chatham UNIVERSITY

Student Handbook
for MSCP and MAP
Graduate Psychology Programs

Rev. 08/20/2025

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WELCOME

Welcome to Chatham University's Graduate Programs in Psychology! We are housed in the School of Health Sciences and our primary location is the Eastside Campus. We hope that your experiences in your graduate program are both rewarding and enjoyable. Our faculty has prepared the handbook to provide important information and documents related to participating in and completing your master's program. In addition, as a graduate student, you are expected to read and become familiar with the handbook, and to abide by the guidelines presented within.

ORGANIZATION OF STUDENT HANDBOOK

The first section of the Student Handbook contains information that is relevant for both MSCP and MAP students. Information about the requirements for the two different degrees is presented in separate sections for each degree. Finally, there are several appendices with documents that a student will need as they move through the program. Depending upon the particular curriculum path chosen, students are also expected to read and follow the guidelines presented in the MSCP Field Placement Handbook (Appendix E). If you have a specific question that is not answered here, please contact your advisor or another faculty member or staff.

STUDENT AGREEMENT OF HANDBOOK

All MSCP/MAP students are expected to read this student handbook and abide by the policies and procedures that are detailed within the handbook. Students will follow the academic requirements outlined in the student handbook made available in the semester of entry into the program. Students are expected to follow the university policies and procedures that are issued in the current Chatham University catalog and referenced throughout the handbook. In addition, students are expected to follow the professional performance guidelines and competences that are issued in the student handbook.

In addition, students will have an opportunity to review parts of the handbook in PSY501 Foundations of Counseling Psychology during their first semester in the program. Please feel free to ask program faculty any questions that you may have about the contents of the handbook.

Once you have finished reading the handbook, within the first month of entering the program, you are asked to provide your electronic signature. Your electronic signature indicates that you have read and understand the handbook and agree to abide by the policies and procedures.

This signed document will be stored in a DocuSign electronic database within Chatham University.

Instructions on How to Provide your Electronic Signature

1. Read the Student Handbook
2. Log on to the MAP/MSCP Brightspace or your PSY501 Brightspace course shell
3. Find and click on the "Student Handbook SoftDocs" link
4. You will receive a validation code in your email
5. Enter validation
6. Complete form and provide your electronic signature
7. Submit the form
   - You also have the option to download and save the form for your records.
   - You will receive an email confirmation when the form is complete.

FACULTY AND STAFF OF GRADUATE PSYCHOLOGY PROGRAMS

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More in-depth faculty profiles can be found at:
https://www.chatham.edu/academics/graduate/counseling-psychology/faculty/index.html

GENERAL POLICIES, PROCEDURES, & EXPECTATIONS

for MSCP/MAP Programs

CHATHAM UNIVERSITY MISSION STATEMENT AND POLICIES

UNIVERSITY MISSION: Chatham University prepares its students to build lives of purpose, value, and fulfilling work. Through professional skill development and liberal arts learning, Chatham prepares its graduates to be informed and engaged citizens in their communities; to recognize and respect diversity of culture, identity, and opinion; and to live sustainably.

Please refer to the Chatham University Catalog for information related to the Chatham University Mission Statement at: https://chatham.edu/mission-and-values/index.html

UNIVERSITY POLICIES: Chatham University has several important policies that govern the practices in all programs university-wide, which are located in the university catalog. The university catalog webpage has a *Table of Contents* with more information about these specific areas and related policies.

- Nondiscrimination Policy
- Disability Policy
- Chatham University Honor Code
- Cheating and Plagiarism/Academic Integrity
- Health Insurance
- Course Registration Policy
- Financial Assistance
- Students Rights and Responsibilities
- Title IV

Statute of Limitations: Students enrolled in a graduate program must complete all degree requirements within **six years** after the date of first enrollment in the program. A student may submit a Petition for Exception form to the appropriate Program Director and faculty advisor, for exceptions for a limited period if such extension is sought prior to the six-year limit expiration. Other factors may impact the decision such as a medical leave. Students must be enrolled in consecutive semesters to remain active. The university's registrar office will inactivate a student's account if not enrolled in consecutive semesters.

Transfer Credits: Graduate Degree-seeking Chatham University students may earn no more than 20% of their degree requirements through the use of Prior Learning Assessment (PLA) or transfer courses. PLA credit may be awarded either through the development of a portfolio or by attaining a passing score on a challenge exam. All requests for PLA credit must be made in writing to the appropriate program director. Chatham University will not typically accept credits in transfer that were completed more than 5 years prior to admission to a graduate program at Chatham University. PLA or Transfer of Credit may only be awarded for learning acquired prior to matriculation. Per each program director, PLA may be unavailable or restricted. Please consult with each program director or the Director of Academic Support and PLA for a complete list of approved courses. Any PLA credit assessed will incur a fee in the amount of 50% of the graduate per-credit tuition rate plus college fee. Students will be billed at the time that credit is awarded. The awarding of credit for prior learning occurs upon review of a successful portfolio or other appropriate means and does not coincide with the scheduled offering of a course.

RESIDENCY REQUIREMENT: Most, if not all, master's courses are taught "on the ground" in a brick-and-mortar campus. Thus, students are expected to live in a reasonable driving distance to campus and attend classes on a consistent basis. Some courses utilize hybrid formats and online technologies as supplemental components to the classroom experience.

CONTINUOUS ENROLLMENT REQUIREMENT: Chatham University policy dictates that graduate students must maintain continuous enrollment for all semesters (excluding Summer session) until they graduate from the program. Alternately, students who are experiencing significant medical, family or personal circumstances may opt to apply for a temporary leave of absence from the program.

STUDENT ENROLLMENT OPTIONS: Students may attend the program on either a part-time or full-time schedule. Full-time students follow a set curriculum. Part-time students follow individualized curriculum patterns worked out with their academic advisors. In order to graduate from the program, students must maintain good academic status and must have a cumulative GPA of no lower than 3.0.

LEAVE OF ABSENCE: When circumstances arise in which a student feels that continuing progress through the program is not possible, the student may petition for a leave of absence. When such circumstances arise, the student must notify the Masters Programs Coordinator and the Program Director, and, must complete the University Leave of Absence form that is filed with the Offices of the Registrar, Student Accounts, and Financial Aid (if applicable). University policies about the Leave of Absence will apply.

STUDENT RECORDS: The program maintains records documenting student's progress and status in the program. The records consist of a combination of paper and electronic files, both of which are kept in secure locations to protect student privacy. Paper records are kept in locked filing cabinets in the Program Director's office. Electronic records are kept on a secure, password protected university server. Electronic records are accessible only to the Program Director, the Masters Programs Coordinator, and the Program Assistant. Additionally, the Field Placement Coordinator has access to students' electronic practicum files.

ACADEMIC INTEGRITY: Academic Integrity is defined as upholding the tenets of the Chatham University Honor Code of intellectual independence, consideration for the rights and wellbeing of others, honesty in all relationships, and personal integrity as they relate to all academic pursuits at the University. The MSCP/MAP programs adhere to the university's policies and procedures regarding Academic Integrity, which is provided in full detail through this link: https://chatham.edu/catalog/2023-2024/
Please click on the link and read carefully; the above webpage provides a comprehensive overview of what constitutes academic misconduct, reporting and appeals procedures, and consequences of academic misconduct. The MSCP/MAP faculty takes violations of academic integrity very seriously. If a student is found guilty of a major violation, the MSCP/MAP faculty will recommend dismissal from the program to the Dean of Health Sciences, Dr. Salvador Bondoc. Additional educational information about Academic Integrity such as proper citation and how to avoid plagiarism can be found on the MAP/MSCP Brightspace page.

STATEMENT OF COMMITMENT TO DIVERSITY: The Counseling Psychology program at Chatham University is a community of diverse learners. We believe that learning is optimized in an atmosphere of safety, support, and respect. We strive to create this atmosphere by welcoming community members from the full spectrum of human experience, including diversity in age, class, ethnicity, gender identity, physical abilities, political beliefs, race, religion, sexual orientation, spirituality, and size. We strive to acknowledge the role power and privilege play in our multiple, intersecting identities and to work towards creating a climate of egalitarianism, justice, and affirmation of all persons. We encourage students to challenge themselves to think beyond their current understanding of the world. As part of our program's commitment to diversity, we endeavor to infuse consideration of multicultural issues into every aspect of our students' graduate training, including classroom instruction, practicum and internship experience, and research.

CHATHAM UNIVERSITY APPEALS OF ACADEMIC REGULATIONS: Students who are dismissed from the program may appeal that decision using the appeal procedures outlined in the Chatham University Catalog. Please see the Chatham University Catalog for information about appeals:
https://chatham.edu/catalog/2023-2024/

EXPECTATIONS OF STUDENTS

Expectations for students in the MSCP and MAP programs fall within the following categories:

- Student Portfolio
- Brightspace and Email
- Standards for written work
- Advising Relationship
- Social Media Considerations
- Involvement in Professional Organizations
- Professional Behavior
- Academic Competence
- Adherence to Ethical Principles
- Personal Growth and Self-Disclosure
- Lawful Behavior
- Involvement in Student Governance
- Student Self-Care, Health, and Wellness
- Engage in Constructive Conflict Resolution

STUDENT PORTFOLIOS

Beginning in the first semester, students are expected to create and regularly update professional portfolios. The Portfolio is described further in PSY501 Foundations of Counseling Psychology. The portfolio should include a current resume, all course syllabi, samples of written work, an unofficial transcript, information related to field placement experiences if relevant, documents about research if relevant, information about references, certificates earned in specialized training or education, and any other documents related to professional training or identity. After starting the Portfolio in PSY501, it is the student's responsibility to maintain the Portfolio through graduation as the included documentation is extremely useful for applying to employment opportunities, state licensure applications, and insurance credentialing.

BRIGHTSPACE AND CHATHAM E-MAIL

All MSCP and MAP Program students are expected to regularly check their Chatham e-mail accounts, as all program mail will be sent to this account. For additional information about email options, please contact the Help Desk at 412-365-1112. Most courses in the program will be posted on Brightspace, which can be accessed from MyChatham. Students are expected to enroll in the appropriate courses (if not automatically enrolled) on Brightspace, and to check these courses on a regular basis throughout the semester. Students are in addition expected to enroll in and to regularly check the MAP/MSCP page on Brightspace. This is a "course" designed for the Masters Psychology Programs. All program information and announcements are available here, as well as the ability for students to e-mail other individual students or everyone in the program. STUDENTS ARE RESPONSIBLE FORKNOWING INFORMATION THAT IS SENT OUT THROUGH BRIGHTSPACE AND CHATHAM E-MAILS.

STANDARDS FOR WRITTEN WORK

Coursework in the MSCP and MAP programs requires that students know how to write in a professional voice, with clarity, good organization, and correct grammar, syntax, punctuation, and spelling. Many written assignments in the program also require that students use the writing style and format outlined in the *APA Publication Manual 7th Edition* (2019). It is the student's responsibility to maintain skills and knowledge about the use of appropriate APA publication guidelines. Assistance with writing is available through the OAAR Writing Center (https://www.chatham.edu/academics/support-and-services/office-of-academic-accessibility-resources/writing-center.html), located on the third floor of the library. Students may also consult with professors about questions.

THE ADVISING RELATIONSHIP

Advising is an important part of all students' educational experience and professional development. The advising relationship serves as a model for other professional relationships in the counseling psychology field. The faculty member and student share a responsibility to be open in their communication and proactive in problem-solving. We believe that students bring strengths into our program and as such, there is a reciprocal learning process that occurs in the advising relationship.

Incoming students are initially and temporarily advised by the Masters Programs Coordinator or the PsyD Director of Training. Early in the student's first semester, they will be assigned a permanent academic advisor from among the Graduate Psychology faculty based on mutual professional interests and faculty availability. While the advising relationship is an important one, the advisor-

advisee assignment does not restrict the student in terms of interactions with other faculty members. The student is encouraged to develop scholarly and mentoring relationships with other faculty as is appropriate for the student's professional development.

Students should meet with their advisors at least once per semester to obtain approval for registration for the following term. Advisors are also available by appointment to discuss academic and program-related issues throughout the semester as well as professional development topics such as career goals. Students are responsible for using the Advising Form and the Course Sequencing Form in the Appendix to plan their scheduling of courses with advisors.

The Advisor's Multiple Roles: As a full-time faculty member across three graduate psychology programs, your advisor will likely hold many roles in relation to each student such as Instructor, Mentor, Advocate and Gatekeeper. The roles often overlap and are not mutually exclusive. As a mentor and advocate, the
advisor is the student's first point of contact for programmatic questions and concerns as well as to complete any academic paperwork requiring an advisor's signature. The advisor serves as an important mentor to the student, passing on career advice, providing academic problem-solving, applying their strengths in meaningful ways, and further socialization to the professional field of counseling psychology. The advisor may pass along feedback to the student, although the student may receive feedback about their professional development and meeting the program competences by any faculty, in particular, faculty that are their course instructors.

The advisor may also advocate on behalf of a student depending on their needs such as informing students about available university resources and supports, helping students to acquire a desire practicum site, and/or guiding the student through academic policies and procedures.

Students may not be familiar with the gatekeeper role. As gatekeepers, every faculty member ensures that all students meet and maintain program competences and professional standards in order to be a professional in this field. The advisor is a gatekeeper to the public as a faculty member, meaning that each faculty member has a mission to train ethical and competent counselors and psychologists who will help others and do no harm. Balancing the multiple roles may create tension at times in the student-advisor relationship. It is important that both the faculty member and student are open and honest in professional communication as well as sharing a responsibility to address and resolve any tensions.

Changing Advisors: Students are assigned an academic advisor during their first semester in the program. However, a student's advisor may change depending on the student's career goals, academic interests, fit with a faculty, change in faculty within the department, and for other reasons. The student may change advisors by initiating a conversation with their current advisor about the desire to change and by gaining approval from the faculty member that they desire to change to. For most situations, final approval for changing advisors requires agreement between the student's current advisor and desired advisor.

Please note: If a student requesting an advisor switch is currently on a professional growth plan or remediation plan, their request will be taken to the Program Director and full faculty for discussion and final decision-making. It is possible that a request under such conditions would be denied.

If a student has concerns about their advising relationship, the following steps should be taken:

1. The student should first discuss their concerns with the advisor. There are many benefits to open dialogue with an advisor, and ideally, should be done as early as possible. Sometimes concerns are remediated with this step and no further action is necessary.

2. If concerns about the advising relationship persist after the first step, and/or if the student wishes to change advisors for other reasons (for example, because of a change in professional or scholarly interests), the student should contact the DOT/Masters Coordinator. The DOT/MC will discuss with the student possible ways to address the student's needs. As part of this process, the DOT/MC may consult with the student's advisor and/or the program director.

If the student's advisor is the DOT or Masters Coordinator and does not feel comfortable discussing concerns about their advising relationship, the student should consult with the Program Director. If a change in advisor is deemed necessary, then the process for matching student to advisor will begin again.

Confidentiality in Advising: The advising relationship may include the disclosure of private and/or sensitive information. There is an important distinction between confidentiality and privacy. Indeed, counseling psychology education and training often requires some level of reflection, awareness-raising, and disclosure by students. While students may at times choose to share personal information with advisors and/or other faculty members, it is important for students to know that conversations with advisors are not confidential.

Sharing of student information is done with care and when it is pertinent to the student's safety, ability to progress in the program, and perform the competences across professional activity. For example, disclosures that have Title IX implications must be reported by faculty. It is important for students to know that all faculty are mandated reporters under Title IX, which includes instances of students being the victim of sexual misconduct (https://chatham.edu/student-experience/transportation-and-safety/title-ix.html).

Further, the faculty meet regularly to discuss the academic and professional progress of all students in the program. Those faculty meetings are forums where appropriate information from the advising relationship may be disclosed and discussed. Information about students is shared discreetly and only as it is relevant
to the student's situation in the academic program. Students should also be reassured that any interactions with faculty members will be handled with dignity, honor, and respect.

CONSIDERATIONS FOR SOCIAL MEDIA USAGE

Social media is an integral part of our culture, and for many, our daily lives. Social media is, however, an inherently public platform, built on the very idea of sharing. Keep this in mind and remember when using social media that almost everything you do or say is (or can be made) public. The reality is that with digital content today, there truly is no such thing as a private conversation since what you say or do on social media can be easily shared, screen captured and/or forwarded to others (even if you thought it was a private conversation). It is also a very real possibility that what you post today will continue to turn up years from now on the Internet during and after your time in graduate school.

