs assessments, and managing program

evaluation. Ethical and cultural considerations for responsible consumption, development, and use of research will be addressed. All work will adhere to APA formatting and publication style.

COUN 795 INTERNSHIP IN COUNSELING 3-6 semester hrs.

The purpose of the internship is to provide the student with one or more experiential approaches in an area of specialization. Basically, the approach(es) will be through (a) a parallel program(s) – one(s) in which the student is enrolled in academic courses while spending a limited period of time at the internship site and (b) simulated job experience where the intern performs appropriate job tasks/duties which an employee would do. This course will be graded satisfactory/unsatisfactory. Prerequisites: Must have completed all core required courses in the area of specialty unless otherwise approved by the advisor and instructor. COUN 730 and COUN 735 must be completed before enrolling for internship. Students must complete a minimum of 6 credit hours of internship for graduation.

COUN 796 THESIS 3 semester hrs.

The thesis in counseling is the capstone experience in the master's-level study of the art of counseling. Under the supervision of the academic advisor, students prepare a major scholarly paper within the framework of current research methods. A three-member committee is established for each student's thesis. The student's academic advisor serves as the committee chair and assumes primary responsibility for reviewing drafts of the thesis and providing feedback to the student. The other two committee members review the thesis and, when indicated, offer suggestions.

COUN 797 CRISIS AND TRAUMA COUNSELING 3 semester hrs.

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

ART THERAPY COURSES

ARTT 710 HISTORY AND THEORY OF ART THERAPY 3 semester hrs.

This course explores the history of the field of art therapy through studying its founding members, related disciplines and traditional populations. The history of art therapy is taught in a reflective manner to help students relate the history of Art Therapy to current practices in art therapy.

ARTT 720 MEDIA AND TECHNIQUES IN ART THERAPY 3 semester hrs.

This course addresses nonverbal and verbal communications by examining symbolic representation. The course will explore therapeutic aspects of a range of art media and the use of art in the process of therapy. The capacity to gain self-awareness and understanding of others is explored and related to the student's professional and clinical development.

ARTT 730 ART THERAPY PRACTICE AND ASSESSMENT 3 semester hrs.

This course helps students to gain a comprehensive understanding of art-based assessments for the art therapist. The historical background as well as the development and use of projective techniques and diagnostic tools are examined. Methods of administration and interpretation of the assessment techniques are presented. Strengths and weaknesses of these techniques are explored. Included will be the formulation of treatment goals and objectives, statistical concepts including reliability and validity, group approaches to assessment, and an understanding how the psychological health and cultural identifiers are manifested in the art process and product. This course relies on lecture, experientials and outside readings.

ARTT 735 CLINICAL AND GROUP ART THERAPY 3 semester hrs.

This graduate-level course teaches group art therapy leadership skills through students experiencing both group membership and leadership opportunities. There are two components to this course: classroom didactics and experiential group art therapy experiences. Students analyze group therapy experiences and become familiar with the theoretical knowledge, skills and models of group art therapy.

ARTT 740 PROFESSIONAL FUNCTIONING, STANDARDS & ETHICS IN ART THERAPY 3 semester hrs.

This course provides an overview of the laws, ethics, and related issues affecting profession practice in art therapy. All aspects of professional functioning, including history, roles, relationships to other mental health providers, organizational structures, resume building and interviewing skills and the credentialing and licensure process will be explored through lecture, discussion, projects, and assignments.

ARTT 750 CURRENT TRENDS IN ART THERAPY 2 semester hrs.

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

ARTT 751 TRAUMA-INFORMED ART THERAPY 2 semester hrs.

This course covers trauma-based counseling practice as it applies and is used in art therapy. Art therapy theoretical orientation, practices, interventions, and methods for addressing trauma will be explored. **Prerequisites:** ARTT 710 and ARTT 720.

ARTT 752 METAPHOR AND CREATIVITY IN ART THERAPY 2 semester hrs.

This course covers the use of metaphor, symbolism, and creativity in art therapy. Art therapy practices, interventions, and methods will be explored. Emphasis will be on universal and personal aspects of symbol formation and application to further the therapeutic process. **Prerequisites:** ARTT 710 and 720.

ARTT 753 CLINICAL APPLICATIONS AND INTERVENTIONS FOR 2 semester hrs.
ART THERAPY

This course provides students the opportunity to put theory into practice with the development of art therapy interventions to meet the needs of diverse individuals in a variety of settings. Through the use of case studies and vignettes, students will learn to develop interventions to address specific clients' needs. Focus will be given to theoretical orientation, goal-directed treatment, and cultural appropriateness.

Prerequisites: ARTT 710 and ARTT 720.

ARTT 754 DIGITAL MEDIA IN ART THERAPY 2 semester hrs.

This course covers approaches to art therapy using digital media. We will explore the theories behind the use of digital media in art therapy and the application of digital media theory. **Prerequisites:** ARTT 710 and ARTT 720.

ARTT 760 INTERNATIONAL ART THERAPY 2 semester hrs.

This course explores international art therapy, definitions of art therapy around the world, and practice around the world. This course introduces students to current international programs and education in art therapy and related practice that have impacts on contemporary thinking in art therapy.

ARTT 790 INTRODUCTION TO ART THERAPY RESEARCH 3 semester hrs.