Personal Responsibility
As you would in face-to-face individual or group conversations, use your best judgement in all that you choose to do or say on social media. You are responsible for what you post and can be held legally responsible by individuals and organizations for violating the law with posts that are threatening, obscene, a violation of intellectual property rights or privacy laws, libelous or otherwise injurious or illegal. In addition, these types of posts can also make you subject to disciplinary actions of the University Student Honor code and other applicable university policies and standards of conduct.

Privacy and Confidentiality of Clinic and Classroom Settings

It is your responsibility to ensure that your postings on social media do not in any way violate the privacy or confidentiality of clients or clinics in which you are completing field placements. Likewise, you are responsible for contributing to the safety and integrity of the shared learning environment within the classroom and university setting. As such, it is important to refrain from posting information that could potentially identify a client or classmate from clinic and classroom environments in which you train. Such posts can violate HIPAA/FERPA privacy and confidentiality laws, and may undermine the safety and integrity of the classroom learning environment. These may, moreover, represent a violation of professional behavior standards as articulated in the handbook and the Chatham University Student Honor Code, and as such may lead to disciplinary actions by the program and/or university.

PROFESSIONAL AND STUDENT ASSOCIATIONS

As counselors in training, students are expected to become involved and to participate in professional activities in the counseling community. Opportunities for professional involvement abound at the local, state, and national levels, and may include conference attendance, committee work, and legislative advocacy. Many organizations have student membership rates that are substantially reduced from regular rates.

STUDENT INVOLVEMENT IN PROGRAM GOVERNANCE

Students are encouraged to take an active role in the operation of the program. On an informal level, students are welcome to provide feedback and suggestions to faculty members about the program, new program initiatives, and student engagement opportunities. Likewise, students are encouraged to share ideas about program improvements with the Field Placement Coordinator, the Masters Program Coordinator, and the Program Director of Graduate Psychology Programs.

At the programmatic level, students from all graduate psychology programs are invited to serve as student representatives on the Graduate Psychology Student Advisory Council (GPSAC). Student representatives from all programs will meet with faculty support (when needed) on a regular basis. Student members of GPSAC serve the program in many capacities, such as coordinating social events and bolstering student engagement, supporting faculty in programmatic initiatives, and communicating ongoing concerns to program faculty. Each academic year, active members of GPSAC are nominated to sit as members of the Executive Board and as Student-Faculty Liaisons, the role of which is to attend bi-weekly faculty meetings to facilitate communication between members of the student and faculty bodies. In addition, Student-Faculty Liaisons act as a means to anonymously report appropriate student concerns to faculty members. That being said, while Student-Faculty Liaisons will strive to maintain confidentiality by voicing reports with deidentified information, it cannot be guaranteed in situations where report-relevant information can potentially identify a student (e.g., a course section in which the incident occurred). Further, it is important to recognize that liaisons are responsible for reporting concerns but are not agents of change themselves. GPSAC functions to increase communication between students and faculty and provide faculty with insight into the graduate psychology student experience. Other student-held leadership positions within the Executive Board include two co-presidents and a treasurer.

While the involvement of students in GPSAC is highly recommended, participation in meetings and events is flexible and not meant to consume excessive amounts of time. Students are invited to participate in any capacity when able, varying from attendance at social events to active participation in meetings and Executive Board membership.

American Psychological Association Student Memberships: Students in the MSCP and MAP programs are eligible for student affiliate memberships in the American Psychological Association. Student affiliates
receive several publications of interest, including "*The Monitor on Psychology"* and *"GradPsych,"* a publication specifically geared to address issues pertinent to graduate students in psychology. Information may be obtained at www.apa.org .

APA Division 17 - Counseling Psychology http://www.apa.org/about/division/div17.html

Pennsylvania Counseling Association http://www.pacounseling.org

Pennsylvania Psychological Association http://www.papsy.org

Alliance for Professional Counselors: The Alliance for Professional Counselors (APC) is a new membership organization within the counseling profession dedicated to promoting the inclusion of all qualified counselors in licensure, certification, employment, and insurance reimbursement. We are committed to promoting excellence, informed by the best available evidence, in practice and policy. More information can be found at: https://apccounseloralliance.org/

Psi Chi – Psychology Honorary Association: Psi Chi is the National Honor society in Psychology. Membership in Psi Chi is an earned honor which is for life. A permanent record of your membership is preserved at the Psi Chi National Office and may be used for reference purposes such as applications for graduate school and jobs. The Psi Chi national membership fee is $55. This one-time fee is for lifetime membership, a certificate suitable for framing, and a membership card. Please contact Deanna Hamilton at dhamilton@chatham.edu or 412-365- 1176 with any questions. Applications and additional information are available at www.psichi.org.

Graduate Student Assembly: The purpose of the Graduate Student Assembly (GSA) is to improve graduate student life at Chatham University; to promote interaction among all graduate students; to bring graduate students into a more active participation within their departments; to act as the representative body for the graduate students and to present their views to the administration, faculty, and undergraduates; and to enhance the quality of education available at Chatham University by helping to program campus-wide events and activities which enrich our community through creating on-campus programming of lectures, workshops, and seminars from professionals outside of our University and by helping to enable graduate students to seek professional development through the help of our professional development fund. GSA is made up of two representatives from each Graduate Program, but all graduate students are welcome to attend GSA meetings or are encouraged to share their thoughts/ideas/concerns with their programs GSA representatives.

PROFESSIONAL BEHAVIOR

Chatham University is a community of learners. As professionals-in-training, MSCP/MAP students are expected to actively contribute to the learning environment by engaging in the respectful exchange of ideas, insights, and challenges. Students are expected to demonstrate appropriate professional behavior in all settings (academic and clinical) associated with their education and training. Examples of expected professional behaviors include, but are not limited to, the following: appropriate dress; effective time management; punctuality; clear professional oral and written communication with peers, staff, faculty members, and supervisors; ethical and professional resolution of conflicts; demonstration of personal responsibility for work and for remediating

deficiencies; the ability to provide respectful and constructive feedback; and respectful and constructive responses to feedback from others.

Further, the Chatham University MSCP/MAP programs has at its core the mission of educating students to be agents of change in the systems in which they interact, including families, organizations, or communities. As such, students are expected to be mindful of their status as models for healthy and respectful behavior in their interactions with others, whether in the classroom, at program or campus events, in Practicum or Internship settings, or in the public domain.

Please see Appendix C (particularly the Professional Behavior Competencies Section) and the handbook section on Evaluations of Students for specific information related to expectations for and evaluation of Professional Behavior, and possible consequences of unprofessional behavior.

Policy on Sexual Violence and Harassment: Our goal is a participatory community where everyone can fulfill their potential for learning free of discrimination based on sex, including sexual harassment –there is no place for sexual harassment or violence. If your behavior harms another person in classes or community events, you may be removed from the class temporarily or permanently, or from the University. If you or someone you know experiences sexual violence or harassment, there are options, rights, and resources, including assistance with academics, reporting, and medical care.

Chatham Specific: https://my.chatham.edu/documents/documentcenter/TITLE%20IX-FINAL-2021.pdf

General Resources: Visit https://www.rainn.org/ThatsHarassment or call the 24/7 RAINN hotline at 800-656-HOPE.
Adapted from https://care.berkeley.edu/wp-content/uploads/2019/09/PATHtoCareCenterToolkit-FINAL09132019.pdf

In compliance with the US Department of Education's 2024 Title IX Regulations, which went into effect on August 1, 2024, Chatham has updated its policies and website regarding sex discrimination and sex-based harassment.* All campus community members are encouraged to read the policy in full and refer to it, as necessary, as there are many important updates included in the new regulations. Chatham continues its commitment to providing an environment free of sex discrimination and sex-based harassment and encourages any individuals who may have experienced conduct prohibited by this policy to contact the Title IX Coordinator at titleix@chatham.edu. Individuals may also submit a report using our online reporting form: HERE.

In addition, please remember that all University employees (other than providers in Counseling and Health Services) **must report** instances of prohibited conduct under this policy.

Chatham continues to partner with INCompliance for assistance with our Title IX process. Our partners at INCompliance have undergone trauma-informed training and are experienced and sensitive to the unique challenges of investigating sexual misconduct, sexual violence, and hazing allegations.

We will work in the coming months to educate the campus community regarding changes to the regulations and policy. If you have any questions, do not hesitate to reach out.

View the Title IX website here: Title IX | Chatham University

ACADEMIC COMPETENCE

Academic competence is measured by a student's grades, as well as evaluations of the Portfolio and Comprehensive Examination. Students should familiarize themselves with the grading policies and procedures for graduate students at Chatham University. Please refer to the Chatham University Catalog for information related to the Chatham University Grade Policy in the most recent version of the Chatham University Catalog at: https://chatham.edu/catalog/2023-2024/

In the MSCP/MAP programs, students who earn a grade below B- in an academic class may not be allowed to continue in the program until the student has repeated the class and earned a satisfactory grade of B- or above. Any exception to this policy must be approved by the graduate psychology faculty and the Dean of the College of Graduate Studies.

ADHERENCE TO ETHICAL PRINCIPLES

Chatham University MSCP/MAP students are expected to uphold the principles of ethical behavior outlined by the American Psychological Association and American Counseling Association. Students are encouraged to bring questions and concerns about ethical decision making to their advisor or any member of the faculty for discussion and consultation. Violations of the Ethical Code of Conduct will be considered a serious matter and may be grounds for dismissal from the program.

PERSONAL GROWTH AND SELF-DISCLOSURE

Participation in the MSCP/MAP programs requires a commitment to personal growth and involves some degree of self-exploration and self-disclosure as is relevant for counseling and psychological education and training. There are many opportunities within the program for students to develop self- awareness through self-exploration and reflection, including classroom activities and assignments, and group and individual supervision for practicum work. The following section from the APA Ethics Code (2010) is used as a foundation for program policy regarding student self-disclosure:

7.04 Student Disclosure of Personal Information

> Psychologists do not require students or supervisees to disclose personal information in course- or program- related activities, either orally or in writing, regarding sexual history, history of abuse and neglect, psychological treatment, and relationships with parents, peers, and spouses or significant others except if (1) the program or training facility has clearly identified this requirement in its admissions and program materials or (2) the information is necessary to evaluate or obtain assistance for students whose personal problems could reasonably be judged to be preventing them from performing their training - or professionally related activities in a competent manner or posing a threat to the students or others. (http://www.apa.org/ethics/code/index.aspx)

Student choices about self-disclosure are treated by faculty with dignity, honor, and respect. Faculty members also expect students to treat self-disclosure by peers with dignity, honor, and respect. Students are encouraged to talk with their advisor or course instructor if they have questions about issues related to personal growth and self-disclosure.

LAWFUL BEHAVIOR

Students are expected to be law-abiding citizens. According to the Pennsylvania Law, all misdemeanor and felony convictions, pleas, and Accelerated Rehabilitative Dispositions (ARDs) involving a psychologist must be reported to the Psychology Licensure Board. Section 8 of the

Professional Psychologists Practice Act and Section 9124 of the Criminal Record History Information Act provide the Board with the authority to refuse a license to an applicant who has been convicted of a crime (please consult state licensing board web-sites for additional information). Please consult with your faculty advisor and/or the Director of Training if you have any questions about this.

STUDENT SELF-CARE, HEALTH, AND WELLNESS

Graduate work is both rewarding and challenging. It is important for students to practice self-care and focus on their health and wellness. As listed in the Program Resource section of the handbook (Appendix D), students are encouraged to utilize the AFC, Health Center, Counseling Services, and other university resources to enhance their health. In addition, students may seek and utilize community supports and resources. The American Psychological Association has a self-care center, with articles, plans, and resources for graduate students: https://www.apa.org/education/grad/self-care

FIELD EXPERIENCE TRAINING AND MENTAL HEALTH CARE

It is important that Graduate Psychology trainees have access to both field experience training and mental health care. The Counseling Center Policy is that:
1.   A trainee who is currently receiving care at the Counseling Center may not be a trainee at the Counseling   Center;
2.   A trainee who has received care at the Counseling Center in the past may not be supervised by a member of the Counseling Center professional staff who either provided care for them or supervised another counselor who provided care for them; and
3.   A trainee who has received care in the Counseling Center in the past should have minimal direct contact with the professional staff member who provided or supervised their care.

We accomplish these policies by:
1.   Providing referrals and recommending that Counseling Psychology graduate students who are either interested in or enrolled in the PsyD program receive care from community providers, including at other training clinics that can provide free or sliding scale fees (see Resources below);
2.   Asking the Administrative Assistant for the Counseling Center to check whether any trainees have received care at the Counseling Center; and
3.   Asking trainees for their training preferences. A trainee who has received services can, like any other trainee, express interest in training exclusively with OAAR, Career Development and/or Athletics.

From this information, the Administrative Assistant and Director of the Counseling Center create trainee schedules and supervisory pairings that
1.   Do not put the trainee and professional staff member in a supervisory relationship or chain;
2.   Do not schedule the trainee in a Counseling Center location where the professional staff member does not work on the day that trainee is at Practicum; and/or
3.   Schedule the trainee exclusively at the Office of Academic and Accessibility Services (OAAR), Career Development, and/or Athletics.

These separations protect your privacy and confidentiality as a client who received services at the Counseling Center and clearly delineate training and supervision relationships.

Resources for free or sliding scale therapy in the community:

The Duquesne Psychology Clinic, is 5 miles away, can be reached on the 71D, and has a low-cost session fee and a sliding scale.

Pitt Clinical Psychology Center, is 3 miles away, can be reached on the 71C or 71D, and has a sliding scale.

The Pittsburgh Pastoral Institute , is about a mile away, can be reached on the 71C, 71D, or 88 (all with 6-minute walk from the destination bus stop to the PPI) and has a sliding scale.

Please note that these three clinics become full quickly at the beginning of each year, so don't hesitate to call them early if you have benefitted from therapy in the past or are strongly considering therapy during your studies.

You can also use Chatham's referral database service to search for a provider that offers a sliding scale by scrolling all the way down the search options on the left to the bottom, where you can click on "Offers Sliding Scale." Or you can use Psychology Today to find a provider that offers a sliding scale by clicking on "sliding scale" under Price. Chatham does have a Student Emergency Fund where you can apply for "Emergency Fund" support to cover some copays. If you do this, please include receipts for copays paid or an invoice for services to support your application.

Another important delineation between roles relates to:
1. seeing faculty involved in the 1st year PsyD practicum in the Counseling Center;
2. grading by faculty involved in the 1st year practicum; and
3. socializing with School of Health Sciences students who may be clients in the Counseling Center.

Drs. Morse, Wang, and Zanardelli all have some role in the 1st year PsyD practicum training in the Counseling Center and are also faculty in the Counseling Psychology programs.

First, 1st year PsyD students are never assigned clients who are students in our own Master's or Doctoral programs (MAP, MSCP, PsyD). If we are supervising an advanced practicum trainee who is working with a student from the Counseling Psychology programs, we would ensure that supervision for that client is provided by another member of the Counseling Center professional staff. While we cannot fully prevent the possibility that a student in the Counseling Psychology programs might see one of us faculty in a Counseling Center space, we are bound by privacy and confidentiality and will never reveal that any student is a client at the Counseling Center.

We try to be very thoughtful and intentional about minimizing the potential for role conflict and possible negative consequences relating to evaluating PsyD students (e.g., practicum evaluations, course grades). Specifically, in courses where it is possible (e.g., practicum), assignments are graded as completed (full points) or not completed (no points) with detailed feedback provided but not linked to grades. In courses where completed/not completed grading is not possible, anonymous grading will be used (e.g., the anonymous grading option in Brightspace or Turnitin or having students write their names on the back instead of front of written exams or even use a code to identify their exam (e.g., an exam in Psychometrics or report in Personality Assessment) **or** competency based evaluation will be used (e.g., observing an administration of an IQ assessment in Intellectual Assessment as either competent/not yet competent and repeated until competent, rather than grading the quality of the administration). This way we maximize opportunities to provide clinical and academic training and feedback while minimizing opportunities for problems.

It is also important that 1st year PsyD students can have full social lives, potentially with students in the School of Health Sciences. We will minimize the potential risk that a 1st year PsyD student will be assigned

to work with a client who they see socially by asking students from SHS seeking services if and how much they socialize with Counseling Psychology students and whether they're comfortable working with a Counseling Psychology practicum trainee. We will also ask 1st year PsyD students how much they socialize or think they'll socialize in SHS and not assign them clients who are SHS students if they plan to socialize a lot within the school. In addition, we will ask SHS students and 1st year PsyD students if they are participating in the Interprofessional Education program (IPE). If they are, they will not be assigned to work with each other. And of course, trainees are trained to tell staff immediately if they think they recognize a client's name from any other setting and to have the client re-assigned if there is a threat to privacy and confidentiality and to the trainee's social life.