The research project in art therapy provides an opportunity for students to demonstrate their proficiency in the field of art therapy before completing their MA in Counseling – Art Therapy track. This project entails the completion of a manuscript, project, or thesis in which students synthesize previous theory and practice and extend their learning in their chosen area of interest. The course provides the foundation in research methods for the development of the culminating research project.

ARTT 791 ADVANCED RESEARCH IN ART THERAPY 3 semester hrs.

This course provides students the support and direction to implement their final research project in art therapy. The research project in art therapy provides an opportunity for students to demonstrate their proficiency in the field of art therapy before completing their MA in Counseling – Art Therapy track. This project entails the completion of a manuscript, project, or thesis in which students synthesize previous theory and practice and extend their learning in their chosen area of interest. **Prerequisite:** ARTT 790.

CYCLE OF COUNSELING COURSES – Year A

Fall (beginning 2020) (even years)	Spring (beginning 2021) (odd years)	Summer (beginning 2021) (odd years)
COUN 700 Introduction to the Helping Professions (online)	COUN 702 Introduction to Rehabilitation Counseling (M)	COUN 707 Ethical and Legal Issues in Counseling (online)
COUN 704 Introduction to Clinical Mental Health Counseling (online)	COUN 704 Introduction to Clinical Mental Health Counseling (online)	COUN 715 Career Development and Life Planning (online)
COUN 705 Group Processes (online)	COUN 705 Group Processes (M or online)	COUN 730 Supervised Counseling Practice (online)
COUN 707 Ethical and Legal Issues in Counseling (online)	COUN 710 Appraisal Techniques (online)	COUN 735 Counseling Practicum (multiple sections)
COUN 710 Appraisal Techniques (online and/or multimodal)	COUN 712 Human Development Life Span (R & online)	COUN 740 Individual Development (online)
COUN 712 Human Development Across the Life Span (online)	COUN 715 Career Development (online)	COUN 750 College Student Development (online)
COUN 715 Career Development and Life Planning (W & online)	COUN 720 Counseling and Consultation Theories (online)	COUN 752 Law in Postsecondary H.E. (online)
COUN 720 Counseling and Consultation Theories (R & online)	COUN 730 Supervised Counseling Practice (W & online)	COUN 754 Family Counseling (online)
COUN 730 Supervised Counseling Practice (online)	COUN 735 Practicum (multiple sections)	COUN 755 Psychopathology and Intervention (online)
COUN 735 Counseling Practicum (multiple sections)	COUN 744 Techniques for Counseling Students with Disabilities (online)	COUN 757 Child and Adolescent Counseling (online)
COUN 742 Developmental Counseling in Schools (online)	COUN 745 Multicultural Counseling (online)	COUN 791 Addictions Counseling (online)
COUN 745 Multicultural Counseling (online)	COUN 755 Psychopathology and Intervention (T or online)	COUN 797 Crisis and Trauma Counseling (online)
COUN 754 Family Counseling (online)	COUN 757 Child and Adolescent Counseling (online)	COUN 795 Internship in Counseling
COUN 757 Child and Adolescent Counseling (online)	COUN 794 Research and Program Evaluation (multimodal or online)	
COUN 784 Psychosocial Aspects of Disabilities (T)	COUN 797 Crisis and Trauma Counseling (online)	
COUN 788 Case Management (R)	COUN 795 Internship in Counseling	
COUN 791 Addictions Counseling (online)		
COUN 794 Research and Program Evaluation (multimodal or online)		
COUN 795 Internship in Counseling		

CYCLE OF COUNSELING COURSES – Year B

Fall (beginning 2021) (odd years)	Spring (beginning 2022) (even years)	Summer (beginning 2022) (even years)
COUN 700 Introduction to the Helping Professions (online)	COUN 704 Introduction to Clinical Mental Health Counseling (online)	COUN 707 Ethical and Legal Issues in Counseling (online)
COUN 704 Introduction to Clinical Mental Health Counseling (online)	COUN 705 Group Processes (M or online)	COUN 715 Career Development (online)
COUN 705 Group Processes (online)	COUN 710 Appraisal Techniques (T & online)	COUN 730 Supervised Counseling Practice (online)
COUN 707 Ethical and Legal Issues in Counseling (online)	COUN 712 Human Development Life Span (R & online)	COUN 735 Counseling Practicum (multiple sections)
COUN 710 Appraisal (online and/or multimodal)	COUN715 Career Development and Life Planning (online)	COUN 740 Individual Development (online)
COUN 712 Human Development Across the Life Span (online)	COUN 720 Counseling and Consultation Theories (online)	COUN 753 Student Affairs Practice (online)
COUN 715 Career Development and Life Planning (W & online)	COUN 730 Supervised (W & online)	COUN 754 Family Counseling (online)
COUN 720 Counseling and Consultation Theories (R & online)	COUN 735 Counseling Practicum (Multiple sections)	COUN 755 Psychopathology and Intervention (F2F or online)
COUN 730 Supervised Counseling Practice (online)	COUN 744 Techniques for Counseling Students with Disabilities (online)	COUN 756 Counseling the College Student (online)
COUN 735 Counseling Practicum (multiple sections)	COUN 745 Multicultural (online)	COUN 757 Child and Adolescent Counseling (online)
COUN 742 Developmental Counseling in Schools (online)	COUN 754 Family Counseling (online)	COUN 791 Addictions Counseling (online)
COUN 745 Multicultural Counseling (online)	COUN 755 Psychopathology and Intervention (online)	COUN 797 Crisis and Trauma
COUN 757 Child and Adolescent Counseling (online)	COUN 757 Child and Adolescent Counseling (online)	COUN 795 Internship in Counseling
COUN 782 Vocational Development (T)	COUN 780 Medical Information for the Helping Professions (T)	
COUN 791 Addictions Counseling (online)	COUN 794 Research and Program Evaluation (multimodal or online)	
COUN 794 Research and Program Evaluation (multimodal or online)	COUN 795 Internship in Counseling	
COUN 795 Internship in Counseling		