CONFLICT RESOLUTION AND GRIEVANCE POLICIES

Students may encounter a variety of problems over the course of their time in the program. Many such problems or conflicts can be resolved in an informal manner, utilizing professional communication skills and proactive problem solving. An important aspect of professional development for counselors and psychologists includes cultivating the ability to manage difficult communications; thus, faculty are committed to providing support and guidance to students in this arena. Below we outline steps for resolving conflicts that arise. In some instances, including situations in which informal conflict resolution steps provide unsatisfactory results, students may elect to file a formal grievance. A formal grievance represents a written petition brought by a student who believes that their rights have been denied or violated because of arbitrary, capricious, malicious or otherwise improper actions of an individual at Chatham, including actions that are in direct violation of established university or program policies. Note that grievances that are specific to appeals regarding grades in academic courses should be filed in accordance with Chatham's catalogue guidelines for Academic Grade Appeals: https://chatham.edu/academics/course-catalog/

Guidelines for filing other types of grievances within the MSCP and MAP programs are articulated below.

Steps for Informal Conflict Resolution

1. When appropriate*, the first step to resolving a conflict should include speaking directly with the person(s) with whom the student is experiencing a problem, to clearly yet professionally communicate their concern and explore potential solutions. Most conflicts can be resolved during this first step with positive and collaborative communication.

2. In situations in which approaching the individual with whom the student has a conflict does not produce satisfactory results, students are encouraged to consult with their academic advisor regarding their concern and the steps (if any) they have taken to address it. At this stage, advisors will often suggest additional strategies for collaborative communication and informal conflict resolution.

3. If the conflict is not resolved to the student's satisfaction after engaging in steps 1 and 2, the student is directed to schedule a meeting with the Masters Program Coordinator (MPC). During this meeting, the student should be prepared to articulate their concern, discuss the steps they have taken to date to pursue informal conflict resolution, and to articulate their desired outcome(s). Following this initial meeting, the MPC may gather additional information from relevant parties, and may share relevant information with the Program Director and Graduate Psychology faculty, if indicated. A follow-up meeting will be scheduled with the

student within 14 days of the initial MPC meeting to
discuss final MPC findings and recommendations. If, at this point, the student is dissatisfied with the MPC recommendations, and believes that they have grounds for a formal grievance, guidelines for submitting a formal written grievance to the Program Director will be discussed.

*If issues of power or safety are of concern, please discuss them with your advisor or the Master's Program Coordinator as appropriate.

Steps for Submitting a Formal Grievance

1. If the informal conflict resolution steps 1 – 3 (above) do not resolve the conflict to the student's satisfaction, the student may submit a formal written grievance to the Program Director. This grievance documentation should include the following information:
   a. Identify the conflict or concern that has led the student to believe that their rights have been denied or violated in an arbitrary, capricious, malicious or otherwise improper manner, or that violates established university or program policies
   b. Describe steps that have been taken to address the issue to date
   c. Clarify desired outcome(s) that would satisfactorily address the issue for the student

Upon receipt of the student's written grievance, the Program Director will solicit further information from relevant parties, as necessary, and will consult with the faculty for input for resolving the conflict at the next Graduate Psychology Faculty meeting. Within 14 days of receiving the written grievance, the Program director will meet with the student to review the grievance and relevant documentation, and to discuss potential outcomes. Within 7 days of this meeting, the Program Director will provide a written response to the student outlining the complaint and the resulting decision.

2. If the student is dissatisfied with the Program Director's decision, they may submit a written letter of appeal to the Dean of the School of Health Sciences. The letter of appeal must be submitted by the student within 7 days of receipt of the Program Director's decision letter, and should include documentation similar to that submitted in the initial grievance (see 1a-c, above) as well as a statement indicating why the student does not agree with the Program Director's formal decision. No new information may be introduced at this stage of the appeal process. The Dean will review the appeal letter and relevant documentation, and may solicit further information from relevant parties, as necessary. The Dean will then provide a written decision to the student within 10 days of receiving the written appeal.

3. As above, if the student is dissatisfied with the decision of the Dean of Health Sciences, the student may appeal the Dean's decision to the Vice President of Academic Affairs (VPAA). This letter of appeal must be submitted by the student within 7 days of receipt of the Dean's decision letter, and should include documentation similar to that submitted in the previous appeal. The VPAA may gather additional information from relevant parties, as necessary, and will submit a formal decision letter to the student within 10 days of receiving the written appeal. The decision of the VPAA will be considered binding.

EVALUATION OF STUDENTS

- Regular Evaluation Process
- Professional Growth Plans
- Remediation Plans

Overview: Students in the MSCP and MAP programs are evaluated in an ongoing fashion with regard to academic performance and professional behavior. MSCP/MAP faculty have a responsibility to evaluate students across domains related to competence, to ensure that students are making expected progress in knowledge, skills, attitudes, and behaviors. Faculty members also have the responsibility of providing clear feedback to students about their progress and of addressing concerns about progress or competence in structured and collaborative ways. Methods for evaluating and addressing concerns about student progress and competence include regularly scheduled evaluations, additional evaluations that are completed as circumstances warrant, and the development of professional growth plans.

REVIEW OF TRANSCRIPTS/GRADES

Faculty will review all transcripts each semester to ensure that each student remains in good standing and is making adequate progress toward graduation. Please see the section above on Academic Competence for more details about the grade expectations and consequences for difficulties in academic work.

SCHEDULED EVALUATIONS BY FACULTY

ALL STUDENTS: At the end of each academic year in the program, the faculty will meet to discuss each student's progress toward degree completion. The Annual Student Evaluation Form is included in Appendix C. The student will receive a completed evaluation form from their current advisor. The students will review and sign the report, adding any comments desired, and the hard copy is placed in the program's file. In addition, the need for a Professional Growth Plan or Remediation Plan may arise as a result of the Annual Student Progress Report; see the section below on Professional Growth Plans for details, as well as Appendix C for more details.

Any scheduled evaluation that indicates significant concerns about a student's performance and progress may result in a Professional Growth Plan, a Remediation Plan, a delay in or removal from practicum, probation, slow-down, and/or dismissal from the program.

Please note: **Admission to the MSCP or MAP program does not guarantee graduation from the program**. The faculty members of the graduate psychology programs support excellence in both academic work and professional behavior. Thus, during your time at Chatham, as you progress through your program, you and every other student will be evaluated in terms of academic ability and professional performance, as outlined in the student handbook. In the event that a student's professional behavior or academic performance does not meet program standards, then due process will be followed, as described in the student handbook.

GRADING SYSTEM

The student is expected to demonstrate by performance in academic courses that they have the conceptual abilities and knowledge base necessary to become an effective counselor. To successfully progress through the MSCP or MAP degree, a student must earn and maintain at least a 3.0 GPA, with no grades below B-. Specific course expectations and grade policies are described in the syllabus of each class.
Grading in academic classes follows Chatham University guidelines for graduate level courses:

Grade	Points	Description		Grade	Points	Description
A	4.00	Excellent		F	0	No credit
A-	3.67			P	Pass, minimal value B-	
B+	3.33	Satisfactory				
B	3.00			NG	No credit	
B-	2.67			I	Incomplete work	
				W	Withdrawal from course	
C+, C, C-, or below		Course must be repeated				

When a student's GPA falls below a 3.0 for a semester will be notified along with the advisor and will be placed on academic probation. Any course in which a student earns a grade lower that B- must be repeated. A student who is on academic probation and fails to make a 3.0 for the next semester or fails to have a 3.0 GPA overall after two semesters, will be dismissed from the program. A student is allowed to repeat only two courses, but each course only once. The second grade in the repeated course will be calculated in the student's cumulative GPA, this grade must be a B- or better. When a graduate student repeats a course, the transcript shall record both enrollments and both grades, but only the second grade shall be included in the calculation of the GPA If the repeated grade earned is less than a B-, the student will be dismissed from the program. All dismissals may be appealed to the Dean within one week of the end of the term.

Practicum and Internship classes are graded on a Pass-Fail basis. According to the field placement handbook, a grade of "Pass" requires the following:

> A grade of **P** indicates that in addition to completing all course requirements in a timely and professional manner, the student has demonstrated strong counseling skills, above average standards of professional and personal behavior, a willingness to learn, and a commitment to the counseling profession. A grade of **F** will be earned when the requirements have not been accomplished in an acceptable and timely manner. The faculty supervisor, in consultation with the site supervisor, assigns grades.

Please see the field placement handbook in Appendix E *for more information about this.*

STEPS FOR PROFESSIONAL PERFORMANCE REMEDIATION

The evaluation process is intended to be collaborative and educational with the student even in remediation situations. Refusal to sign forms, not showing up for scheduled meetings, and resistance to implementing feedback will be documented by relevant program faculty. Such behaviors may not be considered grounds for future appeals.

If there are concerns about a student's professional behavior in the academic and/or field placement setting(s) at any point in the program, the following steps will be implemented:

1. A Professional Performance Evaluation form will be completed by faculty. The PPE will be completed by relevant program faculty and/or site supervisor and reviewed with the student. The PPE assesses the following professional performance domains:

- **Communication skills and abilities**: Establishing a working alliance with professors and peers; demonstrating effective verbal and non-verbal communication skills in the classroom; contributing to the creation of a safe learning environment based on courtesy and respect for others.

- **Professional responsibility**: Conducting self in ethical manner; relating to peers, professors, and others consistent with stated professional standards; demonstrating sensitivity to real and ascribed differences in power – not exploiting or misleading people; demonstrating personal responsibility in academic work, completing work on time, attending all classes and arriving on time, and producing work consistent with course and program expectations.

- **Competence**: Meeting university and program standards for academic competence; taking responsibility for compensating for own deficiencies.

- **Maturity**: Demonstrating appropriate self-control in relationships with faculty, peers, others; demonstrating honesty, fairness, respect for others; demonstrating self-awareness and the effect of self on one's work; demonstrating ability to receive, integrate, and use feedback from peers, teachers, supervisors; exhibiting appropriate levels of self-confidence, assurance, and trust in own ability; following professionally recognized conflict resolution processes, seeking to resolve issue first with individual(s) with whom conflict exists.

- **Integrity**: Refraining from making false, misleading, or deceptive statements; avoiding improper or potentially harmful dual relationships; respecting fundamental rights, dignity, and worth of all people; respecting rights of individuals to privacy, confidentiality, and choices re: self-determination and autonomy; respecting cultural, individual, and role differences.

2. The faculty and student meet to discuss the concerns with the student and review the relevant PPE form for specific areas of concern.

3. The faculty and the student jointly outline a written professional growth or remediation plan that addresses the areas of concern. The student, faculty, and program director sign the PPE form and written professional growth or remediation plan.

A professional growth plan is put in place when a student needs to further develop a professional competency. A professional growth plan includes identifying the concern(s) and desired outcomes, establishing action steps to address the concern(s) and achieve the desired outcomes, and implementing a process of accountability within a specified timeline.

A remediation plan is an indicator of a more significant concern and entails a slowing down in the program. For example, a student may experience a delay to engage in a Practicum because of a remediation plan. A remediation plan includes similar components to the growth plan - identifying the concern(s) and desired outcomes, establishing action steps to address the concern(s) and achieve the desired outcomes, and implementing a process of accountability within a specific timeline. Consequences of a remediation plan may be beyond academic coursework to suspension of clinical activity and training. In addition, post-graduation, some health insurance paneling and licensure applications may inquire about any disciplinary actions while a professional or student.

The faculty and student schedule follow-up meetings to track progress and address areas of concern.
If the student meets the criteria of the professional growth/remediation plan and the concerns have been sufficiently addressed, the student will be notified in writing that they have successfully completed their professional growth/remediation plan. Further meetings between the student and the faculty will occur as needed or requested by the student.

If the areas of concern persist or a new area of concern emerges, the student will receive a written warning that they may be dismissed from the program, or another disciplinary consequence is likely to occur. student must acknowledge receipt of this written warning and demonstrate that they understands the areas of concern and potential consequences by signing the written warning.
Failure to address the concerns on the professional growth/remediation plan may result in dismissal from the program, a hold on practicum, or other consequences as decided by the graduate psychology faculty and Dean of the of College Health Sciences. Refusal to sign forms will be documented and will not be considered grounds for future appeals. Remediation actions will proceed without the student's signature.

Automatic Program Dismissal: There are instances in which a student may egregiously violate the professional ethical code, violate the university's honor code, engage in criminal behavior, and or disregard other university and programmatic policies that result in immediate dismissal from the program. In addition, students may fail to meet the requirements of a remediation plan and as a result, be dismissed from the program. All decisions about student dismissals from the program are voted on by the entire graduate psychology faculty. Students will be notified about their dismissal in writing. Students who are dismissed from the program may appeal that decision using the appeal procedures outlined in the Chatham University Catalog: https://chatham.edu/catalog/.

PROGRAM COMPETENCIES

The following learning outcomes and competencies are prescribed by MPCAC 2024 Standards. Students will be evaluated on these standards in their corresponding coursework and field placements. The student's academic advisor will collate that information along with field placement evaluations (when applicable) and a review of the student's transcript for an annual review of the evaluation with the student. The advisor will share this evaluation with the student and will provide an opportunity for the student to indicate (via signature) their receipt of the evaluation.

a. Ethical and professional standards

i. *Ethical/Legal Standards, Policy, and Practice*: Demonstrates knowledge and application of ethical concepts, and awareness of legal issues regarding professional activities with individuals, groups, and organizations
1. Demonstrates knowledge and understanding of relevant ethical/professional codes, standards and guidelines, laws, statutes, rules, and regulations.
2. Recognizes situations that challenge adherence to professional values and demonstrates the application of an ethical decision-making model by applying it to ethical dilemmas.
3. Demonstrates integration of ethical values in professional conduct.

ii. *Professional Values and Attitudes*: Exhibits behavior and comportment that reflect the professional values and attitudes of counseling and psychology.
1. Demonstrates understanding of counseling and psychological practice as an applied behavioral science.
2. Demonstrates knowledge and awareness of professional identities relevant to counseling and psychology.
3. Maintains professionally appropriate communication and conduct across different settings.
4. Demonstrates personal accountability and accepts responsibility for own actions.

iii. *Understanding and use of supervision during applied experiences*
1. Demonstrates understanding of the role and practice of supervision.
2. Demonstrates knowledge of the critical role of reflective practice.
3. Demonstrates knowledge of the impact of self-care on professional practice.
4. Responds appropriately to supervision.

b. Evidence-based theories and practice of counseling and psychotherapy
i. *Knowledge:*
1. Demonstrates knowledge of individual and group theories of counseling and psychotherapy.
2. Demonstrates knowledge of theories regarding the impact of trauma on individuals, groups and communities.
ii. *Skills*
1. *Relationships*: Relates effectively with individuals, groups, and communities.
a. Forms and maintains productive and respectful relationships with clients, peers/colleagues, supervisors, and professionals from within and across disciplines.
b. Negotiates differences and handles conflict satisfactorily.
c. Provides effective feedback to others, receives feedback non-defensively, and integrates feedback appropriately.
d. Communicates clearly using verbal, nonverbal, and written skills in a professional context; demonstrates clear understanding and use of professional language.