IMPORTANT: The departmental cycle is subject to change at any time. CHECK WITH YOUR ADVISOR.

CYCLE OF ART THERAPY COURSES – Years A & B

Fall (beginning 2020)	Winter	Spring	Summer
ARTT 710 History and Theory of Art Therapy (online)	Electives TBD	ARTT 710 History and Theory of Art Therapy (online)	Electives TBD
ARTT 720 Media and Materials in Art Therapy (online)		ARTT 720 Media and Materials in Art Therapy (online)	ARTT 730 Art Therapy Practice and Assessment in Counseling (online)
ARTT 735 Clinical and Group Art Therapy (online)		ARTT 730 Art Therapy Practice and Assessment (online)	ARTT 740 Professional Orientation for Art Therapy in Counseling (online)
ARTT 740 Professional Functioning, Standards, and Ethics in Art Therapy (online)		ARTT 735 Clinical and Group Art Therapy (online)	ARTT 790 Introduction to Art Therapy Research (online) (online)
ARTT 790 Introduction to Art Therapy Research (online)		ARTT 740 Professional Functioning, Standards, and Ethics in Art Therapy(online)	ARTT 791 Advanced Research in Art Therapy (online)
ARTT 791 Advanced Research in Art Therapy (online)		ARTT 790 Introduction to Art Therapy Research (online)	COUN 730 Supervised Counseling Practice (online)
COUN 710 Appraisal Techniques (online)		ARTT 791 Advanced Research in Art Therapy (online)	COUN 735 Counseling Practicum (multiple sections)
COUN 712 Human Development Across the Life Span (online)		COUN 710 Appraisal Techniques (online)	COUN 755 Psychopathology and Intervention (online)
COUN 715 Career Development and Life Planning (W & online)		COUN 712 Human Development Life Span (R & online)	COUN 757 Child and Adolescent Counseling (online)
COUN 720 Counseling and Consultation Theories (R & online)		COUN 715 Career Development (online)	COUN 791 Addictions Counseling (online)
COUN 730 Supervised Counseling Practice (online)		COUN 720 Theories (online)	
COUN 735 Counseling Practicum (online)		COUN 730 Supervised Counseling Practice (W & online)	
COUN 745 Multicultural Counseling (online)		COUN 735 Practicum (multiple sections)	
COUN 791 Crisis and Addictions Counseling (W or online)		COUN 745 Multicultural Counseling (W & online)	
COUN 795 Internship (online)		COUN 755 Psychopathology and Intervention (online)	
COUN 797 Crisis and Trauma Counseling (online)		COUN 757 Child and Adolescent Counseling (online)	
		COUN 795 Internship (online)	
		COUN 797 Crisis and Trauma Counseling (online)	

Note: All art therapy courses (ARTT) are offered online. At present, only the Art Therapy program offers courses during the winter session. Check with your advisor for details.

ADMINISTRATION OF GRADUATE STUDIES

All requests for information about graduate-level programming, graduate admissions, graduate academic standards, program requirements, graduate policies and graduate assistantships should be directed to:

School of Graduate Studies and Research, Butterfield Hall
Edinboro University, Edinboro, PA 16444
(814) 732-2856

<https://www.edinboro.edu/academics/schools-and-departments/graduate-studies/apply/graduate-assistantships/index.html>

Edinboro University is committed to a policy of equal opportunity for all in every aspect of its operations. The University has pledged not to discriminate on the basis of race, sex, color, age, religion, national origin, handicap, organizational affiliation, affectional or sexual orientation, and marital status. This policy extends to all educational, service, and employment programs of the University. The information contained in this manual was current at the time of publication. Recognizing that conditions change, the University reserves the right to repeal, change or amend the rules, regulations and course and program offerings contained in this brochure. Current information is available at the Office of the Graduate School.

Admission Requirements and Procedures

Individuals seeking admission as degree students in this program must comply with the general admission requirements for graduate study at Edinboro University. In addition, three letters of recommendation must be obtained (form available in the Office of the Graduate School). A writing sample is also required. Applicants are asked to respond to one of two writing prompts in approximately 500 words. Prompts are: 1. Why you chose to be a counselor; 2. The most important characteristic of a counselor. An interview is also required. The applicant will be contacted to arrange for an interview after all paperwork has been received. For full consideration, applicants for fall should apply by February 15th of the prior semester. For spring, applicants should apply by October 15th. Late applications will be considered on a space available basis.

Graduate Council

The Graduate Council serves as an advisory board to graduate studies and is comprised of graduate program heads. The Graduate Council recommends policies, procedures, and practices that are needed to provide quality graduate programming at Edinboro University and serves as a forum to discuss issues concerned with graduate education of the University. Membership on the Graduate Council shall consist of heads of graduate programs. These members have full voting privileges.

Student Responsibilities

Students who are admitted to one of the M.A. counseling programs are expected to make long-range plans. The student and her or his advisor will create a Plan of Study for the student's total

program, specifying the sequence and semester in which all courses will be scheduled. Should conditions warrant deviation from this time commitment, the student is required to arrange a personal conference with her or his advisor to modify the Plan of Study.

Students are responsible for seeing that they have met all requirements for graduation. It is expected that students will regularly discuss the development of their program leading toward graduation with their advisor. It is the student's responsibility to apply for graduation at the appropriate time. To avoid a late fee, the graduation card must be submitted by the end of the add period for the respective graduation semester/session. Late fees are \$100. Policies contained in any catalogs apply to individuals entering June and August of the first year for which the catalog is dated and January of the second year which the catalog covers, in the case of biennial catalogs. Students will be expected to follow the program outlined in the catalog in effect at the time of their entry into Edinboro University. When this process is impractical, students, together with their advisor and chairperson, will develop a program to be approved by the dean, which meets degree requirements. Students who transfer to a new program, or interrupt study at the University and are subsequently readmitted, will be expected to meet the requirements of the program effective on the date of transfer or readmission.

Time Limitations on Meeting Degree Requirements

All requirements for the master's degree must be completed within a 5-year time period beginning with the semester or summer session in which the individual completed the first accepted credits of the master's degree program. If unusual circumstances have prevented an individual from the continuous pursuit of her or his graduate studies, she or he may apply to the academic dean for an extension of the 5-year time limit.

Competencies for the Master's Degree

The awarding of a master's degree by Edinboro University attests that the individual awarded the degree has:

- * demonstrated competence in the field of the degree;
- * demonstrated competence in at least one specialized area within the field of the degree;
- * demonstrated competence in the research techniques of the major area of the degree;
- * completed the degree requirements with the proficiency which reflects the integrity of the degree;
- * defined and described the pertinent philosophies of the major area of the degree;
- * demonstrated the ability to synthesize and communicate to others relevant information of the major area of the degree;
- * demonstrated mastery of skills and knowledge of background required in the major area of the degree;
- * demonstrated capability to apply an abstract body of knowledge to a specific topic within the major area of the degree;
- * demonstrated capability to initiate, define and synthesize a variety of intellectual points of view.

ETHICS AND PROFESSIONAL EXPECTATIONS

Standards of Ethics for Graduate Students

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

Clearly, plagiarism defeats the central purpose of education, namely, to enable one to think and formulate one's own ideas. The student who has doubts about whether or not his/her work may constitute plagiarism should consult with the course instructor prior to submitting the work. The instructor can provide clear guidance on how the student can avoid committing this act of academic misconduct.

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

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

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

Counseling Code of Ethics

The Counseling program adheres to the Code of Ethics and Standards of Practice developed by the American Counseling Association (ACA). Section C: Professional Responsibility is particularly germane to counselors-in-training.

Section C: Professional Responsibility

C.1. Knowledge of Standards

Counselors have a responsibility to read, understand, and follow the ACA Code of Ethics and adhere to applicable laws and regulations.

C.2. Professional Competence

a. *Boundaries of Competence.*

Counselors practice only within the boundaries of their competence, based on their education, training, supervised experience, state and national professional credentials, and appropriate professional experience. Counselors gain knowledge, personal awareness, sensitivity, and skills pertinent to working with a diverse client population.

b. *New Specialty Areas of Practice.*

Counselors practice in specialty areas new to them only after appropriate education, training, and supervised experience. While developing skills in new specialty areas, counselors take steps to ensure the competence of their work and to protect others from possible harm.

c. *Qualified for Employment.*

Counselors accept employment only for positions for which they are qualified by education, training, supervised experience, state and national professional credentials, and appropriate professional experience. Counselors hire for professional counseling positions only individuals who are qualified and competent for those positions.

d. *Monitor Effectiveness.*

Counselors continually monitor their effectiveness as professionals and take steps to improve when necessary. Counselors in private practice take reasonable steps to seek peer supervision as needed to evaluate their efficacy as counselors.

e. *Consultation on Ethical Obligations.*

Counselors take reasonable steps to consult with other counselors or related professionals when they have questions regarding their ethical obligations or professional practice.

f. *Continuing Education.*

Counselors recognize the need for continuing education to acquire and maintain a reasonable level of awareness of current scientific and professional information in their fields of activity. They take steps to maintain competence in the skills they use, are open to new procedures, and keep current with the diverse populations and specific populations with whom they work.

g. *Impairment.*

Counselors are alert to the signs of impairment from their own physical, mental, or emotional problems and refrain from offering or providing professional services when such impairment is likely to harm a client or others. They seek assistance for problems that reach the level of professional impairment, and, if necessary, they limit, suspend, or terminate their professional responsibilities until such time it is determined that they may safely resume their work. Counselors assist colleagues or supervisors in recognizing their own professional impairment and provide consultation and assistance when warranted with colleagues or supervisors showing signs of impairment and intervene as appropriate to prevent imminent harm to clients.

h. *Counselor Incapacitation or Termination of Practice*

When counselors leave a practice, they follow a prepared plan for transfer of clients and files. Counselors prepare and disseminate to an identified colleague or “record custodian” a plan for the transfer of clients and files in the case of their incapacitation, death, or termination of practice.