2. *Conceptualization and Intervention:* Applies evidence-based intervention and prevention strategies designed to alleviate suffering and to promote health and well-being of individuals, groups, communities, and/or systems.
a. Formulates and conceptualizes cases.

b. Plans and implements interventions utilizing at least one consistent theoretical orientation.

c. Displays skills in developing the therapeutic alliance.

d. Displays skills in crisis intervention.

e. Evaluates intervention progress and modifies intervention or prevention strategies on the basis of evaluation of clients' or groups' progress and/or client feedback.

c. Multiculturalism and diversity

Demonstrates knowledge, self-awareness, and skills in working with individuals, groups, and communities who represent various cultural and personal backgrounds and characteristics (e.g., cultural, individual, and role differences, including those based on age, gender, gender identity, race, ethnicity, culture, national origin, religion, sexual orientation, disability, language, and socioeconomic status) and context.

i. *Knowledge and Self-Awareness*:

1. Demonstrates knowledge and awareness of self, as shaped by individual and group diverse identities.
2. Demonstrates knowledge and awareness of others, as shaped by individual and group diverse identities.
3. Demonstrates knowledge of the intersection between self and others as shaped by individual and group diverse identities.

ii. *Skills:*

1. Applies knowledge of self as a cultural being in assessment, treatment, consultation, and all other professional interactions.
2. Applies knowledge of others as cultural beings in assessment, treatment, consultation, and all other professional interactions.
3. Applies knowledge of the intersection of self and others as cultural beings in assessment, treatment, consultation, and all other professional interactions.
4. Is able to work effectively with diverse individuals in assessment, treatment, and consultation.

d. Theories of psychopathology and relevant classification systems

i. *Knowledge:*

1. Demonstrates knowledge of theories of psychopathology, including but not limited to biological and sociocultural theories.
2. Demonstrates knowledge of classification systems of behavior and limitations of those systems.

ii. *Skills:* Applies concepts of normal/abnormal behavior to case formulation, diagnosis, and treatment planning in the context of stages of human development and diversity.

e. Methods of evaluation of individuals

i. *Knowledge:*

1. Demonstrates knowledge of content, reliability and validity, and purposes of assessment measures.
2. Demonstrates awareness of strengths and limitations (including diversity-related limitations) of administration, scoring, and interpretation of assessment measures.

ii. *Skills:*

1. Selects and utilizes appropriate methods of evaluation.
2. Engages in effective clinical interviewing.
3. Engages in effective progress monitoring.

f. Research methods

i. *Knowledge:*

1. Demonstrates knowledge of scientific methods used by counselors and psychology practitioners in their clinical work.
2. Demonstrates knowledge of use of scientific methods to add to the knowledge base of counseling and psychology.
3. Demonstrates knowledge of application of scientific methods to evaluate practices and interventions.
4. Demonstrates knowledge of program evaluation methods.
ii. *Skills:* Critiques published research effectively.

g. Career development and/or the role of work in peoples' lives
i. Demonstrates knowledge of the role of work in peoples' lives.
ii. Demonstrates understanding of the development of work and career choices across the lifespan.

h. Biological basis of behavior
Demonstrates knowledge and understanding of the relationship between biological factors and human functioning.

i. Developmental basis of behavior
Demonstrates knowledge and understanding of human development, wellness, and learned bases of behavior across the lifespan.

j. Systems basis of behavior
i. Demonstrates knowledge of individuals in the context of their environment and how the environment (e.g., geographical, ideological, demographic, familial, institutional) affects functioning.
ii. Demonstrates understanding of the use of systems changes (whether prevention or intervention) to enhance the functioning of individuals, families, groups, organizations, and/or institutions.

The a-j Standards from MPCAC serve as the foundation for the annual evaluation of our MSCP and MAP students, see Appendix C.

STUDENT AWARDS

We are proud of the great work that our students to within and outside of the Chatham University community. Each year, at the end of the spring semester, we honor those students who demonstrate exemplary work with 5 awards.

Drs. Deanna Hamilton and Michael Cadaret are the Student Awards Co-Coordinators.

I. **Student Researcher Award**: Awarded to student who is involved in research at Chatham University and demonstrates excellence as a researcher.

II. **Student Practitioner Award**: Awarded to student who is doing a field placement/practicum/internship and demonstrates exceptional clinical competences above and beyond the standard requirements.

III. **Psychology of Social Justice Award**: Awarded to student who has exhibited excellence in service, scholarship, practice, or other educational activities that promote the common good, address injustices in mental health, and give voice to marginalized individuals and groups.

IV. **Student Leadership in Psychology Award**: Awarded to student who has exhibited excellence in service, scholarship, practice, or other educational activities that promote and advance psychology and counseling.

V. **Community Engagement and Advocacy Award**: Awarded to student who has exhibited excellence in activities and efforts that promote healthy change and positive engagement and outreach in their community.

Application Criteria for each award:

1. Nomination (may come from self, professor, supervisor, advisor, employer)
2. Send an email to one of the Student Award Co-coordinators indicating the person who you are nominating and for what award. For example: "I nominate Eleanor Cadaret for the Student Leadership in Psychology Award."

3. Updated Resume/CV of the nominated person (The nominator/nominated person is responsible for sending us the Resume/CV).

4. Turn all application materials in together to Drs. Hamilton or Cadaret by **the announced deadline** (typically in April).

MSCP PROGRAM

MSCP PROGRAM - MISSION AND DESCRIPTION

Program Mission
The mission of the Master of Science in Counseling Psychology Program at Chatham University is to train students from diverse backgrounds to be competent and ethical counselors who integrate a science-informed perspective with a strength-based approach to practice. We seek to develop counselors who embrace the multicultural and social justice counseling competencies with diverse populations across a wide variety of settings. Psychological science serves as the foundation for training competent counseling practitioners who are eligible for state licensure. We aspire to prepare graduates for entry level practice who demonstrate a commitment to lifelong learning.

Program Description
The Master of Science in Counseling Psychology (MSCP) prepares students for master's level positions in professions promoting the optimal development of individuals, families, groups, organizations and communities. Graduates of the program will be ready for employment in agencies providing mental and physical health services, social services and other educational, professional, and business organizations. The psychology-based curriculum integrates theoretical foundations, experiential perspectives, and research methodologies with practice. In addition, students learn to assess persons in their familial and social contexts, design strategies for change, and evaluate the effectiveness of those interventions. Students are further encouraged to be mindful of the socio-cultural diversity of individuals, families, and groups.

ACCREDITATION

The MSCP program is accredited by the Master's in Psychology and Counseling Accreditation Council (MPCAC) http://www.mpcacaccreditation.org/. The MSCP program was granted accreditation in 2017 and received the maximum 10-year accreditation status until 2027. MPCAC accredits programs in psychology and counseling that focuses on counseling competences, science-informed practice, and a clear commitment to multicultural and social justice practices. As state licensing boards increasingly require graduation from "accredited programs," MPCAC offers an alternative to other accreditations. Please note that the *Commonwealth of PA does NOT require graduation from a program with any specific accreditation to become licensed*.

The MPCAC accreditation fits well with the faculty and mission of The Masters of Science in Counseling Psychology (MSCP) program, which prepares students for master's-level behavioral health practice and state licensure as professional counselors. The MSCP curriculum is rooted in psychological science and teaches students to use evidence-based practice, cultural competence, and strength-based approaches in their work with diverse clients across a wide variety of professional settings.

ETHICAL GUIDELINES

The MSCP program teaches students to adhere to professional ethics for mental health professionals. The American Psychological Association (APA) and American Counseling Association (ACA) are the two most prominent professional organizations that have developed ethical codes for mental health professionals – professional counselors and psychologists. The two codes of ethics have many similarities. The MSCP faculty draw from both codes in courses and other curriculum instruction. Of note, the ACA ethical code is more directly tied to the LPC and therefore, additional curriculum attention is given to the ACA ethical code. Links to both codes are provided below:

American Psychological Association (2017): http://www.apa.org/ethics/code/

American Counseling Association (2014): https://www.counseling.org/resources/ethics

MSCP DEGREE REQUIREMENTS

The Master of Counseling Psychology degree requires completion of 60 credit hours of coursework, including field placements (Practicum and Internships I and II). Chatham confers a Master of Science in Counseling Psychology degree at the 60 credit hours required for licensure in the Commonwealth of Pennsylvania. Students may attend the program on either a part-time or full-time schedule. Full-time students follow a set curriculum. Part-time students follow individualized curriculum patterns worked out with their academic advisors. In order to graduate from the program, students must maintain good academic standing and must have a cumulative GPA of no lower than 3.0. If changes are made in PA licensing laws or certification regulations, or in national examination requirements, then the student handbook and the MSCP curriculum will reflect these changes.

Prerequisites for Practicum (3 credits each)
PSY 501 Foundations of Counseling Psychology
PSY 617 Psychology of Culture and Identity
PSY 629 Human Development Across the Lifespan
PSY 642 Assessment
PSY 657 Psychopathology and Resilience
PSY 658 Evidence-Based Practice
PSY 662 Counseling Theories and Techniques
PSY 672 Group Counseling

Other Required Courses (3 credits each)
PSY 555 Statistics and Research Design
PSY 605 Biopsychology
PSY 627 Vocational and Career Counseling
PSY 674 Foundations of Family Therapy
PSY 681 Professional Integration Seminar

Field Placements (3 credits each)
PSY 682 Practicum
PSY 685 Internship I
PSY 686 Internship II

Electives for 60 hours (12 additional hours toward licensure eligibility)
PSY XXX_____
PSY XXX_____
PSY XXX_____
PSY XXX_____

Descriptions of the courses are included in Appendix A. Students work with their advisors to plan their course of study toward the MSCP degree. It is particularly important for part-time students to meet regularly with their advisors, because not all courses are offered every semester – part-time students need to plan their curriculum pattern more carefully with the course rotation in mind.

Specific requirements for the field placement courses (Practicum, Internship I, and Internship II) are detailed in the field placement appendix in this handbook; available on the MAP/MSCP Brightspace page.

Students are responsible for keeping track of their progress toward the degree (see Advising Form in Appendix B) and for coming prepared to meetings with the advisor and the field placement coordinator

MSCP ELECTIVES

Chatham confers a Master of Science in Counseling Psychology degree at 60 credit hours required for licensure in the Commonwealth of Pennsylvania. Below are some options that students may consider (students are encouraged to work with their advisors to determine which option is best for them):
- Students select which electives are most compatible with their interests and schedules, creating their own area of interest based on course offerings.

NOTE: If a student graduates and then returns to Chatham to take additional coursework, the student will be considered non-degree-seeking (NDS) at that time; this status affects financial aid options. The NDS student registers for classes through CCPS at 412-365-1498.

Elective Courses
- PSY 515 Human Sexuality
- PSY 530 Introduction to Sport & Exercise Psychology
- PSY 621 Advanced Seminar in Diversity Issues
- PSY 632 Positive Psychology
- PSY 646: Intergroup Dialogue Facilitator Training
- PSY 647: Intergroup Dialogue (offered in spring terms focusing on social identities including race and gender)
- PSY 663 Foundations of Health Psychology
- PSY 665 Addictions Counseling
- PSY 668 Crisis, Trauma, and Recovery
- PSY 669 Foundations of Expressive Arts Therapy
- PSY 671 Mindfulness Counseling
- PSY 673 Couples Counseling
- PSY 676 Counseling Children and Adolescents
- PSY 677 Grief Counseling
- PSY 678 Risk and Resilience in Childhood
- PSY 730 Psychology of Emerging Adulthood

Note: Electives are offered on a rotating basis and are subject to change based upon student interest and enrollment numbers. Information about the course rotation can be found in Appendix B.

Independent Study

Students in the MSCP and MAP programs may take PSY693 Independent Study (IS) as one of their elective courses. Occasionally there are opportunities to work with faculty members and/or dissertation students

on research projects that involve various levels of writing, data collection, data coding, data analysis or theoretical exploration. Faculty members have limited availability to provide Independent Studies– there is no guarantee that such an opportunity will be available.

In order to maximize the likelihood of an Independent Study, students should meet with faculty members with whom they would like to work and discuss the possibility of an IS. Students should have ideas about their area of interest prior to meeting with faculty members. Once the student and faculty member agree on the IS, the student must submit the required paperwork (see below) in the semester before they plan to receive course credits. Two pieces of paperwork must be completed by the student and faculty member: an independent study proposal form and a syllabus for the IS. This paperwork must be completed by the student and submitted to the instructor who is overseeing the Independent Study prior to or during (but not later than) the last week of the semester before the student is going to complete the IS. For example, a student who wants to do an IS during the spring semester must have the paperwork to the instructor the last week of classes during fall semester. If the instructor approves the project, they will give the paperwork to the program director for approval.

Though the IS can be carried out in a variety of different ways, the work requirements must meet the standards of three credit courses at Chatham University. The requirements, in part, include the following:

Credit Hours: In compliance with federal and state guidelines, this 3-credit course must meet 3 hours per week for 14 weeks, yielding 42 hours of instruction [or 6 hours per week for 7 weeks, yielding 42 hours of instruction]. Per federal and state guidelines, students may expect an average of 2 hours a week of outside work per each credit hour (example, 6 hours per 3 credit course).

<div align="center">

STATE LICENSURE

</div>

Each state has different licensure requirements for master's-level professional counselors. Licensing laws and certification regulations do vary from state to state. Chatham University's MSCP Program prepares students to become Licensed Professional Counselors (LPC) in Pennsylvania. The requirements for the LPC include the following in Pennsylvania. **If a student anticipates seeking licensure in a state other than PA, the student is responsible for obtaining information about licensure requirements for that state. Please refer to https://www.counseling.org/knowledge-center/licensure-requirements for additional information.**

§ 49.13. Licensed professional counselor. Here is a link to the web-site describing the regulations and standards related to the LPC: http://www.pacode.com/secure/data/049/chapter49/s49.13.html

(a) *Conditions for licensure*. To be issued a license to hold oneself out as a licensed professional counselor, an applicant shall provide proof satisfactory to the Board, that the applicant has met the following conditions:
  (1) Satisfied the general requirements for licensure of § 49.12 (relating to general qualifications for licensure).
  (2) Passed the examination required by § 49.11 (relating to licensure examination).
  (3) Successfully met one of the following education requirements:
   (i)   Has successfully completed a planned program of 60 semester hours or 90 quarter hours of graduate coursework in counseling or a field closely related to the practice of professional counseling as defined in § 49.1 (relating to definitions) including one of the following:

    (A)   A master's degree granted on or before June 30, 2009, in professional counseling from an accredited education institution.

(B)   A master's degree granted on or before June 30, 2009, in a field closely related to the practice of professional counseling as defined in § 49.1 from an accredited educational institution.

   (ii)   Has successfully completed a planned program of 60 semester hours or 90 quarter hours of graduate coursework in counseling or a field closely related to the practice of professional counseling as defined in § 49.1 including one of the following:

   (A)   A 48-semester hour or 72 quarter hour master's degree in professional counseling from an accredited education institution.

   (B)   A 48-semester hour or 72 quarter hour master's degree in a field closely related to the practice of professional counseling as defined in § 49.1 from an accredited educational institution.

   (iii)   Holds a doctoral degree in counseling from an accredited educational institution.

   (iv)   Holds a doctoral degree in a field closely related to the practice of professional counseling as defined in § 49.1 from an accredited education institution.

 (4)   Has met the following experience requirements:

   (i)   Individuals who met the educational requirements of paragraph (3)(i) or (ii), shall have completed at least 3,000 hours of supervised clinical experience meeting the criteria in subsection (b), obtained after the completion of 48 semester hours or 72 quarter hours of graduate coursework. Supervision for the supervised clinical experience shall be provided by a supervisor as defined in § 49.1 and § 49.3 (relating to qualifications for supervisors).

   (ii)   Individuals who meet the educational requirements of paragraph (3)(iii) or (iv) shall have completed at least 2,400 hours of supervised clinical experience meeting the criteria in subsection (b), 1,200 hours of which was obtained subsequent to the granting of the doctoral degree. Supervision for the supervised clinical experience shall be provided by a supervisor as defined in § § 49.1 and 49.3.

 (b)   *Supervised clinical experience*. Experience acceptable to the Board means experience as a supervisee in a setting that is organized to prepare the applicant for the practice of counseling consistent with the applicant's education and training.

 (1)   At least one-half of the experience shall consist of providing services in one or more of the following areas:

   (i)   Assessment.
   (ii)   Counseling.
   (iii)   Therapy.
   (iv)   Psychotherapy.
   (v)   Other therapeutic interventions.
   (vi)   Consultation.
   (vii)   Family therapy.
   (viii)   Group therapy.

 (2)   Supervision for the clinical experience shall be provided by a supervisor as defined in § 49.1. At least 1/2 of the required hours shall be supervised by a supervisor meeting the qualifications in § 49.3(1) and (3).

 (3)   A supervisee shall disclose his status as a supervisee to each patient and obtain written permission to discuss the patient's case with the supervisor.

 (4)   The supervisor shall oversee, direct, recommend and instruct the professional counseling activities of the supervisee.

   (i)   A supervisor who is temporarily unable to provide supervision shall designate another supervisor as a substitute.

   (ii)   Although the supervisor shall continue to bear the ultimate responsibility for supervision, those to whom supervisory responsibilities are delegated shall be individually responsible for activities of the supervisee performed under their supervision.

 (5)   The supervisor, or one to whom supervisory responsibilities have been delegated, shall meet with the supervisee for a minimum of 2 hours for every 40 hours of supervised clinical experience. At least 1 of the 2 hours shall be with the supervisee individually and in person, and 1 of the 2 hours may be with the supervisee in a group setting and in person.

(6) A supervisor shall supervise no more than 6 supervisees at the same time. If this paragraph creates an undue hardship on a supervisee, the supervisor and supervisee may request an exception to this paragraph. The request shall state, in writing, the reasons why this paragraph creates a hardship on the supervisee and why the supervisee is not able to obtain a supervisor who meets the requirements of this paragraph. Before making a determination, the Board may require a personal appearance by the supervisee and supervisor.