COUNSELING AND ART THERAPY PROGRAM DISPOSITIONS POLICY

Students enrolled in graduate programs in Counseling at Edinboro University, offered by the Department of Counseling, School Psychology, and Special Education, are evaluated throughout their graduate experience on professional knowledge, skills and professional dispositions. Students are informed of these expectations through a number of venues including course syllabi, advisement, Graduate Catalog, Candidacy Application, course assignments and clinical experiences.

The Counseling Program recognizes that effective counselors use their interpersonal skills and personhood to develop a trusting, working alliance with the diverse clients and/or students they serve. This service-oriented profession requires that counselors know their interpersonal strengths and areas for development. Graduate students in the Counseling program will participate in an ongoing evaluation process related to the development of effective professional dispositions. The Counseling Disposition form is used for students to self-evaluate and for faculty to evaluate student professional dispositions. The form includes the three key areas of Personal Responsibility, Integrity, and Professionalism. Each area consists of five specific components for assessment. Students will engage in self-assessment and faculty will engage in student assessment to determine student eligibility for degree candidacy, readiness for fieldwork, and completion of the degree program.

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

1. Faculty teaching the course or who witnesses the professional disposition concern will discuss these concerns with the student.
2. Faculty will complete a Counseling Disposition form.
3. Faculty will discuss student dispositional concerns with the program committee (i.e. all full time program faculty).
4. The program committee will review the concern and select one or more of the following options to address the concern(s).
 - A. The student will meet with the advisor to discuss concerns aimed at improving student behavior. This meeting will occur when there are minor concerns that do not rise to the level of involving all faculty in the Counseling program.
 - B. The student will meet with the advisor to develop a Success Plan approved by the Counseling program. The student must sign off on the plan indicating a commitment to follow the Success Plan.
 - C. The student will meet with the Counseling program committee and the program committee will develop a Success Plan. The student must sign off on the plan indicating a commitment to follow the Success Plan.

- D. In the event of aggregious behaivor, the Counseling program faculty may vote to dismiss a student from the program. This recommendation will be made to the Dean of the School of Education. Students have the right to appeal such a decision as outlined in the Graduate Catalog.
5. Students who have a Success Plan must comply with the plan. In the event that student behavior does not comply with the Success Plan, the program faculty may develop a second Success Plan or ask the Dean of the School of Education to remove the student from the program. Students have the right to appeal such a decision as outlined in the Graduate Catalog.

Edinboro University of Pennsylvania
Department of Counseling, School Psychology and Special Education

Counseling Program Dispositions Form
KNOWLEDGE, SKILLS, AND DISPOSITIONS (KSD) – COUNSELING GRADUATE STUDENTS

The Council for Accreditation of Counseling and Related Educational Programs (CACREP) and Accreditation Council for Art Therapy Education (ACATE) require that students and counseling programs participate in ongoing evaluation efforts to enhance student growth and development and enhance counseling training programs.

T = Target – Demonstrates a consistent level of mastery typical of a practicing professional counselor.

A = Acceptable – Demonstrates competence typical of students preparing for the counseling profession. Performance meets the standard of a typical entry-level counselor.

D = Developing – Demonstrates progress toward competence. There is obvious learning and improvement time.

U = Unacceptable – Demonstrates attitudes, beliefs, or behaviors that indicate that this area (KSD) is challenging. Extra assistance is needed to be successful or to work toward competency. Without significant improvement in this area, the student will be at a distinct disadvantage when compared to other counselor candidates. This area might interfere with getting hired or achieving career success.

Student Information:	Name:	E-mail:
Counseling Track and Semester Completed:	Counseling Track (check all that apply): <input type="checkbox"/> Art Therapy <input type="checkbox"/> Clinical Mental Health Counseling <input type="checkbox"/> Clinical Rehabilitation Counseling and Clinical Mental Health Counseling <input type="checkbox"/> College Counseling/Student Affairs <input type="checkbox"/> School Counseling	Date of this Evaluation:
Advisor and Purpose of Evaluation:	Advisor:	Purpose of evaluation: <input type="checkbox"/> Degree Candidacy <input type="checkbox"/> COUN 730 (entry to practicum) <input type="checkbox"/> Internship <input type="checkbox"/> Other: _____
Form completed by and Scores:	<input type="checkbox"/> Student Self-Assessment <input type="checkbox"/> Degree Candidacy (Advisor) <input type="checkbox"/> Faculty Other <input type="checkbox"/> Faculty (COUN 730) <input type="checkbox"/> Faculty (Internship)	*Total Scores by Level: _____ Target Scores _____ Acceptable Scores _____ Developing Scores _____ Unacceptable Scores

Professional Dispositions

The three areas of assessment include **Personal Responsibility, Integrity, and Professionalism.**

		Target (3)	Acceptable (2)	Developing (1)	Unacceptable (0)
D. 1	Demonstrates self-management and regulation (e.g., sets personal limits, uses effective stress management techniques, responding versus reacting)				
D. 2	Demonstrates self-awareness, self-respect, and personal growth (e.g., understands the consequences of one's behavior, understand own psychological needs, aware of habits that decrease effectiveness)				
D. 3	Demonstrates self-care (e.g., get adequate sleep, eat healthy, exercise, engages in self-reflection, able to be compassionate toward self)				
D. 4	Able to effectively communicate, including the ability to give and receive feedback (e.g., responsiveness, open, reliable, respectful)				
D. 5	Demonstrates effective problem-solving (e.g., able to be open-minded, transparent with communication and intentions, flexible when brainstorming solutions)				
D. 6	Demonstrates respect for others (e.g., avoids imposing values on others, values diverse opinions and points of view)				
D. 7	Demonstrates congruence (e.g., inner and external experiences are consistent, mindful of nonverbal behavior, verbal and nonverbals are consistent)				
D. 8	Demonstrates open-mindedness (e.g., maintains a nonjudgmental attitude, adaptable and open to new ideas, growth mindset)				
D. 9	Demonstrates cultural and social sensitivity and responsiveness (e.g., respect the diverse views, beliefs, and behaviors of others, tailor counseling to unique needs and perspectives)				
D. 10	Demonstrates empathy and care for others (e.g., attuned to others, demonstrate understanding of another's feelings and experiences)				
D. 11	Demonstrates professional and ethical behavior (e.g., effective				

	boundaries, confidentiality, follow all relevant ethical guidelines)				
D. 12	Demonstrates effective communication (e.g., uses effective microskills, able to assertive, follows social expectations for counseling professionals)				
D. 13	Demonstrates adaptability and flexibility (e.g., able to work collaboratively with others, able to adapt to unexpected circumstances)				
D. 14	Demonstrates collaboration and cooperation (e.g., able to take responsibility in working with others, dependable and reliable, solicit input and feedback from others)				
D. 15	Demonstrates advocacy beliefs and behaviors (e.g., use power and influence to advocate for client rights and needs, thorough understanding of client issues and awareness of how to help in a respectful manner, uses respectful and assertive communication style when appropriate)				

***Total Scores by Level:**

When students are evaluated for Degree Candidacy, an Unacceptable score in any area will require a Success/Remediation Plan. Successful completion of this plan is required to remain in the program.

Students will not be released for practicum or the first fieldwork experience if there are any Unacceptable scores in the Professional Dispositions section of the form. Students with any Developing scores related to Professional Dispositions will require a Success/Remediation Plan and successful completion of this plan to remain in the program.

Students will not be eligible to graduate if there are any Unacceptable scores.

Recommendations for student Success Plan:

Faculty Signature

Date



**Department of Counseling, School Psychology, and Special Education
Counseling Program
Graduate Student Informed Consent Form**

In compliance with the American Counseling Association (ACA) Code of Ethics regarding counselor training, the Council for Accreditation of Counseling and Related Educational Programs (CACREP) standards, and the Accreditation Council for Art Therapy Education (ACATE) standards, this informed consent permits students to review, understand, and commit to the expectations of the Counseling Program. The Counseling program will systematically assess students' progress in the areas of academic performance, counseling skill development and professional dispositions. Please read through this list, talk with your advisor or program faculty about your questions, and sign at the bottom to confirm that you have been informed of the following counselor training components.

Initial each item.

I understand that:

1. _____ Graduate students entering the Counseling Program realize that professional development as a skilled helper is not possible without a commitment to personal growth and self-awareness.
2. _____ Graduate students are responsible for reading and understanding the Counseling Program Advisement Guide.
3. _____ Graduate students are responsible for understanding and applying all information presented during mandatory New Student Orientation. Students who do not attend a New Student Orientation Session (in person or virtually) must watch a recording of the orientation and write a statement indicating that they have watched the mandatory session and understand the contents. Students with questions should contact their assigned advisor immediately.
4. _____ Edinboro University is committed to providing access, equal opportunity, and reasonable accommodations in its services, programs, activities, and education for individuals with disabilities. Enrolled students who believe they have a disability for which they seek accommodations should request disability accommodations from the Office for Accessibility Services (OAS).
5. _____ Graduate students must make adequate progress in counseling knowledge, counseling skills, and professional dispositions to be eligible for degree candidacy. The degree candidacy application process will require students to engage in comprehensive,

self-assessment using the same Counseling Program Knowledge, Skills, and Dispositions form that is used by counseling faculty.