(7) A supervisor who wishes to terminate supervision during the training period shall give the supervisee 2 weeks written notice to enable the supervisee to obtain another qualified supervisor. A supervisor may not terminate supervision when termination would result in abandonment of the supervisee's client/patient.

(8) Supervised work activity will be counted toward satisfying the experience requirement only if it takes place in a single setting for either, first, at least 30 hours per week but no more than 40 hours per week during at least a 3-month period or, second, at least 15 hours per week for at least 6 months.

(9) The supervised clinical experience shall be completed in no less than 2 years and no more than 6 years, except that no less than 500 hours and no more than 1,800 hours may be credited in any 12-month period.

 (c) *Supervised clinical experience obtained within 5 years prior to March 2, 2002*.

(1) For hours of supervised clinical experience obtained within 5 years prior to March 2, 2002, the applicant shall present evidence of having acquired at least one-half of those hours under the supervision of a professional counselor. The applicant shall also have acquired hours of supervision at a ratio of 2 hours of supervision per 40 hours of supervised clinical experience, one-half of which may be in group supervision and at least one-half of which shall be provided by a professional counselor.

(2) Supervised clinical experience obtained under this subsection is not subject to the requirements of § 49.14 (relating to standards for supervision).

Authority The provisions of this § 49.13 amended under section 6(2) of the Social Workers, Marriage and Family Therapists and Professional Counselors Act (63 P. S. § 1906(2)).

Source The provisions of this § 49.13 amended October 10, 2014, effective October 11, 2014, 44 Pa.B. 6557. Immediately preceding text appears at serial pages (325249) to (325251).

Cross References This section cited in 49 Pa. Code § 49.14 (relating to standards for supervisors). Additional information about licensure regulations may be obtained from the following source:

State Board of Social Workers, Marriage and Family Therapists, and Professional Counselors
PO Box 2649
Harrisburg PA 17105
Phone: (717) 783-1389
Fax: (717) 787-7769
e-m ail: ST-SOCIALWORK@state.pa.us
Website: https://www.pa.gov/agencies/dos/department-and-offices/bpoa/boards-commissions/social-workers-marriage-family-therapists-professional-counselors/professional-counselor-licensure-snapshot
Students should also use the MAP/MSCP Brightspace page to obtain information about the LPC and related issues.

PRACTICUM AND INTERNSHIP POLICIES AND PROCEDURES

ACHIEVING APPROVAL & ELIGIBILITY FOR PRACTICUM

Please note: Sites may require vaccines, clearances, etc. that are above and beyond the Chatham University and Graduate Psychology requirements. Students must meet the site requirements in order to complete the field placement experience. Failure to comply with site requirements may result in removal from the site and/or delay in program completion.

Starting Practicum is a significant step in the students' academic progress and clinical training and an indicator that the student is in good academic standing within the program. Students achieve approval to start practicum in the program by meeting these benchmarks:
1. Maintaining a GPA of at least 3.0
2. No areas of concern on the PPE evaluations and annual evaluation forms
3. Completion of the eight (8) Prerequisite courses to start Practicum
4. Successful completion of the Pre-Practicum Ethics Exam

Prerequisites for MSCP-Community and Mental Health Field Placements: Prior to beginning fieldwork, students must have completed the following Core Courses:

PSY 501	Foundations of Counseling Psychology
PSY 617	Psychology of Culture and Identity
PSY 629	Human Development Across the Lifespan
PSY 642	Assessment
PSY 657	Psychopathology and Resilience
PSY 658	Evidence-Based Practice
PSY 662	Counseling Theories and Techniques
PSY 672	Group Counseling

If students do not initially meet those benchmarks, there are other possible outcomes:
- **Hold on starting Practicum –** If a student is placed on "hold" for starting practicum, the student and their advisor, with input from the program faculty, will develop a professional growth plan or remediation plan to address any deficiencies with the student's professional performance and to promote the student's readiness to advance in the MSCP or MAP program. The student's professional growth or remediation plan will be documented in writing and signed by the student, the student's advisor, and the program director. The signed document will be stored in the student's file. If a student does not meet professional performance criteria after the given timeline, they will be subject to continued hold and possibly, when circumstances merit, dismissal from the program.

- **Denial of starting Practicum** – If the student has demonstrated significant professional performance deficiencies and/or academic concerns, the student will not be allowed to start a Practicum and may not continue in the program. Students who are denied Practicum may appeal that decision using the appeal procedures outlined in the Chatham University Catalog.

- **Revocation of Practicum** - If a student who is on a Practicum while in good academic status exhibits significant problems in professional performance in academic and/or field placement settings at a later time point, the student's Practicum status may be revoked and the student may be required to complete a professional growth plan or may be dismissed from the program, depending upon the

particular situation. If the student fails to meet the professional behavior standards outlined on the remediation/professional growth plan, then the student will be dismissed from the program.

A hold, denial, or revocation of Practicum is often the result of a significant professional performance concern. In addition to feedback from the annual evaluation, the emergence of a professional performance concern will also be assessed using the Professional Performance Evaluation – Academic/Field Placement Settings (PPE). If a student who has become practicum eligible but has exhibited significant problems in professional performance in academic and/or field placement settings, the student's eligibility may be revoked and the student may be required to complete a professional growth plan or may be dismissed from the program, depending upon the particular situation. If the student fails to meet the professional behavior standards outlined in the handbook after the period of remediation under the professional growth plan, then the student will be dismissed from the program. Students who are dismissed from the program may appeal that decision using the appeal procedures outlined in the Chatham University Catalog https://www.chatham.edu/academics/catalog/. See Appendix C for complete details.

NOTIFICATION OF HOLD OR DENIAL OF PRACTICUM ELIGIBILITY
 "Hold" or "Denial" decisions will be communicated to the student in a timely manner relative to their current stage in the program.
- A student whose practicum eligibility has been placed on "hold" will receive notice of this through the Chatham e-mail account. The student must contact the advisor within two weeks to meet to begin the development of the remediation plan.
- A student whose practicum eligibility has been denied will receive notice of this through the Chatham e-mail account.

Removal of Hold
Students with a "hold" status may be reconsidered for practicum upon meeting academic and remediation criteria. Removal of a student's hold is initiated by the student's advisor after the student has demonstrated sufficient progress with meeting the criteria on the professional growth plan and has continued to meet the academic criteria of the program. The advisor will discuss the student's progress with the entire program faculty for a vote. The results of the program faculty vote determine if the hold is removed or maintained. If the hold is maintained, the student will be given a written rationale and specific feedback on how to make the necessary progress that would support a hold removal.

Field Placement Handbook (Appendix E)
Students should retrieve and read through the Field Placement Handbook found on the MAP/MSCP Brightspace page under the Field Placement section or in the field placement appendix located at the end of this handbook. The Field Placement Handbook has much more information about the field placement process, requirements, and expectations as well as important forms that need to be completed.

In the Field Placement Section, you will also find relevant field placement forms, the listing of all field placement sites, and the Practicum Preparation Checklist.

Site Listings: Please see the listing of approved field placement sites on the MAP/MSCP Brightspace page.

FAQ: Are field placements paid?
A: Typically, practicum experiences are geared toward providing masters level training to students and are nonpaid positions. More information about this issue is available in the Field Placement Handbook.

Field Placement Coordinator

Tina Russell-Brown, Ph.D. is the **Field Placement Coordinator**. Additional questions, concerns, and field placement advising can be directed to her via:

- email at t.russell-brown@chatham.edu or phone at 412-365-2481

- scheduling an appointment to meet in her office, Eastside CE 2708.

Field Placement Courses

There are three field placement courses that students take in the following order:
1. PSY682 Practicum
2. PSY685 Supervised Internship I
3. PSY686 Supervised Internship II

Each field placement course is semester-long, 3 credits (9 credits total), and is required to complete the MSCP program.

MAP PROGRAM

MAP MISSION AND DESCRIPTION

The Chatham University Master of Arts in Psychology degree is a 36-credit hour degree that provides graduate level education and training in psychology. The mission of the MA in Psychology degree is to provide women and men a foundation in the study of human behavior and skills for working with people. Graduates of the MA in Psychology program are able to use their understanding of psychological science and theories to further their professional careers in many ways, including work in research settings, in human service, health, or educational organizations, and in doctoral programs in psychology. Students also benefit from the rich and stimulating environment of Chatham University.

Chatham's MA in Psychology program offers small classes with individualized attention, knowledgeable and experienced faculty, opportunities to conduct research, and activities fostering leadership skill. The program emphasizes critical thinking and problem-solving skills, self-awareness, attention to socio-cultural diversity, application of knowledge, and both collaborative and independent work. **The degree does not provide the education needed for licensure as a psychologist or counselor.** The MA in Psychology program welcomes qualified students from diverse backgrounds and areas of study.

CORE COURSES FOR MA IN PSYCHOLOGY DEGREE

PSY 501	Foundations of Counseling Psychology
PSY 555	Statistics and Research Design
PSY 605	Biopsychology
PSY 617	Psychology of Culture and Identity
PSY 629	Human Development Across the Lifespan
PSY 657	Psychopathology & Resilience
PSY 642	Assessment
PSY 662	Counseling Theories and Techniques
PSY 672	Group Counseling
PSY 658	Evidence-Based Practice
PSY 681	Professional Integration Seminar

Plus one of the following courses:

PSY 515	Human Sexuality
PSY 530	Introduction to Sport and Exercise Psychology
PSY 663	Foundations in Health Psychology
PSY 665	Addictions Counseling
PSY 668	Crisis, Trauma, and Recovery
PSY 671	Mindfulness Counseling
PSY 677	Grief Counseling
PSY 693	Independent Study or Practicum
PSY XXX	A graduate level course approved by the program director

NOTE: Some MAP students will complete PSY682 Practicum as part of the MAP degree, depending upon the particular area of study, future career plans, and advisor and director input. Such MAP students should also familiarize themselves with the field placement handbook on the MAP/MSCP page on Brightspace and/or in Appendix E.

APPENDIX A:

COURSE DESCRIPTIONS

PSYCHOLOGY MASTER'S DEGREE COURSE DESCRIPTIONS

NOTE: Courses required for the MSCP and MAP degrees will be offered according to the course rotation table in Appendix B. Any changes to this rotation schedule will be announced to students via Brightspace and Chatham email. Electives are offered on a rotating basis. Occasionally, new elective courses are offered, and courses with declining enrollments are cancelled.

PSY 501 Foundations of Counseling Psychology (3)
The course introduces students to the field of counseling psychology, including the historical roots, current values, and training curriculum. The course also engages students in experiential learning of the theory and practice of basic counseling skills.

PSY515 Human Sexuality (3)
This course will draw from current research to examine biological, psychological, and social aspects of sexuality. In addition, issues relating to sexuality for parents, educators, and counselors will be highlighted.

PSY 530 Introduction to Sport & Exercise Psychology (3)
This course is designed to introduce students to the basic concepts and intervention techniques of sport and exercise psychology. Topics covered will include motivation theory applied to sport, team dynamics, an introduction to psychological skills training, the psychology of sport injury, and issues pertinent to exercise adoption, adherence, and drop-out.

PSY 555 Statistics and Research Methods (3)
The course provides a basic review of descriptive and inferential statistics and how these techniques are used with research methods in counseling psychology. Students will become proficient in computer analysis of data sets, designing, and evaluating research designs and techniques, and understanding primary research in counseling literature.

PSY 602 Sport & Exercise Psychology Interventions I (3)
This course is designed to provide students with a framework with which to apply knowledge of human development to choose interventions in health, exercise, and sport psychology settings. Students will learn about the unique challenges, as well as strategies and techniques that are optimally effective for work with children, adolescents, young adults, middle-aged adults, and seniors.

PSY 605 Biopsychology (3)
The course focuses on the development of the brain and nervous system, interconnections between the human body's biological systems, and types and mechanisms of psychopharmacological interventions for psychological disorders.

PSY 610 Advanced Seminar in Sport & Exercise Psychology (3)
This course focuses on research and professional practice in an athletic or exercise setting. Issues of credentialing, certification, and licensure will be presented. Further, pertinent ethical issues will be examined. Students will develop a research project that involves conceptualizing a problem statement and designing a study to address the question.

PSY 617 Psychology of Culture and Identity (3)
This course addresses issues of culture and identity, as related to counseling and therapeutic relationships. Sociopolitical, socioeconomic, familial, and psychological aspects of diversity, identity, and culture are explored through readings, seminars, and experiential exercises. Students challenge underlying assumptions and develop

effective skills to work with diverse populations in counseling

PSY 621 Advanced Seminar in Diversity Issues (3)
This course further develops the multicultural competency of counselors in relation to specific selected topics related to diversity and counseling.

PSY 627 Vocational/Career Counseling (3)
This course addresses the issues involved in the lifelong process of vocational development, through exploration of theories and assessment approaches in career counseling. Additional topics addressed include self-awareness, career awareness and assessment, career decision making and planning, and career implementation.

PSY 629 Human Development Across the Life Span (3)
This course explores cognitive, social, emotional, and physiological development throughout the life span. While including concentration on the major theoretical approaches to life span development, an equally significant focus will be on practical application of material.

PSY 632 Positive Psychology (3)
Positive Psychology is the study of how humans do well and flourish. This course in an introduction to positive psychology theories and techniques. Didactic, experiential, and interactive elements will be used to explore concepts, research, interventions, and exercises that positive psychology has contributed to the larger field of psychology.

PSY 642 Assessment (3)
This course covers the basics of psychological assessment. The importance of integrating information from various sources when formulating hypotheses and diagnostic impressions and when developing treatment plans is emphasized. Other topics include interviewing, mental status examinations, psycho-physiological strategies, psychological tests related to various diagnostic groupings, and program evaluation.

PSY 646 Intergroup Dialogue Facilitation Training (3)
This course gives students a foundation to facilitate intergroup dialogue classes and workshops. The topics of this course include group facilitation skills; individual and group social identity development; impact of prejudice and stereotyping; difference and dominance and the nature of social oppression; culture, cultural cues and judgments.

PSY 647 Intergroup Dialogues (3)
To facilitate intergroup understanding, students participate in face-to-face conversations and readings across social identities. Students discuss relevant material and explore group experiences, cross social identities and instructional contexts and examine historical, psychological and sociological materials leading to understanding of self and other.

PSY657 Psychopathology & Resilience (3)
The course provides an overview of psychopathology. Students learn to recognize the complex biological, cultural, and environmental contributors to mental illness, and to diagnose mental disorders using standardized criteria. Students will also study the concept of resilience and its role in contributing to health and well-being.

PSY658 Evidence-Based Practice (3)
This course provides an introduction to evidence-based practice in applied psychology, emphasizing a counseling psychology perspective to understanding human problems. The course focuses on the methodological issues in developing an empirical basis for psychological treatments, and understanding the evidence base for treatment, therapist, client, and therapeutic relationship effects.

PSY 662 Counseling Theories and Techniques (3)

This course explored a variety of counseling theories and techniques to provide a foundation for the practice of professional counseling from a culturally sensitive perspective. The course emphasizes current professional research and practice related to counseling theories and techniques, and provides opportunities for skill practice.

PSY 663 Foundations of Health Psychology (3)

Students will explore how psychological processes influence physical health. Further, the psychological sequellae of physical illness will be examined. Students will delve into the mind-body connection with consideration given to the cultural context. The role of the counseling psychologist as a member of the healthcare team will be explored.

PSY 665 Addictions Counseling (3)

The course addresses a variety of addiction topics, including chemical dependency, eating disorders, sexual addiction, the chemically dependent offender, and women's issues in addiction. Several treatment models are explored, with emphases on effectiveness of treatment approaches and on multicultural sensitivity.

PSY 668 Crisis, Trauma, and Recovery (3)

The course is an introduction to the field of psychological trauma, examining the historical development of trauma as a clinical entity and an overview of theories and strategies for treating trauma. Students will learn to identify and work with their own reactions to clients who present trauma issues.

PSY 669 Foundations of Expressive Arts Therapy (3)

This class introduces the history, theory, ethics and practice of art therapy and the expressive art therapies. Students will learn how to integrate art-based interventions with various clinical populations and gain the basic theoretical understanding necessary for using art therapy and expressive arts in the counseling process.

PSY 671 Mindfulness Counseling (3)

This course explores mindfulness and acceptance-based approaches to counseling and discusses the integration of art and science when utilizing these approaches. Students will examine current research about efficacy of such approaches, and also develop beginning skills in these approaches.

PSY 672 Group Counseling (3)

This course explores the theory and practice of group experience from the perspectives of a member and observer. Topics include basic elements of group dynamics, interpersonal styles as they affect or hinder group functioning, role identity, leadership style, and application of group skills in organizations.