6. _____ Graduate students are encouraged to have ongoing individual meetings with faculty advisors and talk about questions and concerns that they have related to the program.
7. _____ Graduate students are expected to appropriately manage self-disclosure of personal information in papers and discussions for purposes of self-awareness, self-reflection and improvement of interpersonal skills.
8. _____ Graduate students must make adequate progress in counseling knowledge, counseling skills, and professional dispositions to be eligible for fieldwork (practicum). Students will engage in self-assessment using the same Counseling Program Knowledge, Skills, and Dispositions form that is used by faculty
9. _____ Graduate students are asked to consider and apply feedback to increase their success in the graduate program and efficacy as a professional helper. This includes feedback from program faculty, site supervisors, and university supervisors. Students who fail to apply feedback may be asked to complete a student Success Plan (or remediation contract).
10. _____ Graduate students recognize that emotional fit for the counseling profession is required to become an effective, ethical practitioner. Students who struggle with professional dispositions or interpersonal skills may be required to complete a student Success Plan. The Success Plan may include, but is not limited to personal counseling, tutoring, stress management techniques, special projects related to a targeted area for growth, and taking a leave of absence from the program.
11. _____ Successful completion of a Success Plan will include meeting with the advisor and/or entire faculty to reflect upon student progress and future goals. In some cases, it may be necessary to reduce or suspend graduate work while remediation is attempted.
12. _____ In some cases, it may be determined that a student is not an appropriate candidate for the counseling profession. This may be due to factors other than academic progress and the faculty reserves the right to make suspension decisions based on concerns related to a student's professional dispositions, counseling knowledge, and/or counseling skills.
13. _____ Graduate students are responsible for securing their own practicum and internship placements. Faculty will provide support during this process. It is essential that students begin to plan for fieldwork after achieving degree candidacy.
14. _____ Graduate students are responsible for discussing any criminal and/or legal history with their advisors to determine if criminal charges or convictions will prohibit them from obtaining a license or certification to practice counseling. Involvement with legal

authorities while a graduate student may result in the student being required to complete a student Success Plan or being immediately dismissed from his/her graduate program.

15. _____ Graduate students must take and pass the Counseling Program Comprehensive Exam to qualify for graduation. Students who fail two or fewer sections of the exam must complete an essay exam as their second attempt. Students who fail three or more sections of the exam must re-take the exam.

Ethical Agreements

1. _____ Read and become familiar with the professional standards and code of ethics for your Counseling concentration or track.
2. _____ Abide by the respective professional codes during the duration of your field work experience (i.e., Practicum and Internship). Failure to abide by these codes could result in you being removed from the Counseling program.
3. _____ Faculty are available to process ethical dilemmas with you during your coursework. It is expected that students will bring any ethical dilemmas to their university and onsite supervisors while enrolled in fieldwork.
4. _____ Students are expected to understand and demonstrate values, ethical behavior, and professional dispositions that are consistent with being a professional counselor in training. Students who do not demonstrate these values will be asked to meet with their advisor, the Program Head or the full faculty to discuss any conflicts.
5. _____ Students must take care to ensure that their social media accounts reflect a professional counselor in training. Students do not post questionable material or confidential information about their clients, students, or their training.
6. _____ Students agree to keep all video and audio recordings of clients/students secured behind two locks and delete recordings upon their use in a fieldwork course.

Student Printed Name

Student Signature

Date



Edinboro University of Pennsylvania

School of Education Dispositions Policy/Procedure

The Unit's Conceptual Framework, *Effective Facilitators of Learning*, provides a vision for professional commitments and dispositions. In accordance with the *Pennsylvania's Code of Professional Practice and Conduct for Educators* (PDE, 1991), the National Council for Accreditation of Teacher Education (NCATE), state laws and standards, and program specific SPAS, the following guidelines clearly outline expectations for candidates in the Edinboro University School of Education.

Expectations for Professional Dispositions

All members of the School of Education will:

- Be highly qualified when prepared to apply for certification (PA Professional code of conduct, PDE 430 category IV)
- Display **ethical decision making and good judgment** in matters of planning, preparation, classroom management, communication, sharing information, and professional behavior in the university classroom and partner institutions (CF 5, PDE 430 category I and IV)
- Respect and embrace **diversity** of candidates, P-12 students, clients, colleagues (CF 1, TCPP II and III)
- Acknowledge the **individual needs** of each candidate, student, and client and practice sensitive and meaningful approaches conducive to maximizing learning for all (CF 10, PDE 430 category II and III)
- Maintain **confidentiality** in all professional interactions, communications (Professional code of conduct)
- Strive for congruence of professional and interpersonal dispositions to **interact, communicate, and collaborate** effectively with candidates, colleagues, students, families, and the community (CF 9, Professional code of conduct PDE 430 category IV)
- Exhibit and model **professional language, behavior, and practices** with professors, colleagues, candidates, peers, mentors, students, families, and community members
- Abide by **laws** relating to the schools, agencies, or the education or treatment of children (PDE)
- **Not discriminate** on the basis of race, national or ethnic origin, culture, religion, sex or sexual orientation, marital status, age, political beliefs, socioeconomic status; disabling condition or vocational interest against a student or fellow professional. This list of bases of discrimination is not all-inclusive. This discrimination shall be found to exist by an agency of proper jurisdiction to be considered an independent basis for discipline. (PDE Professional code of conduct, TCPP section IV, PDE 430 IV, EUP undergraduate catalog, p. 1, EUP graduate catalog, p. 8)

- Submit **original work** and not take ideas and/or expressions of ideas of another person and submit them as one's own (UG policy, catalogue, p. 34)

If there is evidence that a candidate has demonstrated behavior inconsistent with the dispositions expectations, the dispositions policy will be implemented in a fair and consistent manner, and give the candidate an opportunity to discuss the matter and collaborate on developing a plan for remediation. **At any time if a violation is related to violence or is deemed a threat to the safety of self or others, the policy may be readjusted to meet the immediate needs of the entire School of Education.**

Policy and Procedures

When a faculty member determines that a candidate is in violation of the dispositions policy, the faculty member will follow the department procedure to document the concern, provide an opportunity for the student to discuss the concern, and to develop a plan for remediation. It will be noted in the School of Education Dispositions Database that a dispositions concern has been filed in the department file. The Dean's Office may be invited into the conversation dependent upon the level of concern. At all levels, if the concern is related to the immediate safety of the faculty/staff member or candidate or others, the concern will be relayed directly to the Dean's office or if necessary, the proper authorities, including The Office of Student Judicial Affairs. The Office of Student Judicial Affairs provides the due process through which allegations of misconduct are adjudicated.

Documented Charges, Arrests, or Convictions

All candidates will submit clearances currently required by the state before conducting a field experience, practicum, internship, or student teaching. Should a charge, arrest, or conviction be found on any of the clearances, the candidate will be required to meet with the Dean or his/her designee. The Dean or his/her designee will review the clearances, offer the student an opportunity to clarify or present further information, explain to the student that the information must be shared with prospective sites, and describe potential hindrances to seeking certification or licensure. The Dean or his/her designee may assign remediation dependent upon the nature of the offense before the student is permitted to complete the experience. (*Note:* The documented charges, arrest, or convictions policy specific to counseling students is noted on page 30.)

Application for Admission to Candidacy for the Master's Degree

School of Graduate Studies and Research

Edinboro University of Pennsylvania

NOTE: POST-MASTER'S STUDENTS ARE NOT REQUIRED TO APPLY FOR CANDIDACY.

The academic record of each degree student is reviewed at the conclusion of the semester or summer session in which the student is enrolled for her/his twelfth semester hour of degree credit at Edinboro University. Students who have made satisfactory progress in the degree program will be admitted to candidacy for the master's degree. Students whose progress in the degree program is judged not to be satisfactory will either be denied permission to continue as a degree student at Edinboro University or will be given the opportunity to enroll for six additional semester hours of credit to attempt to achieve a satisfactory level of progress in their degree program to warrant admission to candidacy for the master's degree.

Directions for Applying for Admission to Candidacy

No more than twelve hours of degree credit earned at Edinboro University prior to the date of the submission of this application will be accepted towards meeting the minimum number of semester hours of credit required for the master's degree unless an extension has been authorized by the Graduate Dean. Prior to the end of the semester or summer session in which you have enrolled for your twelfth semester hour of degree credit at Edinboro University, complete the following steps. (*Note:* The twelve semester hours are exclusive of approved transfer credit.)

Students must complete the following:

- Complete Knowledge Skills and Disposition (KSD) form on LiveText
- <http://c1.livetext.com/misk5/formz/public/96616/G8DVCqmrhX> (please print a copy to submit with the application).
- With your adviser confirm your plan of study.
- Return the signed application, copies of the KSD and your plan of study (POS) to your academic advisor

Banner ID# @ _____

Name _____
 LAST FIRST MIDDLE

Address: _____
 NO. & STREET CITY STATE ZIP CODE

Degree program to which you have been admitted

- Master Degree of Arts Degree Program _____
- Master Degree of Fine Arts Degree Program _____
- Master of Education Degree Program _____
- Master of Science Degree Program _____
- Master of Social Work Degree Program _____

We certify that we have had a personal interview and have developed a Plan of Study, that twelve credits earned at Edinboro University toward this master's degree have been completed, with a cumulative GPA of 3.0 or above:

Student Signature

Date

Advisor's Signature

Approve

Disapprove

Defer

Date

Program Head's Signature

Approve

Disapprove

Defer

Date

Application for Admission to Candidacy: Accepted Denied

Graduate Dean's Signature

Date

Originals (With signed plan of study): Graduate Office

Copy 1: Student Copy 2: Academic Advisor

A degree student may not be admitted to candidacy until:

- 1) At least twelve semester hours of degree credit have been completed at Edinboro University
- 2) An application for Admission to Candidacy has been filed with the Program Head along with a plan of study, and;
- 3) The student has made satisfactory progress in her/his degree program

A student is judged to have made satisfactory progress in the degree program if:

- 1) She/he has had a personal meeting with the advisor and together with the advisor has completed a Plan of Study for the Master's degree,
- 2) She/he has completed any course(s) which the specific degree program requires to be completed within the first twelve semesters hours
- 3) A "B" or better average has been earned in the courses completed as part of the degree program, and,
- 4) No written objection to the student's admission to candidacy has been received by the Program Head from a faculty member.

(Note: When such an objection is received, this objection will be honored only if the members of "Ad Hoc" Committee, consisting of the chairperson of the department offering the degree or her or his designee, the student's advisor, and the faculty members who have taught degree courses completed by the student, support the objection)

Students admitted on a conditional basis, who at the conclusion of the semester or summer session in which the twelfth semester hour has been completed, will be denied permission to continue as degree students in Edinboro University graduate program if they have failed to earn a "B" or better in all courses.

Students admitted on an unconditional basis, who at the conclusion of the semester or summer session in which the twelfth semester hour have been completed, have failed to earn a "B" or better will be given the opportunity to enroll for six additional semester hours of credit to attempt to achieve a satisfactory level of progress in their degree program to warrant admission to candidacy for the master's degree. Failure to reach a satisfactory level of progress will result in the student being denied permission as a degree student. An immediate denial of permission to continue as a degree student will be made if it is judged that the student could not possibly achieve a satisfactory level of progress by completion of an additional six semester hours of credit.