PSY 673 Couples Counseling (3)

This advanced course covers selected theories and techniques related to couples counseling. The emphasis in the course is on practical application of the theories.

PSY 674 Foundations of Family Therapy (3)

This course focuses on the evaluation and treatment of psychological symptoms from the perspective of the family and systems theory. The history and evolution of the family movement will be presented and multiple family therapy modalities introduced, with an emphasis on selected theories and applications.

PSY 676 Counseling Children and Adolescents (3)

This course focuses on issues and concepts related to counseling children and adolescents with social and/or emotional problems. Topics include significant differences between children/adolescents and adults; theories of normal child development and temperament; and conceptualization and effective treatment of problems.

PSY 677 Grief Counseling (3)

This course introduces students to the techniques, strategies, and treatment modalities counselors use to work with adults, children, and families dealing with bereavement. The class focuses on psychological, somatic, cultural, and spiritual aspects of grief and loss. Other topics included are interventions, community resources, and diverse religious and cultural practices.

PSY 678 Risk and Resilience in Childhood (3)

This course covers child/adolescent psychopathology and psychological assessment of children and adolescents. Specific topics include diagnostic and assessment issues specific to children and adolescents; psychological and developmental disorders specific to children and adolescents; and related social and cultural issues.

PSY 730 Psychology of Emerging Adulthood (3)

This course explores developmental theory pertaining to the timespan between adolescence and adulthood. Identity exploration in the areas of education, work, interpersonal relationships, and culture will be examined through current and seminal research. Developmental considerations for working with this population will be highlighted.

PSY 681 Professional Integration Seminar (3)

This course explores ethical conceptualization, analysis, and practices of applied and counseling psychologists. Topics include the ethical standards of the American Psychological Association and the American Counseling Association, the history of applied psychology, and the developing mental health counseling movement. Certification, licensure, and regulatory practices are also discussed.

PSY 682 Practicum (3)

This course is an entry-level fieldwork course in which students obtain supervised counseling experience. They work directly under the supervision of a qualified professional and obtain experience interviewing clients and conducting sessions in group and individual formats.

PSY 685 Supervised Internship I (3)

This course is a supervised field placement experience focusing on integration of theory and practice. The course requires attendance at a weekly seminar on campus, which involves presentations focusing predominantly on assessment, diagnosis, and case conceptualization.
PREREQUISITE: PSY682 Practicum

PSY 686 Supervised Internship II (3)

This course enhances students' abilities to effectively offer mental health treatment and services to clients. Activities include discussion of issues in contemporary counseling psychology and treatment planning, formal case presentations, and completion of the graduate portfolio.
PREREQUISITE: PSY682 Practicum

PSY 687 Advanced Internship I (3)

This course provides an advanced field placement opportunity for students who want to further develop counseling skills with a particular population and/or develop new skills with a population different from the ones worked with in prior field placements.

PSY 693 Independent Study (3)

Pre-requisites
Complete the following course: XXX123 Permission of Instructor

APPENDIX B:

- RECOMMENDED COURSE SEQUENCES
  - ADVISING FORMS

MASTERS COURSE SEQUENCING

FULL TIME

NOTE: The curriculum pattern below is highly recommended for full-time MSCP students. Deviating from this pattern is certainly possible, and may make sense for some students. Students should be aware, however, that doing a different sequencing may change the graduation date, as not all courses are offered every semester. It is recommended that full-time MAP students follow the first semester below, but also that they work closely with their advisors to map out the rest of their course sequencing plan in advance.

FALL ENTRY

PSY501	Found of Counseling Psych	FA 1		PSY501	Found of Counseling Psych	SP 1
PSY662	Counseling Theories/Techniques	FA 1		PSY662	Counseling Theories/Techniques	SP 1
PSY617	Psychology of Culture and Identity	FA 1		PSY629	Human Development	SP 1
PSY629	Human Development	FA 1		PSY617	Psychology of Culture and Identity	SP 1
PSY657	Psychopathology & Resilience	SP 1		PSY657	Psychopathology & Resilience	SU 1
PSY642	Assessment	SP 1		PSY642	Assessment	SU 1
PSY658	Evidence-Based Practice	SP 1		PSY658	Evidence-Based Practice	SU 1
PSY672	Group Counseling	SP 1		PSY672	Group Counseling	SU 1
PSY555	Statistics and Research Design	SU 1		PSY555	Statistics and Research Design	FA 1
PSY681	Professional Integration Seminar	SU 1		PSY681	Professional Integration Seminar	FA 1
PSY682	Practicum	SU 1		PSY682	Practicum	FA 1
	ELECTIVE	SU 1			ELECTIVE	FA 1
PSY627	Vocational/Career Counseling	FA 2		PSY627	Vocational/Career Counseling	SP 2
PSY674	Foundations of Family Therapy	FA 2		PSY674	Foundations of Family Therapy	SP 2
PSY685	Internship I	FA 2		PSY685	Internship I	SP 2
	ELECTIVE	FA 2			ELECTIVE	SP 2
PSY605	Biopsychology	SP 2		PSY605	Biopsychology	SU 2
PSY686	Internship II	SP 2		PSY686	Internship II	SU 2
	ELECTIVE	SP 2			ELECTIVE	SU 2
	ELECTIVE	SP 2			ELECTIVE	SU 2

SPRING ENTRY appears as the second header above the right-hand set of columns.

MASTERS COURSE SEQUENCING

PART-TIME

NOTE: This is the course sequence recommended for part-time MSCP students. For MSCP students, the most important issue is completion of the first eight courses that are required for practicum. After that point, students may take the remaining courses as fit their schedule, consulting with their advisor and with the course offering tables on pages 35 and 36. It is recommended that part-time MAP students follow the first semester below, but also that they work closely with their advisors to map out the rest of their course sequencing plan in advance.

		FALL ENTRY				SPRING ENTRY	
PSY501	Found of Counseling Psych	FA 1		PSY501	Found of Counseling Psych	SP 1
PSY662	Counseling Theories/Tech	FA 1		PSY662	Counseling Theories/Tech	SP 1
PSY657	Psychopathology & Resilience	SP 1		PSY657	Psychopathology & Resilience	SU 1
PSY642	Assessment	SP 1		PSY642	Assessment	SU 1
PSY672	Group Counseling	SU 1		PSY629	Human Development	FA 1
PSY658	Evidence-Based Practice	SU 1		PSY658	Evidence-Based Practice	FA 1
PSY629	Human Development	FA 2		PSY672	Group Counseling	SP 2
PSY617	Psychology of Culture/Identity	FA 2		PSY617	Psychology of Culture/Identity	SP 2

MSCP COUNSELING STUDENT ADVISING FORM

Name: _____

Phone:_____   E-mail: _____

Year and Semester Entered: _____

Projected Date of Graduation: _____

Status: Full-time_____   Part-time _____

Prerequisites for Practicum (3 credits each)	**Semester Taken**
PSY 501 Foundations of Counseling Psychology	_____
PSY 617 Psychology of Culture and Identity	_____
PSY 629 Human Development	_____
PSY 642 Assessment	_____
PSY 657 Psychopathology & Resilience	_____
PSY 658 Evidence-Based Practice	_____
PSY 662 Counseling Theories and Techniques	_____
PSY 672 Group Counseling	_____

Other Required Courses (3 credits each)	
PSY 555 Statistics and Research Design	_____
PSY 605 Biopsychology	_____
PSY 627 Vocational and Career Counseling	_____
PSY 674 Foundations of Family Therapy	_____
PSY 681 Professional Integration Seminar	_____

Field Placements (3 credits each – required for degree)
PSY 682 Practicum   _____
PSY 685 Internship I   _____
PSY 686 Internship II

Electives for 60 hours (12 additional hours – required for licensure)
PSY XXX_____   _____
PSY XXX_____   _____
PSY XXX_____   _____
PSY XXX_____   _____

MASTERS OF ARTS IN PSYCHOLOGY (MAP) ADVISING FORM

NOTE: Students will work out their own MAP course sequences in close consultations with their academic advisor

Name: _____

Phone:_____   E-mail: _____

Year and Semester Entered: _____

Projected Date of Graduation: _____

Status: Full-time_____   Part-time _____

CORE COURSES FOR MA IN PSYCHOLOGY DEGREE

PSY 501	Foundations of Counseling Psychology	_____
PSY 555	Statistics and Research Methods	_____
PSY 605	Biopsychology	_____
PSY 617	Psychology of Culture and Identity	_____
PSY 629	Human Development Across the Lifespan	_____
PSY 642	Assessment	_____
PSY 657	Psychopathology & Resilience	_____
PSY 658	Evidence-Based Practice	_____
PSY 662	Counseling Theories and Techniques	_____
PSY 672	Group Counseling	_____
PSY 681	Professional Integration Seminar	_____

1 of the following courses

PSY 530	Introduction to Sport and Exercise Psychology	_____
PSY 663	Foundations in Health Psychology	_____
PSY 665	Addictions Counseling	_____
PSY 668	Crisis, Trauma, and Recovery	_____
PSY 671	Mindfulness Counseling	_____
PSY 677	Grief Counseling	_____
PSY 693	Independent Study or Practicum	_____
A graduate level course approved by the program director		_____

APPENDIX C: Student evaluation forms

- **Annual Evaluation MPCAC Standards – Learning Outcomes and Competences**

- **Master Professional Performance Evaluation-Academic Setting**

- **Master Professional Performance Evaluation-Field Placement**

Annual Evaluation of MSCP Students

TRAINEE NAME:

DATE EVALUATION COMPLETED:

SEMESTER:

ADVISOR/NAME OF PERSON COMPLETING FORM:

NUMBER OF COMPLETED CREDITS:

CURRENT CUMULATIVE GPA:

The following competencies reflect the MPCAC 2024 Standards and are intended to capture the domains expected for entry-level readiness for supervised post-masters practice leading to licensure/certification in many areas of professional counseling.

To facilitate use of these competencies by programs, the following rating levels are suggested for competency attainment: (1) lacking, (2) emergent, (3) proficient, (4) excellent or N/A (Not Applicable).

N/A: Not observed at this stage of professional training.
1 = Lacking: Demonstration of competence is *considerably below* the expected standard at this stage of professional training.
2 = Emergent: Demonstration of competence is *occurring but below the expected* standard at this stage of professional training.
3 = Proficient: Demonstration of competence *is at the expected standard* at this stage of professional training.
4 = Excellent: Demonstration of competence *exceeds* the expected standard at this point of professional training.

MPCAC STANDARD A: ETHICAL AND PROFESSIONAL STANDARDS
Foundations of Counseling
Professional Integration
Practicum
Internship I
Internship II

1. Ethical/Legal Standards and Policy: Demonstrates knowledge and application of ethical concepts and awareness of legal issues regarding professional activities with individuals, groups, and organizations.

a. Knowledge of Ethical, Legal and Professional Standards and Guidelines

Demonstrates knowledge and understanding of relevant ethical/professional codes, standards and guidelines, laws, statutes, rules, and regulations

1	2	3	4	N/A
Lacking	Emergent	Proficient	Excellent	

b. Awareness and Application of Ethical Decision Making

Recognizes situations that challenge adherence to professional values and demonstrates the application of an ethical decision-making model by applying it to ethical dilemmas.

1	2	3	4	N/A
Lacking	Emergent	Proficient	Excellent	

c. Ethical Conduct

Demonstrates integration of ethical values in professional conduct

1	2	3	4	N/A
Lacking	Emergent	Proficient	Excellent	

2. Professional Values and Attitudes: Exhibits behavior and comportment that reflect the professional values and attitudes of counseling and psychology.

a. Demonstrates understanding of counseling and psychological practice as an applied behavioral science.

1	2	3	4	N/A
Lacking	Emergent	Proficient	Excellent	

b. Demonstrates knowledge and awareness of professional identities relevent to counseling psychology.

1	2	3	4	N/A
Lacking	Emergent	Proficient	Excellent	

c. Maintains professionally appropriate communication and conduct across different settings.

1	2	3	4	N/A
Lacking	Emergent	Proficient	Excellent	

d. Demonstrates personal accountability and accepts responsibility for own actions.

1	2	3	4	N/A
Lacking	Emergent	Proficient	Excellent	

3. Understanding and use of supervision during applied experiences

a. Demonstrates understanding of the role and practice of supervision.

1	2	3	4	N/A
Lacking	Emergent	Proficient	Excellent	

b. Demonstrates knowledge of the critical role of reflective practice.

1	2	3	4	N/A
Lacking	Emergent	Proficient	Excellent	

c. Demonstrates knowledge of the impact of self-care on professional practice.

1	2	3	4	N/A
Lacking	Emergent	Proficient	Excellent	

d. Responds appropriately to supervision.

1	2	3	4	N/A
Lacking	Emergent	Proficient	Excellent	

MPCAC STANDARD B: EVIDENCE-BASED THEORIES AND PRACTICE OF COUNSELING AND PSYCHOTHERAPY
Evidence Based Practice
Theories & Techniques of Counseling

1. Knowledge

a. Demonstrates knowledge of individual and group theories of counseling and psychotherapy.

1	2	3	4	N/A
Lacking	Emergent	Proficient	Excellent	

b. Demonstrates knowledge of theories regarding the impact of trauma on individuals, groups and communities.

1	2	3	4	N/A
Lacking	Emergent	Proficient	Excellent	

2. Skills: Relationships - Relate effectively with individuals, groups, and communities

a. Forms and maintains productive and respectful relationships with clients, peers/colleagues, supervisors and professionals from within and across disciplines.

1	2	3	4	N/A
Lacking	Emergent	Proficient	Excellent	

b. Negotiates differences and handles conflict satisfactorily.

1	2	3	4	N/A
Lacking	Emergent	Proficient	Excellent	

MPCAC STANDARD C: MULTICULTURALISM AND DIVERSITY
Culture & Identity

Demonstrates knowledge, self-awareness, and skills in working with individuals, groups, and communities who represent various cultural and personal backgrounds and characteristics (e.g., cultural, individual, and role differences, including those based on age, gender, gender identity, race, ethnicity, culture, national origin, religion, sexual orientation, disability, language, and socioeconomic status) and context.

1. Knowledge

a. Demonstrates knowledge and awareness of self, as shaped by individual and group diverse identities.

1	2	3	4	N/A
Lacking	Emergent	Proficient	Excellent	

b. Demonstrates knowledge and awareness of others, as shaped by individual and group diverse identities.

1	2	3	4	N/A
Lacking	Emergent	Proficient	Excellent	

c. Demonstrates knowledge of the intersection between self and others as shaped by individual and group diverse identities.

1	2	3	4	N/A
Lacking	Emergent	Proficient	Excellent	

2. Skills

a. Applies knowledge of self as a cultural being in assessment, treatment, consultation, and all other professional interactions.

1	2	3	4	N/A
Lacking	Emergent	Proficient	Excellent	

b. Applies knowledge of others as cultural beings in assessment, treatment, consultation, and all other professional interactions.

1	2	3	4	N/A
Lacking	Emergent	Proficient	Excellent	

c. Applies knowledge of the intersection of self and others as cultural beings in assessment, treatment, consultation, and all other professional interactions.

1	2	3	4	N/A
Lacking	Emergent	Proficient	Excellent	

d. Is able to work effectively with diverse individuals in assessment, treatment, and consultation.

1	2	3	4	N/A
Lacking	Emergent	Proficient	Excellent	

e. Evaluates intervention progress and modifies intervention or prevention strategies on the basis of their evaluation of clients' progress and/or client feedback

1	2	3	4	N/A
Lacking	Emergent	Proficient	Excellent	

MPCAC STANDARD D: THEORIES OF PSYCHOPATHOLOGY AND RELEVANT CLASSIFICATION SYSTEMS
Psychopathology & Resilience

1. Knowledge

a. Demonstrates knowledge of theories of psychopathology, including but not limited to biological and sociocultural theories.

1	2	3	4	N/A
Lacking	Emergent	Proficient	Excellent	

b. Demonstrates knowledge of classification systems of behavior and limitations of those systems.

1	2	3	4	N/A
Lacking	Emergent	Proficient	Excellent	

2. Skills

a. Applies concepts of normal/abnormal behavior to case formulation, diagnosis, and treatment planning in the context of stages of human development and diversity.

1	2	3	4	N/A
Lacking	Emergent	Proficient	Excellent	

MPCAC STANDARD E: METHODS OF EVALUATION OF INDIVIDUALS

1. Knowledge

a. Demonstrates knowledge of content, reliability, and validity, and purposes of assessment measures frequently used by counselors and psychological practitioners

1	2	3	4	N/A
Lacking	Emergent	Proficient	Excellent	

b. Demonstrates awareness of strengths and limitations (including diversity-related limitations) of administration, scoring, and interpretation of assessment

1	2	3	4	N/A
Lacking	Emergent	Proficient	Excellent	

2. Skills

a. Selects and utilizes appropriate methods of evaluation.

1	2	3	4	N/A
Lacking	Emergent	Proficient	Excellent	

b. Engages in effective clinical interviewing					
1 **Lacking**	**2** **Emergent**	**3** **Proficient**	**4** **Excellent**	**N/A**	
c. Engages in effective progress monitoring					
1 **Lacking**	**2** **Emergent**	**3** **Proficient**	**4** **Excellent**	**N/A**	

MPCAC STANDARD F: RESEARCH METHODS
Statistics & Research Design

1. Knowledge

a. Demonstrates knowledge of scientific methods used by counselors and psychology practitioners in their clinical work					
1 **Lacking**	**2** **Emergent**	**3** **Proficient**	**4** **Excellent**	**N/A**	
b. Demonstrates knowledge of scientific methods to add to the knowledge base of counseling and psychology					
1 **Lacking**	**2** **Emergent**	**3** **Proficient**	**4** **Excellent**	**N/A**	
c. Demonstrates knowledge of application of scientific methods to evaluate practices and interventions.					
1 **Lacking**	**2** **Emergent**	**3** **Proficient**	**4** **Excellent**	**N/A**	
d. Demonstrates knowledge of program evaluation methods.					
1 **Lacking**	**2** **Emergent**	**3** **Proficient**	**4** **Excellent**	**N/A**	

2. Skill

a. Critiques published researcher effectively					
1 **Lacking**	**2** **Emergent**	**3** **proficient**	**4** **Excellent**	**N/A**	

MPCAC STANDARD G: CAREER DEVELOPEMENT AND/OR THE ROLE OF WORK IN PEOPLES' LIVES
Vocational

a. Demonstrates knowledge of the role of work in peoples' lives

1	2	3	4	N/A
Lacking	Emergent	Proficient	Excellent	

b. Demonstrates understanding of the development of work and career choices across the lifespan

1	2	3	4	N/A
Lacking	Emergent	Proficient	Excellent	

MPCAC STANDARD H: BIOLOGICAL BASIS OF BEHAVIORS
Biopsychology

a. Demonstrates knowledge and understanding of the relationship between biological factors and human functioning

1	2	3	4	N/A
Lacking	Emergent	Proficient	Excellent	

MPCAC STANDARD I: DEVELOPMENTAL BASIS OF BEHAVIOR
Human Development Across the Lifespan

a. Demonstrates knowledge and understanding of human development, wellness and learned basis of behavior across the lifespan.

1	2	3	4	N/A
Lacking	Emergent	Proficient	Excellent	

MPCAC STANDARD J: SYSTEM BASIS OF BEHAVIOR
Group & Family

a. Demonstrates knowledge of individuals in the context of their environment and how the environment (e.g., geographical, ideological, demographic, familial, institutional) affects functioning.

1	2	3	4	N/A
Lacking	Emergent	Proficient	Excellent	

b. Demonstrates understanding of the use of systems changes (whether prevention or intervention) to enhance the functioning of individuals, families, groups, organizations, and/or institutions

1	2	3	4	N/A
Lacking	Emergent	Proficient	Excellent	

_____/_____ *Student*
     Signature   *Date*

_____/_____ **Advisor**
Signature   **Date**

Master Professional Performance Evaluation
Academic Setting Form (MPPE-AS)

Student_____Semester/Year _____

Rating Scale					
N - No Opportunity to observe	1 - Meets criteria minimally or inconsistently for program level				
0 - Does not meet criteria for program level	2 - Meets criteria consistently at this program level				
3 - Exceeds expectations for program level					
Communication Skills and Abilities					
1. The student demonstrates the ability to establish relationships in such a manner that a working alliance can be created.	N	0	1	2	3
2. The student demonstrates effective communication skills in the classroom by:					
a. Contributing to classroom discussions in meaningful and relevant ways	N	0	1	2	3
b. Listening well to both professor and other students	N	0	1	2	3
c. Sharing time and space in the classroom	N	0	1	2	3
d. Demonstrating awareness of effects of communications on others	N	0	1	2	3
e. Asking questions related to information or concepts	N	0	1	2	3
e. Congruence - genuineness; external behavior consistent with internal affect	N	0	1	2	3
f. Communicating in a timely manner with professors if concerns related to performance or expectations arise	N	0	1	2	3
g. Communicating well with peers when involved in group projects	N	0	1	2	3
h. Presenting material to others in a professional manner, with appropriate use of technology, power point, handouts, and lecture	N	0	1	2	3
i. Preparing written work at a graduate student level, with correct spelling, grammar, organization, and use of APA style when required	N	0	1	2	3
j. Communicating non-verbally in the classroom in ways that demonstrate attention and respect (for example, in body language involving head, eyes, hands, feet, posture, voice, etc.)	N	0	1	2	3
k. Using self-disclosure appropriately, by disclosing in a skillful and carefully-considered manner for a specific and strategic purpose that contributes to classroom discussion in a meaningful and non-disruptive manner	N	0	1	2	3
3. The student contributes to the creation of a safe learning environment based on courtesy and respect for others.	N	0	1	2	3
Professional Responsibility					

1. The student conducts self so as to promote confidence in the MSCP program	N	0	1	2	3
2. The student relates to peers, professors, and others in a manner consistent with stated professional standards	N	0	1	2	3
3. The student demonstrates sensitivity to real and ascribed differences in power between themselves and others, and does not exploit or mislead other people during or after professional relationships	N	0	1	2	3
4. The student demonstrates personal responsibility in academic work, completing work on time, attending all classes and arriving on time, and producing work consistent with course and program expectations	N	0	1	2	3
5. The student demonstrates understanding of legal, ethical, and professional standards by their conduct in the program	N	0	1	2	3

Competence

1. The student meets program and university expectations in terms of academic performance	N	0	1	2	3
2. The student takes responsibility for compensating for her/his deficiencies	N	0	1	2	3

Rating Scale

N - No Opportunity to observe   1 - Meets criteria minimally or inconsistently for program level

0 - Does not meet criteria for program level   2 - Meets criteria consistently at this program level

                                   3 – Exceeds expectations for program level

Maturity

1. The student demonstrates appropriate self-control (such as anger control, impulse control) in interpersonal relationships with faculty, peers, and others.	N	0	1	2	3
2. The student demonstrates honesty, fairness, and respect for others	N	0	1	2	3
3. The student demonstrates an awareness of their own belief systems, values, needs and limitations and the effect of these on their work.	N	0	1	2	3
4. The student demonstrates the ability to receive, integrate and utilize feedback from peers, teachers, and supervisors	N	0	1	2	3
5. The student exhibits appropriate levels of self-assurance, confidence, and trust in own ability	N	0	1	2	3
6. The student demonstrates awareness of the effects of their behavior on other people.	N	0	1	2	3
7. The student follows professionally recognized conflict resolution processes, seeking to informally address the issue first with the individual(s) with whom the conflict exists	N	0	1	2	3

Integrity

1. The student refrains from making statements which are false, misleading or deceptive	N	0	1	2	3
2. The student respects the fundamental rights, dignity and worth of all people	N	0	1	2	3
3. The student respects the rights of individuals to privacy	N	0	1	2	3
4. The student takes responsibility for their share of work on group projects	N	0	1	2	3
5. The student respects cultural, individual, and role differences, including those due to age, gender, race, ethnicity, national origin, religion, sexual orientation, disability, language, and socioeconomic status	N	0	1	2	3

STRENGTHS:

AREAS OF CONCERN:

OTHER COMMENTS:

Recommendations:

○   **Hold or Remove from Practicum Eligibility, with the following remediation goals and/or procedures recommended:**

CONCERN	DESIRED OUTCOME	PLAN	RESPONSIBLE FACULTY/OTHERS	EXPECTED DATE OF COMPLETION

Additional comments:

STUDENT SIGNATURE

I agree to follow the remediation plan described above.

_____

Student   Date

FACULTY SIGNATURES

_____

Program Director   Date

_____

Advisor or Other faculty   Date

○   **Deny Practicum Eligibility and dismiss from program. Student will be informed of the decision and the appeals process in person, by e-mail, and by postal mail.**

Adapted from the Professional Performance Evaluation form created by the Southwest Texas State University Educational Administration and Psychological Services Department

Revised 8/11/2009

Master Professional Performance Evaluation
Field Placement Form (MPPE-FP)

Student _____   Semester/Year _____

Rating Scale					
N - No Opportunity to observe 1 - Meets criteria minimally or inconsistently for program level					
0 - Does not meet criteria for program level 2 - Meets criteria consistently at this program level					
3 - Exceeds expectations for program level					
Communication Skills and Abilities					
1. The student demonstrates the ability to establish relationships in such a manner that a working alliance can be created	N	0	1	2	3
2. The student demonstrates effective communication skills including:					
a. Creating appropriate structure - setting the boundaries of the helping frame and maintaining boundaries throughout the work such as setting parameters for meeting time and place, maintaining the time limits, etc.	N	0	1	2	3
b. Understanding content - understanding the primary elements of the conversation	N	0	1	2	3
c. Understanding context - understanding the uniqueness of the conversation elements and their underlying meanings	N	0	1	2	3
d. Responding to feelings - identifying affect and addressing those feelings in an empathetic manner	N	0	1	2	3
e. Congruence - genuineness; external behavior consistent with internal affect	N	0	1	2	3
f. Establishing and communicating empathy - taking the perspective of the individual without over identifying, and communicating this experience to the individual	N	0	1	2	3
g. Non-verbal communication - demonstrates effective use of head, eyes, hands, feet, posture, voice, attire, etc.	N	0	1	2	3
h. Immediacy – communicating by staying in the here and now	N	0	1	2	3
i. Timing - responding at the optimal moment	N	0	1	2	3
j. Intentionality - responding with a clear understanding of the outcomes desired	N	0	1	2	3
k. Self-disclosure - skillful and carefully-considered for a specific strategic purpose	N	0	1	2	3
3. The student demonstrates awareness of power differences in a relationship and manages these differences effectively	N	0	1	2	3
4. The student collaborates with an individual to establish clear strategic goals	N	0	1	2	3
5. The student facilitates movement toward the individual's goals	N	0	1	2	3
6. The student demonstrates the capacity to match appropriate interventions to the presenting problem in a consistent manner	N	0	1	2	3
7. The student creates a safe environment	N	0	1	2	3
8. The student demonstrates analysis and resolution of ethical dilemmas.	N	0	1	2	3
Professional Responsibility					

1. The student conducts self in an ethical manner so as to promote confidence in the profession.	N	0	1	2	3
2. The student relates to peers, professors, and others in a manner consistent with stated professional standards	N	0	1	2	3
3. The student demonstrates sensitivity to real and ascribed differences in power between themselves and others, and does not exploit or mislead other people during or after professional relationships	N	0	1	2	3
4. The student demonstrates application of legal requirements relevant to professional training and practice	N	0	1	2	3

Competence

1. The student recognizes the boundaries of her/his particular competencies and the limitations of her/his expertise.	N	0	1	2	3
2. The student takes responsibility for compensating for her/his deficiencies.	N	0	1	2	3
3. The student takes responsibility for assuring other's welfare when encountering the boundaries of her/his expertise.	N	0	1	2	3
4. The student provides only those services and applies only those techniques for which she/he is qualified by education, training and experience.	N	0	1	2	3

Rating Scale

N - No Opportunity to observe   1 - Meets criteria minimally or inconsistently for program level

0 - Does not meet criteria for program level   2 - Meets criteria consistently at this program level

                                         3 - Exceeds expectations for program level

5. The student demonstrates basic cognitive, affective, sensory, and motor capacities to respond to others	N	0	1	2	3

Maturity

1. The student demonstrates appropriate self-control (such as anger control, impulse control) in interpersonal relationships with faculty, peers, and others.	N	0	1	2	3
2. The student demonstrates honesty, fairness, and respect for others	N	0	1	2	3
3. The student demonstrates an awareness of their own belief systems, values, needs and limitations and the effect of these on their work.	N	0	1	2	3
4. The student demonstrates the ability to receive, integrate and utilize feedback from peers, teachers, and supervisors	N	0	1	2	3
5. The student exhibits appropriate levels of self-assurance, confidence, and trust in own ability.	N	0	1	2	3
6. The student demonstrates awareness of the effects of their behavior on other people.	N	0	1	2	3
7. The student follows professionally recognized conflict resolution processes, seeking to informally address the issue first with the individual(s) with whom the conflict exists	N	0	1	2	3

Integrity

1. The student refrains from making statements which are false, misleading or deceptive.	N	0	1	2	3
2. The student avoids improper and potentially harmful dual relationships.	N	0	1	2	3
3. The student respects the fundamental rights, dignity and worth of all people.	N	0	1	2	3
4. The student respects the rights of individuals to privacy, confidentiality, and choices regarding self-determination and autonomy.	N	0	1	2	3

	N	0	1	2	3
5. The student respects cultural, individual, and role differences, including those due to age, gender, race, ethnicity, national origin, religion, sexual orientation, disability, language, and socioeconomic status					

STRENGTHS:

AREAS OF CONCERN:

OTHER COMMENTS:

Recommendations:

○ **Remove from Practicum or deny eligibility for Practicum, with the following remediation goals and/or procedures recommended:**

CONCERN	DESIRED OUTCOME	PLAN	RESPONSIBLE FACULTY/OTHERS	EXPECTED DATE OF COMPLETION

Additional comments:

STUDENT SIGNATURE

I agree to follow the remediation plan described above.

_____

Student   Date

FACULTY SIGNATURES

_____

Program Director   Date

_____

Advisor or Other faculty   Date

○ **Remove from Field Placement and dismiss from program. Student will be informed of the decision and the appeals process in person, by e-mail, and by postal mail.**

FACULTY SIGNATURES

_____

Program Director   Date

_____

Advisor or Other faculty   Date

Adapted from the Professional Performance Evaluation form created by the Southwest Texas State University Educational Administration and Psychological Services Department

Revised 8/11/2009

APPENDIX D:

CHATHAM UNIVERSITY

STUDENT SERVICES & PROGRAM RESOURCES

CHATHAM UNIVERSITY STUDENT SERVICES & PROGRAM RESOURCES

Computer and space resources for graduate students
- Observation rooms and recording facilities (CE 2716, 2717, 2723,2724)
- Graduate student lounge (room CE 2715)

University Resources
Chatham University has many resources available to its students, as follow:
- School of Health Sciences
    - Dean of School of Health Sciences – Dr. Salvador Bondoc at 412-365-1199 or s.bondoc@chatham.edu.

- Jennie King Mellon Library
    - Located on the Shadyside campus, Woodland Road
    - https://library.chatham.edu/home
    - Jennifer Langilotti, Technical Services Assistant, 412-365-1242 or J.Langilotti@chatham.edu

- OAAR – Office of Academic and Accessibility Resources
    - https://www.chatham.edu/academics/support-and-services/office-of-academic-accessibility-resources/index.html
    - Located on the third floor of JKM Library, Shadyside campus
    - Student Disabilities. Students with disabilities that may impact their academic performance in the program should contact OAAR at the beginning of the semester for assistance in clarifying specific needs. OAAR will notify the student's instructors that the student is entitled to accommodations, if indicated. It is expected that students with disabilities will also discuss with faculty what accommodations are needed.
    - **NOTE:** Students may not be given substantive accommodations in the program without documentation from OAAR.

- Counseling and Health Services
    - https://www.chatham.edu/student-experience/health-wellness/index.html
    - Main location: Woodland Hall, ground floor, Shadyside campus
    - Secondary location: Eastside, second floor near CE282
    - Contact the Student Services Center at: 412-365-2797

- Student Health Insurance - All full-time students are required to present proof of health insurance. For students who do not have current health insurance, Chatham University Sickness and Accident insurance plan is available to all registered students (both full and part time) and will help insure that they are able to receive adequate medical treatment when necessary. This insurance policy will also offer them the flexibility to utilize

both the local health systems as well as Chatham Health Services.

- Bookstore – 412-365-1661
    - https://www.bkstr.com/chathamstore/home
    - Located in Woodland Hall, ground floor, Shadyside campus

- Student Services - 412-365-2963
    - Located in Braun Hall, first floor, Shadyside campus
    - Office of the Registrar
    - https://www.chatham.edu/academics/support-and-services/registrar.html
    - Office of Financial Aid and Office of Student Accounts
    - Both are located in Braun Hall, first floor. For information about financial aid resources, please contact the Chatham University Office of Financial Aid at 412-365-1777 or visit the following web-site for information about aid and tuition rates: https://www.chatham.edu/admission-and-aid/graduate/index.html
- IT Services
    - Help Desk – 412-365-1112 or services@chatham.edu
    - Located in Woodland Hall, first floor and Eastside campus, second floor
    - Students can receive a free download of SPSS

- Public Safety
    - 412-365-1111 (emergency) or 412-365-1230 (non-emergency)
    - https://chatham.edu/student-experience/transportation-and-safety/public-safety.html
    - Location in Rea Garage, Shadyside campus
    - Parking information, Chatham Shuttle Service, Safe Rider Service and Public Transportation information is found at: https://chatham.edu/student-experience/transportation-and-safety/index.html

- Dining Services
    - https://chatham.edu/student-experience/housing-dining/dining.html
    - Eastside Café, located on the second floor
    - Anderson Dining Hall, Mellon Administration building located on the Shadyside campus
    - Café Rachel, located on the Shadyside campus in Woodland Hall, first floor

- Athletic and Fitness Center (AFC)
    - Located on Shadyside campus
    - https://gochathamcougars.com/sports/afc
    - 412-365-1519

APPENDIX E:
FIELD PLACEMENT HANDBOOK

Field Placement Handbook

for
Graduate Psychology Programs:
Master of Science in Counseling Psychology
Master of Arts in Psychology

August 2025

How to use this manual/Disclaimer

The purpose of this manual is to guide you in preparing for, obtaining, and completing your field placement requirements.

This Field Placement Manual was developed to assist students in the Master of Science in Counseling Psychology and the Master of Arts in Psychology Programs. It will help you prepare for and understand the requirements to complete the field placement component of the programs.

The contents of this manual are intended to serve as guidelines rather than all-encompassing, concrete rules for completion of the field placement.

Please read the manual thoroughly. Refer to it when you have questions – answers to many common questions can be found here.

Counseling includes many different activities and includes (but is not limited to) traditional 50-minute sessions, group counseling, brief consultations, brief counseling sessions, intakes, crisis work, outreach and educational programming, etc. Policies and procedures from the state to the site level are fluid and student needs and wants vary. For these reasons, it is impossible for this manual to cover all possible situations or scenarios.

> Should a situation arise that is not addressed in this handbook, please contact three people:
> 1. Your Practicum or Internship course Instructor,
> 2. The Field Placement Coordinator,
> 3. Your Academic Advisor

Please contact them as soon as you have a concern; waiting may result in more difficulties and challenges.

It is important to note that there is no replacement for contact with these three people! In the end, the Counseling Psychology faculty, as a group, make decisions when field placement situations vary from the norm. As such, it is incumbent upon students to communicate with their advisors, professors, and the field placement coordinator. This way, the faculty can assist students as they complete their training and education.

Finally, failure to follow the procedures outlined in this manual may result in a decision by the Counseling Psychology faculty to postpone your practicum or internship experience.

Field Placement Coordinator (FPC):
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Introduction to Field Placement

This appendix explains the Policies and Procedures of field placement requirements and provides answers to many questions. In addition to this appendix, the faculty and FPC are available to support and help students through these challenges. For more information about field placement procedures and specific site information please do not hesitate to contact the FPC. It is our hope that students will have high quality experiences in the classroom and on field placement as they pursue their ultimate career goals!

The Master of Science in Counseling Psychology degree requires 3 semesters of training experience in counseling, called field placement experiences. Field placement is three semesters of graded clinical training placements within academic courses (Psy682, Psy685 & Psy686). Field placement experiences complement your classroom education and help you meet state requirements as you pursue Pennsylvania State Licensure as a Professional Counselor.

Your field placement experiences are exciting opportunities to be trained at one or more counseling agencies. You'll work with clients and develop counseling skills, including individual, group, and family counseling, career counseling, assessments, intakes, crisis interventions, consultation, and/or outreach.

Finding a placement is ultimately your responsibility; the process is a job search model.
The field placement coordinator (FPC) can provide assistance as well as your advisor, other faculty, classmates, and the Career Development Center. In many counseling agencies, counseling can look different than the typical 50-minute session we often hear about. This could include brief interventions, such as 15-20 minute sessions, brief screenings, psychoeducational programming, crisis intervention, etc.

WHAT IS FIELD PLACEMENT?

Field placement is a three-semester training experience. Students find a counseling placement in a setting such as an outpatient clinic, community agency, private practice, etc. The student will spend time 8-20 hours per week at the placement site observing and eventually conducting counseling activities under supervision by someone at the site and the instructor for class supervision. Each semester, the student is required to complete a certain amount of direct service hours and a total amount of hours at the site. Below is a breakdown of the hours needed for each semester.

1. Practicum
- 120 total hours
- 40 hours must be direct service
- 10-12 hours per week at site
- One hour of weekly supervision with your on- site supervisor in a group of 3 or less or individual supervision.
- Participate in Chatham's Practicum (group supervision) class, which does *not* count toward your indirect hours but supports your training and development and results in credits and a grade.

2. Internship I & II
- Supervised Internship I/II (PSY 685/686): Internships are the final and most comprehensive field-based experiences in the counseling psychology program. They are taken after successful completion of the Practicum, typically, over the course of two semesters**.** Supervised Internship I (*PSY 685*) and Supervised Internship II (*PSY 686***)** are both three- credit courses and each has the following basic requirements:
- 20-25 hours per week at site
- 300 total hours
- 120 hours must be direct hours
- One hour of weekly individual or group supervision. Group supervision cannot have more than three students.
- Participate in Chatham's Practicum (group supervision) class, which does *not* count toward your indirect hours but supports your training and development and results in credits and a grade.
- *Students often obtain more than the minimum of 120 hours to meet with clients and be flexible to the needs of the site. This is fine!*

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WHAT ARE DIRECT AND INDIRECT SERVICE HOURS?

Direct service hour: Time spent with a client during which you have an opportunity to make a counseling intervention. Activities that count as a direct service include:

-Individual, group, family, career counseling

-Assessments and intakes (in-person or over the phone)

-Outreach

-In-person observation of your supervisor or another staff counselor performing the above activities

Indirect service hour: Time spent away from clients but engaged in activities that support your counseling work. Activities that count as indirect service include:

-Report writing, case notes, completing agency paperwork

-Attending case conferences and staff meetings

-Supervision (peer, individual, group but not PSY682)

-Completing trainings, orientations, and other agency activities that aid your training

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FAQs

WHAT'S THE DIFFERENCE BETWEEN PRACTICUM AND INTERNSHIP?
There are 2 big differences between Practicum and Internship:
1. Internship is more hours, both direct (120 minimum) and total (300 minimum)
2. Internship is a developmental "step up" meaning that you are expected to take on more roles, responsibilities, autonomy, and demonstrate more competence as a budding counselor.

CAN I STAY AT MY PRACTICUM SITE FOR INTERNSHIP?
Yes, students are encouraged, but not required, to complete their Practicum and Internships at the same site. Some sites may even require that you make a 3-semester commitment when you begin your Practicum. However, some sites may only be able to accommodate you for Practicum. Other circumstances may arise that could prevent you from continuing at your Practicum site for Internship as well.

ARE THERE ANY BENEFITS TO STAYING OR SWITCHING SITES?
The benefit to staying at the same site is that you will likely be able to build longer-term relationships with your clients. You may get a more in- depth experience and you do not have to look for a new site.

SHOULD I STOP WORKING AT MY PRACTICUM PLACEMENT ONCE I HAVE EARNED ENOUGH HOURS?
No. If students reach their total required hours before the end of the semester, they should continue at the site to continue to fulfill your contract with the site and your commitment/professional responsibility with clients. Please DO NOT stop attending your practicum site because you have achieved the minimum required hours. Your clinical and ethical responsibility to your clients and commitment to your site are important! More hours than the minimum is encouraged, within reason.

WHAT IF I AM NOT ABLE TO EARN THE MINIMUM REQUIRED CLINICAL TRAINING HOURS BY THE END OF SEMESTER?
As soon as it is apparent that you have a problem, you should meet with your on-site supervisor and discuss your concern. You should also discuss your concerns with your Practicum instructor and let the FPC know. If

you do not complete all of your hours and your paperwork before the last meeting of your practicum class, you will receive a grade of incomplete. This is common – please do NOT worry if your instructor asks you to do this. Because our work is dependent on others (e.g., clients showing up, supervisors completing and signing forms), Incomplete Grade are common in both Practicum and Internship classes.

WHAT IF I EARN MORE THAN THE MINIMUM REQUIRED HOURS IN ANY SEMESTER?

A student may transfer a <u>maximum of 30 hours of the clinical hours</u> to the next semester field placement course if they meet the following criteria:

- Complete at least the minimum required clinical hours.
- Complete all clinical documentation – review all evaluations, complete student evaluation of site and supervisor
- All timesheets have been approved by your supervisor.
- Receive verification from your instructor that you are eligible to transfer hours into the next semester course.
- Email the FPC and course instructor to verify that all requirements have been completed and what date the transfer of hours will start.

Field Placement Timeline

Students start the program in different semesters and progress through the program at various paces. As a result, there is no universal timeline that can be applied to all students. Below is a basic timeline for the full-time student who plans to graduate in 5 semesters.

> **TIP**: Students who are part-time may start field placements *after* they have completed the 8 pre-requisite courses. Part-time students may also wait to begin field placement until their last three semester. Students are encouraged to create their course plans with their advisors.

First Semester	• Complete courses within the 8 prerequisites for field placement • Read the *Field Placement Manual* found in the Appendices of the MSCP-MAP Handbook Manual • Pass the Ethics Quiz in PSY501 • Peruse the list of sites available. This link to the list is available in EXXAT or Brightspace.
Second Semester	• Continue taking courses to meet the 8 credits of prerequisites for field placement. • Search for a practicum/internship site using the approved site list in Brightspace and using the Explore Locations feature in EXXAT. • Consult with your advisor about readiness for field placement courses • Apply for clearances (Acts 33 and 34) • Update your resume and create a cover letter to send along with your resume for all practicum applications. Please consult with Career Services for a professional format. • Apply for student professional liability insurance (near the end of the semester)
Third Semester	• Begin practicum placement and Psy 682 course; take 3 other classes • Students are encouraged to take Professional Integration (PSY681) during this semester
Fourth Semester	• Take Internship I class • Take 3 additional classes
Fifth Semester	• Take Internship II class • Take 3 additional classes

Clinical Documentation

⋛ Exxat

Chatham's School of Health Sciences uses EXXAT, a clinical document management system to record all

clinical training documentation. Students use this system to explore site placements for practicums, upload all clearances and site required medical testing, review supervisors and sites and store any other clinical documentation required by the course instructor, FPC, or practicum site.

Students will receive an invitation email to create a login for EXXAT. Please check your Chatham email and your Junk/Spam folder for an email from Exxat.com. Please add the domain, **EXXAT.com** to your safe senders list in your Chatham email. Once you are

The instructions for using EXXAT can be found in two places. The EXXAT Guide for MSCP/MAP students is available on the Brightspace >MSCP/MAP program>Field Placement and on the student's homepage in EXXAT.com under Announcements.

DOCUMENTATION TIMELINE
Documentation submitted the week prior to or in first week of practicum

Act 33 is the Child Abuse History Clearance for Pennsylvania. To acquire this history clearance, follow these directions:	1. Go to **https://www.compass.state.pa.us/cwis/public/home**. 2. Click "Create Individual Account." 3. Read and click "Next." Follow the instructions for creating a new account. 4. Copy the temporary password sent to your email. 5. Return to **https://www.compass.state.pa.us/cwis/public/home**. 6. Click "Individual Login," then "Access My Clearances." 7. Log in with your temporary password and follow instructions to create a permanent password. 8. Log in again with your permanent password. 9. Read and accept the terms and conditions, then click "Next." 10. After reading the "Learn More" information, click "Continue." 11. Click "Create Clearance Application" and complete the form 12. The application will be rejected if students do not list their parents, guardians, siblings and the addresses they lived at with these people 13. Submit the application. 14. You will need to log in in 7 – 10 days to see if your clearance has come back. You will NOT necessarily receive an email that your clearance results are back.
Act 34 is the Criminal Record Check for Pennsylvania. To complete the online electronic application, please follow the steps:	1. Go to **https://epatch.pa.gov/home**. 2. Click "New Record Check (Volunteers Only)" if you are serving as a volunteer, "Submit a New Record Check" if you are not. 3. Read and acknowledge the Terms and Conditions, then click Accept. 4. Fill in the information requested and submit. 5. You can check the status of your request by clicking "Check the Status of a Record Check" on the PATCH homepage.
The Site Declaration	The agreement between student and site supervisor about training and supervision expectations.

	Every semester, this is the first form to be completed for your practicum course. This form MUST be submitted in EXXAT before students have access to any other clinical documents in EXXAT. Consult the EXXAT student manuals in Brightspace for more information.
Student Professional Liability Insurance	**To obtain professional liability insurance** select ONE of the two options below. **APA** – About $35 https://www.apa.org/members/your-membership/benefits/insurance https://www.trustinsurance.com/Insurance-Programs/Student-Liability **Health Providers Service Organization. $**38 per year. To apply: 1. Go to https://forms.hpso.com/quick-quote/page1.jsf 2. Choose state (Pennsylvania) 3. Select "Licensed Professional Counselor" as your Profession/Area of Study 4. Click on "Student" option 5. Complete application and payment (*must have a credit or debit card in your name*)

Weekly Documentation
Timesheets	-Students enter Timesheets in EXXAT under learning activities. You must enter separate timesheets for indirect hours and direct hours. The timesheets are sent to your on-site supervisor for approval. It is crucial that you use the correct category for your hours as this is how your instructor determines if you have met the required hours for the course. -Class supervision must also be documented on a timesheet. Students document the 90-minute class time on a timesheet weekly and submit it to their course instructor for approval. Documenting class supervision is a part of state licensure requirements of a MSCP program.

Documentation due at MID SEMESTER of practicum
Mid-Semester Student Evaluation	-Site supervisor completes and provides feedback at mid-term of student's performance in the field placement. Reviewed by student, site supervisor and practicum instructor. -Discuss your evaluation, performance, and progress with your supervisor, as well as your goals, strengths and areas for growth with your supervisor.

Documentation due at END OF SEMESTER	
Final Evaluation of Student	Site supervisor completes the final evaluation of student; reviewed by student, site supervisor, and practicum instructor.
Evaluation of Site and Supervisor	Student evaluation of site; completed by student, no signatures required but your course instructor will review it.

****** This checklist will help you accomplish each step needed to begin your practicum course. *****

Practicum Checklist

☐ **Enroll in MAP/MSCP on Brightspace as soon as you enter the program**

    ☐ **Complete 8 Prerequisite Classes**

- PSY501: Foundations of Counseling Psychology
- PSY617: Psychology of Culture and Identity
- PSY629: Human Development
- PSY657: Psychopathology and Resilience

- PSY642: Assessment
- PSY658: Evidence Based Practice
- PSY662: Counseling Theories & Techniques
- PSY672: Group Counseling

☐ **Be in good academic standing** based on these factors.
- *Academic Performance*: Maintain minimum 3.0 GPA in at least three of the four Pre-requisite courses. A student with a GPA below 3.0 is subject to provisional status or dismissal, as stated in the Chatham University Graduate Student Handbook.
- *Professional Performance*: Students must demonstrate professional behaviors, as assessed by faculty teaching the perquisite classes on the **Professional Performance Evaluation-Academic Setting Form (PPE-AS).** Students who are on growth or remediation plans <u>may not</u> be eligible to start field placement. Please consult with your advisor if this applies to you.

☐ **Review the Site Listings** and select several (at least 6 – 10) sites that interest you.
- Discuss with advisor and FPC; talk with other students.

    ☐ **Thoroughly read the Field Placement Appendix in the program Student Handbook.**
- Many common questions are answered, including What is the practicum application? How do I apply to sites? And what do I do once I've secured a site?

TASKS STARTING THE SEMESTER BEFORE YOU WANT TO START PRACTICUM

☐ **Attain 80% minimum on ethics quiz** in PSY501: Foundations of Counseling Psychology

☐ **Update resume**: talk with your advisor, FPC, and Career Development Office.
- use your Chatham email!

☐ **Apply for your Act 33 and 34 clearances**
- our department requires these clearances, and they should be uploaded into Exxat under Required Documents
- see details below

☐ **Begin applying** to sites (most prefer email).

I HAVE SECURED A SITE, NOW WHAT??

☐ **Complete site onboarding requirements**
- **Some sites, like UPMC and AHN, require flu shot, TB Test, physical, drug screen, etc.** (these requirements depend on your field placement site).
- Costs vary depending on where you do this

☐ **About one week before you start practicum, obtain professional liability insurance**.